

Art

Stonington Public Schools



STONINGTON
MIDDLE SCHOOL

Grade Seven

Stonington Public Schools

Grade Seven Art

BOE Approved: June 13, 2024

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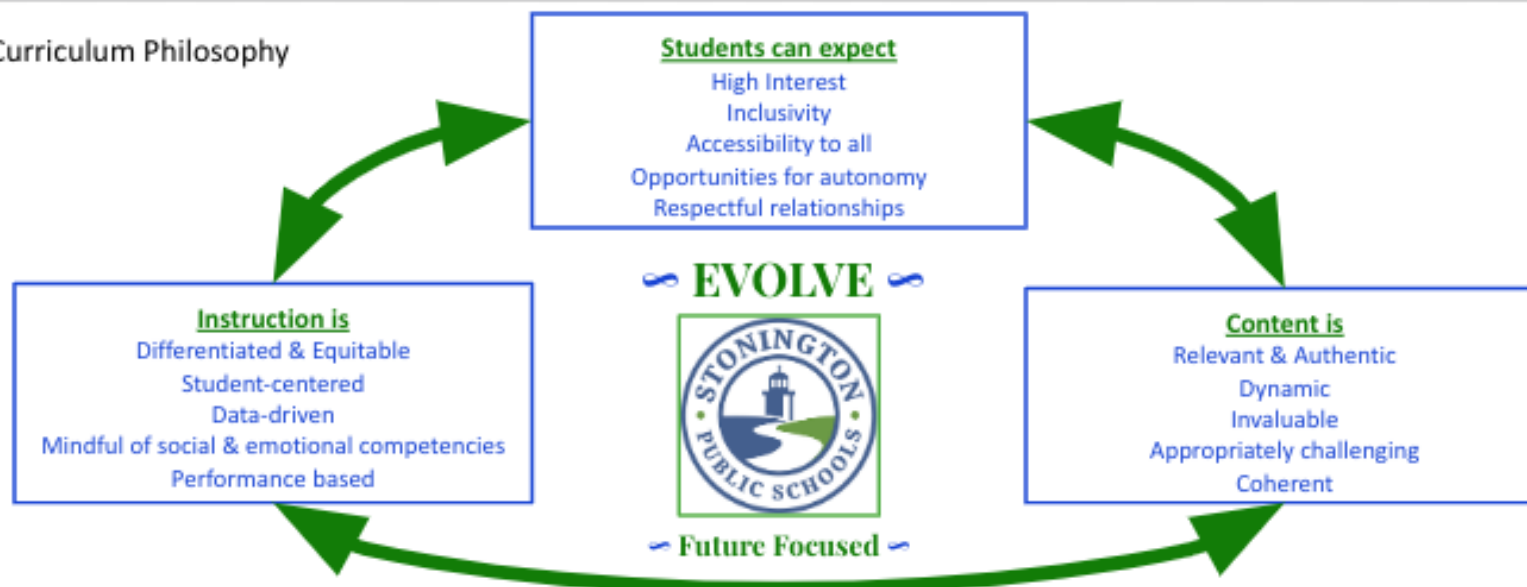
Curriculum Writing Team:

Diane Gallo & Tina Serluca- Art Teachers
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National Core Art Standards Philosophical Foundations

1. **The Arts as Communication**- *In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).*
2. **The Arts as Creative Personal Realization**- *Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.*
3. **The Arts as Culture, History, and Connectors**- *Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.*
4. **Arts as Means to Wellbeing**- *Participation in the arts as creators, performers, and audience members enhances mental, physical, and emotional wellbeing.*
5. **The Arts as Community Engagement**- *The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artwork that brings communities together.*

Curriculum Philosophy



Curriculum Philosophy from a Student Perspective

Students in Stonington Public Schools will engage with an inclusive, evolving curriculum that will drive students to understand themselves as learners. While learning their individual strengths through a variety of experiences, students will build the self-awareness, self-management, and entrepreneurship needed to have knowledgeable voices and make positive impacts on the modern world.

