

GRADE 7 ART SYLLABUS

Teacher:

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COURSE DESCRIPTION:

Exploring the Visual Arts is designed for students to develop their curiosity and imagination through the exploration of visual media. The class provides students with a solid foundational understanding of the Elements and Principles of art and design. Students will be able to express their individual talents and ideas through research, the development of skills, and the exploration of the creative process, culminating in unique works of art. Units will explore the fundamentals in drawing, printmaking, painting and sculpture. *Please Note: Course content and pace may be modified based on student need and interest. This syllabus will be updated as needed to reflect these changes. Last Update: 8/2023*



MAJOR UNITS OF STUDY



Balance



Landscape Painting



Figure Sculpture

COURSE UNIT OUTLINE

UNIT 1: NON-OBJECTIVE BALANCE AND PRINTMAKING

Art History Reference: Piet Mondrian and his Influence on Non-Objective Styles of Art

UNIT TOPICS:

- Research the characteristics of non-objective art
- Make connections between art and the mathematical terms/processes of symmetry
- Understand principle of balance
- Identify the different types of balance/symmetry: Asymmetrical, Formal Balance, Radial Balance, Quadrilateral Balance
- Experiment with techniques of color drawing media
- Refine blending skills



INTERDISCIPLINARY LINKS: Symmetry in Math

SUMMATIVE PROJECT: Create a unique non-objective composition based on symmetry / balance that demonstrate proper color mixing and value. ([link to rubric](#))



Unit 2: SCULPTING THE FIGURE

Art History Reference: Figurative Art and Cultural Sculptures

UNIT TOPICS:

- Research one sculptor or culture to determine the characteristics of that particular style and present information to class.
- Use proper human proportions to sketch a figure.
- Combine the elements of art and the principles of design to create a strong figure sculpture with an influence from a culture or sculptor.
- Construct an armature that forms the strength, size and shape of your sculpture.
- Use proper additive methods to create a sculpture.

SUMMATIVE PROJECT: Students will create an abstract additive sculpture that human proportions and movement. ([link to rubric](#))

UNIT 3: LANDSCAPE PAINTING AND PERSPECTIVE

Art History Reference: Edward Hopper, Perspective and Landscapes

UNIT TOPICS:

- Explore perspective techniques and skills
- Create samples of casual, linear and atmospheric perspective using digital technology
- Research expressive landscape artists to determine the characteristics of that particular style and present information to class
- Analyze the similarities of the presented artists and develop strategies that artists use to show expression in a work of art
- Experiment and explore a variety of watercolor media and techniques in order to choose which will best express the intent of the work



SUMMATIVE PROJECT: Create a landscape that displays knowledge or proper drawing techniques and basic perspective. ([link to rubric](#))

UNIT 4: ALTERED PERSPECTIVE IN PHOTOGRAPHY

Art History Reference: Trick Photography

UNIT TOPICS:

- Explore perspective techniques in photography
- Explore basic photoshop techniques

SUMMATIVE PROJECT: Create a photograph that tricks the eye by playing with perspective and uses photoshop techniques. ([link to rubric](#))



- Material List: all materials will be supplied except for specific projects that require found objects or personal items.
- Homework: may be given (to bring in an object, sketches, ideas, etc.) to prepare for the next class. This homework will be posted on the website calendar.

ART ROOM POLICIES AND PRACTICES

1. Students and/or parents may request extra help at any time.
2. Students must come to class prepared each day with materials, Chromebook and homework completed.
3. Students should arrive to class on time. Late arrival will result in progressive discipline beginning with warnings, lunch detentions, then after school detentions.
4. Students should not use cell phones in class unless directed to do so by the teacher. Students are required to silence cell phones during class.
5. Students are required to maintain a clean working studio space. It is the student’s responsibility to clean up their materials each day and put them away in their proper stored locations.
6. Proper use and care of materials must be followed. Intentional destruction of materials, equipment or furniture will result in students being responsible for the cost of replacement.
7. Clear instructions will be given for the use of hazardous/dangerous materials and equipment. In cases of misuse of these materials, students will no longer be permitted to use the material. An alternative assignment may be given by the teacher.
8. Art classes sometimes require students to gather inspiration outside the classroom. During this time students must wear a photo pass, be diligent in their task, and follow all school rules. Students are not allowed outside the building without an adult.
9. Creating a positive learning environment for all students is extremely important in studio art classes. The environment allows for socialization between students while completing their assignments. It is expected that all language and conversations will be school appropriate. Inappropriate language or conversations will result in progressive discipline beginning with warnings, lunch detentions, then after school detentions.
10. Student learning and success is the priority of this classroom.

6-8 ART DEPARTMENT GRADING POLICY

Below you will find information to help you understand what students will be learning and how they will be evaluated in art class. Each of the grading categories is an important aspect of the artistic creative process and helps students in their study and creation of artistic works. Each is equally important to fully participate in the Visual Arts however their weight may not be equally emphasized in a particular unit of study. Grades are based on the major concepts taught in each unit.

