

VISUAL ARTS 7

Grade 7



Unit #1

Habits of an Artist

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does an artist work?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will demonstrate an understanding of procedures and expectations in the art classroom. Students will recognize the importance of classroom culture, such as collaboration, constructive feedback and maintaining focus and safety during the creative process. Students will develop an appreciation for the artistic journey and the discipline to grow as artists.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the habits of an artist?
- What routines and processes are followed in the art room?

Process

- How does an artist develop ideas?
- Why is it important to experiment and reflect on art work?

Reflective

- How does an artist talk about art with others?
- How do I refine my ideas?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Develop criteria to guide making a work of art or design to meet an identified goal. (Cr1.2.7)

- Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. (Cr2.3.7)

Annually PLCs are able to add 1–3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Apply methods to overcome creative blocks. (Cr1.1.7)



Unit- Shaping Imagination: The Essentials of Two Dimensional Drawing

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does an artist express their creativity through drawing?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will demonstrate a strong foundation in two-dimensional art, allowing them to express their creativity through various drawing techniques. They will focus on developing their understanding of value, depth, contrast and dimension in their work using techniques such as shading, rendering, hatching, cross-hatching, contour drawing, scumbling and stippling. By practicing these methods, students will enhance their drawing skills, gaining in their ability to capture light, shadow, and texture, while advancing their overall artistic proficiency.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the elements of art and principles of design?
- What are the different techniques artists use to draw?
- How do I create depth in my drawings?

Process

- How does using a combination of elements of art and principles of design make art visually stronger?

Reflective

- How do I use the essential elements of drawing to express my ideas?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Develop criteria to guide making a work of art or design to meet an identified goal. (Cr1.2.7)
- Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. (Cr2.1.7)
- Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. (Cr2.3.7)
- Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. (Re8.1.7)

Annually PLCs are able to add 1-3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Apply methods to overcome creative blocks. (Cr1.1.7)
- Reflect on and explain important information about personal artwork in an artist statement or other format. (Cr3.1.7)
- Analyze multiple ways that images influence specific audiences. (Re7.2.7)
- Compare and explain the differences between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria. (Re9.1.7)



Unit- Functional vs Decorative Three Dimensional Art

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does creativity impact the purpose of three dimensional art?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will demonstrate a foundation in three-dimensional art, through sculpture and ceramics, where they may explore building techniques. They will gain hands-on experience in shaping and molding materials into functional or decorative forms, allowing them to express their creativity.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What is functional vs. decorative?
- What techniques can be used to create sculpture?

Process

- What factors prevent or encourage people to take creative risks?
- What role does persistence play in creating art?

Reflective

- How was I able to take creative risks and overcome challenges?
- How was I able to apply functional or decorative techniques to create three dimensional art?

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Unit- Painting with Expression

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do artists use color to express themselves?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will demonstrate a foundational understanding of painting techniques and the color wheel, which are essential for creating visually compelling artwork. By exploring color theory, students will learn how to mix and apply colors in their work. This knowledge will empower them to experiment with different color schemes and painting methods, fostering both creativity and technical abilities.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the colors of the color wheel?
- What are color schemes?

Process

- How are painting materials used appropriately?
- How are the primary colors used to make the color wheel?
- How do artists show creativity and communicate a sense of expression through the use of color?

Reflective

- How did I use color to express my idea?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

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VISUAL ARTS 7

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Unit- Museums & Careers

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does the art world impact the world around us?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will demonstrate a broad understanding of art museums and the various career paths within the creative industries. By making connections with the world around them, students will learn how artists have been influenced by context, histories, cultures and traditions. They will connect their own creative work to careers and the history of art.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- Where do we see art in the world?
- What are creative careers?

Process

- Why is art important?

Reflective

- How is art important in my life?

Power Standards

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Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Apply methods to overcome creative blocks. (Cr1.1.7)
- Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats. (Cr2.2.7)
- Reflect on and explain important information about personal artwork in an artist statement or other format. (Cr3.1.7)
- Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. (Pr4.1.7)
- Based on criteria, analyze and evaluate methods for preparing and presenting art. (Pr5.1.7)
- Compare and contrast viewing and experiencing collections and exhibitions in different venues. (Pr6.1.7)
- Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. (Re7.1.7)
- Analyze multiple ways that images influence specific audiences. (Re7.2.7)
- Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in community. (Cn10.1.7)
- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. (Cn11.1.7)

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Unit- Digital Expression: Exploring Art through Technology

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can digital art be used to communicate?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will demonstrate an understanding of digital tools and technology used in creating contemporary art. They will explore how digital media can enhance traditional art-making processes, allowing for greater flexibility and experimentation. Students will focus on how digital art communicates ideas with the world.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What digital tools do artists use?

Process

- How do artists experiment with their art using digital tools?
- How has digital art changed the way we communicate?

Reflective

- How do I communicate through digital art?

Power Standards

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