Curriculum Philosophy from an Instructional Perspective

Instruction in Stonington Public Schools will utilize culturally, socially and emotionally conscious practices to include multiple perspectives. It will be meaningful to students by incorporating multifaceted pedagogical approaches including inquiry, collaboration, and reflection. Instruction will provide all students opportunities to respond, equitable assessments, and constructive feedback. Teachers will engage in dynamic and reflective practices to advance their craft.

Curriculum Philosophy from a Content Perspective

Content in Stonington Public Schools will be constantly adapting to reflect current and relevant information along with the state and national standards for each discipline. Through a rich, authentic, and coherent curriculum, students will learn that the past informs the future. The curriculum will be complex and will provide optimum challenges for all students with the goal of preparing knowledgeable, solution driven, productive citizens who are ready and prepared for the diverse global community.

All graduates of Stonington Public Schools will possess the self-leadership skills for post-secondary success in enrollment, enlistment, or employment.

Seventh Grade Art

Critical Areas of Focus

The middle school art curriculum emphasizes understanding the creative process through the Visual Arts. To align with state and National Standards students focus on: Connecting/Exploring culture through learning about concepts and skills, Creating and developing skills through exploring art materials and techniques, Responding applying appropriate terms in critique and reflection and having Aesthetic Discourse while supporting one's own judgment. Middle School students have the opportunity to experience such art processes as printmaking, drawing, painting, and using technology applications to make art and sculpture. Art in grades 6-8 is composed of three major units: Color Theory, Drawing, and 3-Dimensional Design/Alternate Materials. Students are introduced to many skills and techniques spiral through the grade levels.

Pacing Guide (Year Course)

Unit 1	Unit 2	Unit 3
Color Theory	Drawing	3-D Design/Alternate Materials
~15 of classes/45 minutes each	~15 of classes/45 minutes each	~15 of classes/45 minutes each

Content Standards Addressed in Grade 7			
National Core Arts Standards			
Visual Art			
Anchor Standards and Performance Expectations	Color Theory	Drawing	3-D Design/Alternate Materials
CREATING			
Anchor Standard 1: Generate and conceptualize artistic ideas and work.			
Cr.1.1.7 Apply methods to overcome creative blocks.	✓	✓	✓
Cr.1.2.7 Develop criteria to guide making a work of art or design to meet an identified goal.	✓	✓	✓
Anchor Standard 2: Organize and develop artistic ideas and work.			
Cr.2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	✓	✓	✓
Cr.2.2.7 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.	✓	✓	✓
Cr.2.3.7 Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	✓	✓	✓
Anchor Standard 3: Refine and complete artistic work.			
Cr.3.1.7 Reflect on and explain important information about personal artwork in an artist statement or another format.	✓	✓	✓

Anchor Standards and Performance Expectations	Color Theory	Drawing	3-D Design/Alternate Materials
PRESENTING			
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.			
	✓	✓	✓
Anchor Standard 5: Develop and refine artistic techniques for presentation.			
	✓	✓	✓
Anchor Standards and Performance Expectations	Color Theory	Drawing	3-D Design/Alternate Materials
RESPONDING			
Anchor Standard 7: Perceive and analyze artistic work			
Re.7.2.7 Analyze multiple ways that images influence specific audiences.		✓	
Anchor Standard 8: Interpret intent and meaning in artistic work.			
Re.8.1.7 Interpret art by analyzing artmaking approaches (the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed)	✓	✓	✓
Anchor Standard 9: Apply criteria to evaluate artistic work.			
Re.9.1.7 Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	✓	✓	✓

Anchor Standards and Performance Expectations	Color Theory	Drawing	3-D Design/Alternate Materials
CONNECTING			
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art			
	✓	✓	✓
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
	✓	✓	✓