ART DEPARTMENT GRADING

- Formatives 1 point**
- Interim Skill Builders 3-5 points**
- Summative Projects 10 points**

We categorize assignments based on the type of learning activity:

- **Ideation** is the formation of ideas or concepts related to art. This could be ideas/concepts about subject matter, materials, process or product. These assessments gauge an art student's understanding of how artists develop ideas. Examples are brainstorming, artist inspiration, mind-mapping, visualizing/imagining, etc.
- **Composition** is the arrangement of the elements (line, shape, color, texture, space, form, and value) and principles of design (balance, emphasis, movement, proportion, rhythm, unity, and variety) within a work of art. These assignments will build the skills and an understanding of how artists gather information to accurately solve compositional problems by evaluating possibilities and selecting solutions to develop a strong composition.
- **Craftsmanship** is a level of design or technical skill shown in something made by hand - generally referring to outstanding quality or artistry. These exercises will allow students to demonstrate an excellent grasp of technical skills within the subject area and perform these skills with expertise while creating a product. They will encourage students to make all necessary refinements/revisions to perfect the work.
- **Visual Communication** is the use of visual elements to convey ideas and information to the viewer. These lessons will increase students' ability to "read" a work of art, personally tell a story visually, as well as write reflections about their learning.

Grades for Assignments

Teachers will enter in PowerSchool grades for assignments as follows:

Grade	Descriptor
A	Student met learning expectations with notable independence and consistency, or student exceeded learning expectations
B	Student met learning expectations
C	Student met learning expectations, though consistency and/or independence were below expectations for this grade level
D	Student met learning expectations, with notable need for improvement in consistency and independence
F	Student did not meet learning expectations/Insufficient evidence of meeting learning expectations
MIS	Student did not submit assignment

Make-Up Work Due to Excused Absence

1. The student must schedule make-up work directly with the teacher on the day he/she returns to school.
2. Incomplete work after one calendar week will result in a grade of zero unless extended, alternate dates have been assigned by the teacher (e.g., a laboratory experiment).
3. If a long-term project was assigned earlier in the marking period, the project is due on the pre-assigned date or the date the student returns to school. (If a *long term* excused absence occurs prior to the due date of the project, please see item number 5.)
4. In the event of a pre-arranged absence to go on a field trip or college visit, the student must speak with the teacher before the absence; homework is expected on the return day.
5. Students should always consult the teacher's website to see if there is homework they can do while at home and before returning.
6. In the event of a longer excused absence, the student and parent must consult with the guidance counselor who will help to arrange a make-up schedule which must then be followed. The counselor may call for a parent-teacher meeting to help with this process.

7. For the school's policy regarding make-up work for vacation days taken during the school year, please see the *Academic and Grading Policy* folder shared on the Shepaug website under the *Academics* tab. Please note: vacation days are not considered an excused absence.

Submission of Late Work

Students must make every effort to submit work on time. Late work impacts the entire class since teachers often cannot discuss answers/ideas until all work is submitted. In addition, students who submit late work have additional time and opportunity that has not been afforded to other students.

As a general rule, late work will be penalized 5% for each day late, up to five school days. The acceptance of late homework is at the teacher's discretion. Since teachers often review the homework answers in class, it is not possible to accept homework after answers are given. Teachers will share their homework policy with each class.

Please note: Late arrival or early dismissal is not an acceptable excuse for late submission of a pre-assigned project./assignment. If a student is in the building on a specific day, he/she has an obligation to submit a pre-assigned project/assignment to the appropriate teacher(s). In addition, if a student reports to the nurse instead of a class, he/she has an obligation to submit any pre-assigned project/assignment to the appropriate teacher. **If a student arrives late to school, leaves early, or reports to the nurse instead of a class, he/she must submit pre-assigned projects/assignments to the appropriate teacher(s) or the late work policy will apply.**

SHEPAUG LEARNER OUTCOMES

Engaging in the Creative Process

Solving Problems

Defending Conclusions and Judgements

Answering a Call to Citizenship

The Shepaug Learner Outcomes are taught and modeled in all courses at Shepaug. Each department has responsibility for comprehensively teaching a specific learner outcome. Art naturally focuses on **Engaging in the Creative Process by teaching students to use: Conceptual Ability, Connections, Curiosity and Exploration, Technical Skill, Intellectual Risk Taking, Reflection and Refinement**

21st CENTURY SKILLS LEARNED IN ART

Creativity Skills: Discovering novel ways to think, learn and do

Students will develop skills to enhance their creativity. They will focus on the steps of the Creative Cycle: Inspiration, Exploration, Creation and Evaluation

Communication Skills: Expressing thoughts and feelings effectively

Students will develop skills to communicate about Art visually, verbally and in written form.

Critical Thinking Skills: Using original ideas to solve problems

Students will experiment with and explore a variety media, techniques, and processes. They will be making complex choices to solve problems in innovative ways.

Collaboration Skills: Working in partnership with others towards a common goal

Students will work together while exploring artistic opportunities with other students and their community. They will make connections between Art, others subject areas and in their everyday life.