Unit 1

<u>Name of Unit:</u> Color Theory	<u>Length of unit: (number of classes/minutes per meeting)</u> ~ 15 classes @ 45 minutes
Content Standards Addressed in the Unit	
National Core Arts Standards <u>Visual Art</u> Page 4	
<u>Big Ideas:</u> • Tints, tones, shades, and theories of color define distance and create various moods and effects in art.	<u>Essential Question(s):</u> • What is the role of color in creative expression? • What is color theory and why do we use it? • How does proximity of more than one color change our visual perception of that color?
<u>Students will know:</u> • Colors on the color wheel and their values • The use of color theory in artwork • Interpret how color is used visually • Color groups and harmonies • How to blend watercolors • How to create highlights and shadows	<u>Students will be able to:</u> • Use the primary colors to mix the secondary and tertiary colors and their values. • Create mix and blend different ○ Colors ○ Tints ○ Shades ○ Color groups • Create and identify color groups such as complementary, analogous, monochromatic, primary, secondary, tertiary, warm, cool, and neutral

- Change the intensity of a color.
- Create a watercolor background using “wet on wet” technique

Significant tasks:

Significant Task 1: Color Study

Assess prior knowledge about color and mixing. Review key color vocabulary such as primary, secondary, intermediate etc.

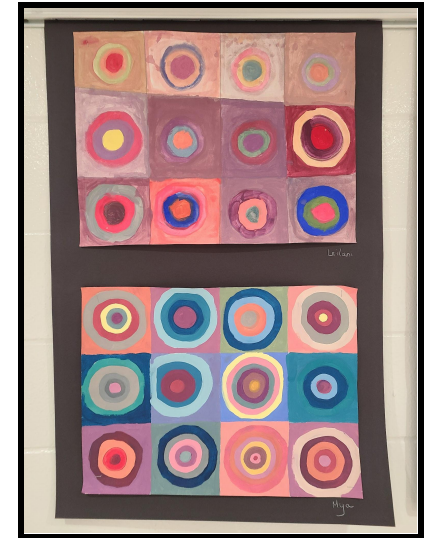
Students will look at the work of Josef Albers and engage in a conversation about how colors change based on their proximity to other colors. Students will look at the Squared with Concentric Circles by Wassily Kandinsky and make observations about the painting. Students will be given the primary color and black and white and engage in their own color study. They are tasked with experimenting with proximity and creating as many colors as they can using the primaries as their starting point.

Timeline: 8 classes @ 48 minutes

Significant Task 2: Mixed-Medium Watercolors

To begin this task, the teacher can present student examples of a project in which the “wet-on-wet” technique is combined with salt to create texture. The textured watercolor can be the background of what will become a landscape showing atmospheric perspective. The students can then create another monochromatic watercolor piece that shows all of the different values going from darkest to lightest. After all papers are dried, students can tear the monochromatic painting carefully with each piece showing the inside of the paper. The torn pieces can be glued to the background to create the atmospheric perspective with the darkest value on the bottom.

Timeline: 4 classes @ 48 minutes



Common Learning Experiences:

- Opportunities to Respond- [SMS Student Engagement Site](#)
- Demonstrations, Direct Instruction, and Modeling
- Guided Practice
- Studio Participation
- Brainstorming and sketching the planning process
- Interactive Class Discussions
- Self paced experiences
- Executive functioning (time management, organization, step sequence)
- Creative expression through projects (both assigned and student choice)
- Active discourse and problem solving
- Exhibitions of Student Work
- Critiques & reflections both of self, peers, and examples
- Math practices (measurement)
- Cultural extensions and research when applicable
- Slides, videos, readings and periodic presentations
- Quizzes on terminology and processes as necessary

Key vocabulary:

Primary, secondary, intermediate, tertiary, atmospheric perspective, wet-on-wet, monochromatic, intensity, proximity

Evidence of Understanding - Common Assessments

(Each teacher will assign at least one Color Theory Project)

- Color Theory Projects
 - Examples (Mixed-Medium Watercolors, Color Study)
 - Rubric
 - Effort
 - Self-Assessment
- Class Participation (dependent on teacher choice)

Teacher notes:

- Resources:
 - [Google Arts and Culture](#)
 - [National Core Arts Standards](#)
- Anticipated Student Misconceptions:
 - Color theory is something that you only learn once.
- Differentiation Strategies:
 - [SMS MTSS \(RtI\) Site](#)
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
- Safety Considerations:
 - Note: Each teacher will identify the safety considerations that occur in each individual activity.
 - See [ACS Chemical Hygiene Plan](#) for specific safety precautions.
- Prior Knowledge:
 - Skills and techniques from previous K-5 art classes spiral.
- Interdisciplinary Connections:
 - SEL Standards: CASEL 5
 - Self- Management: Impulse Control, Self-motivation, Goal-setting, Organizational Skills
 - Self-Awareness: Self-efficacy, Recognizing Strengths, Self-Confidence
 - Responsible Decision Making: Analyzing Situations, Evaluating, Reflecting
 - Social Awareness: Appreciating Diversity, Respect for Others
 - Relationship Skills: Communication, Teamwork
 - Common Core Math
 - CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
 - CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
 - CCSS.MATH.PRACTICE.MP6 Attend to precision.
 - CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.
 - Dependent on specific projects
 - [SPS Curriculum Site](#)

Unit 2

<u>Name of Unit:</u> Drawing	<u>Length of unit: (number of classes/minutes per meeting)</u> ~15 classes @ 45 minutes
Content Standards Addressed in the Unit	
National Core Arts Standards Visual Art Page 4	
<u>Big Ideas:</u> Artists use value to create three dimensions on a two dimensional surface.	<u>Essential Question(s):</u> - What is two dimensional design and how is it used in art? - How are the elements and principles of Art incorporated into art? - How do you draw what you see?
<u>Students will know:</u> - Line is used to create form - Contour lines create the edges of form - Variety of lines create texture - Line techniques create a range of values - Varieties of media can be used in design - What is meant by atmospheric perspective - Various styles of painting in Art history.	<u>Students will be able to:</u> - Use a variety of media in design. - Use various design techniques to develop their compositions. - Recognize in an artist's work how value is used. - Understand the application of the value scale - Recognize that a 3-Dimensional form can be translated into a 2-Dimensional rendering - Interpret what happens in space.

- Visualize how value can be used on a 2-Dimensional surface to define a 3-Dimensional Form
- Interpret what happens to form in space
- Understand the purpose of a plan in art or “rough draft”

Significant tasks:

Significant Task 1: Drop shadows and 3-Dimensional Lettering

Students can read an article on Street art and Graffiti and discuss the differences between the two. They will also become familiarized with related artists (Cornbread, Banksy, Keith Haring). After the discussion they will be able to explain why graffiti is illegal. Next, students can look through different fonts provided and/or on google images to become familiar with the drop shadow and different ways of making a letter or word look 3-dimensional with a light source. After carefully observing different fonts and graffiti styles, students can create their own graffiti-style name in a font or “tag” based upon the examples. Students can also gain experience shading with colored pencil while applying an analogous color scheme.



Timeline: 5 classes @ 48 minutes

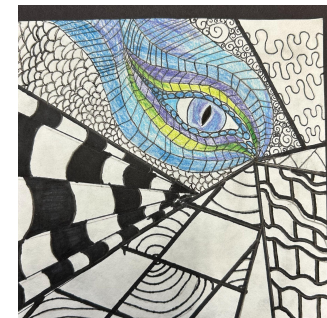
Significant Task 2: One Point, Two Point, and Atmospheric Perspectives

Students are led in a google slide discussion of Medieval Art vs Renaissance art and the beginning of the application of linear perspective. Vocabulary is reviewed and linear perspective demonstrated. Students are led step-by-step through rendering a scene or room in one point perspective. Students create their own design (cityscape, railroad tracks, lines of trees, room interior) using one or two point perspective. Students are assessed on the understanding of concepts and the knowledge of perspective vocabulary.

Timeline: 8 classes @ 48 minutes

Significant Task 3: Zentangle Patterns

Zentangles are lines that are manipulated in a way that shape, value, and patterns are created. Students can learn how to create zentangles in a project like the dragon eye. First, the students can discuss the difference between analogous colors and complementary colors. They can complete a worksheet on



which they practice different techniques of blending analogous colored pencils. After they finish the worksheet, students can practice 4 different zentangle patterns using examples as a reference. Students can start to draw the dragon eye using a provided step by step sheet as a reference. They can color and blend analogous colors around the eyeball and color complimentary colors inside of the eyeball. Students can include the reflection of light in the eyeball. The rest of the paper is sectioned off to create all different zentangle patterns, and outlined with black sharpie or other marker to make them stand out.

Timeline: 8 classes @ 48 minutes

Common Learning Experiences:

- Opportunities to Respond- [SMS Student Engagement Site](#)
- Demonstrations, Direct Instruction, and Modeling
- Guided Practice
- Studio Participation
- Brainstorming and sketching the planning process
- Interactive Class Discussions
- Self paced experiences
- Executive functioning (time management, organization, step sequence)
- Creative expression through projects (both assigned and student choice)
- Active discourse and problem solving
- Exhibitions of Student Work
- Critiques & reflections both of self, peers, and examples
- Math practices (measurement)
- Cultural extensions and research when applicable
- Slides, videos, readings and periodic presentations
- Quizzes on terminology and processes as necessary

Key vocabulary:

Vanishing point, linear perspective, horizon line, orthogonal line, drop shadow, analogous color scheme, complementary colors, zentangle

Evidence of Understanding - Common Assessments

(Each teacher will assign at least one Drawing Project)

- Drawing Projects
 - Examples (Drop Shadow & 3-D Lettering, 1 pt, 2pt, & Atmospheric Perspectives, Zentangle Patterns)
 - Rubric
 - Effort
 - Self-Assessment
- Class Participation (dependent on teacher choice)

Teacher notes:

- Resources:
 - [Google Arts and Culture](#)
 - [National Core Arts Standards](#)
- Anticipated Student Misconceptions:
 - Drawing skills are genetic. You are either good or bad at drawing.
- Differentiation Strategies:
 - [SMS MTSS \(Rtl\) Site](#)
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
- Safety Considerations:
 - Note: Each teacher will identify the safety considerations that occur in each individual activity.
 - See [ACS Chemical Hygiene Plan](#) for specific safety precautions.
- Prior Knowledge:
 - Skills and techniques from previous K-5 art classes spiral.
- Interdisciplinary Connections:
 - SEL Standards: CASEL 5

- Self- Management: Impulse Control, Self-motivation, Goal-setting, Organizational Skills
- Self-Awareness: Self-efficacy, Recognizing Strengths, Self-Confidence
- Responsible Decision Making: Analyzing Situations, Evaluating, Reflecting
- Social Awareness: Appreciating Diversity, Respect for Others
- Relationship Skills: Communication, Teamwork
- Common Core Math
 - CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
 - CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
 - CCSS.MATH.PRACTICE.MP6 Attend to precision.
 - CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.
- Dependent on specific projects
- [SPS Curriculum Site](#)

Unit 3

<u>Name of Unit:</u> 3-D Design/Alternate Materials	<u>Length of unit: (number of classes/minutes per meeting)</u> ~15 classes @ 45 minutes
Content Standards Addressed in the Unit	
National Core Arts Standards Visual Art Page 4	
<u>Big Ideas:</u> • Viewing 3-dimensional presentations results in the cultivation of appreciation and understanding. • Through interactions with 3-dimensional art, people become aware of societies and cultures.	<u>Essential Question(s):</u> • What is 3-Dimensional form? • What is the difference between shape and form? • How does culture affect 3-dimensional art?
<u>Students will know:</u> • The different stages of ceramics. • There are safety considerations when working with ceramics tools. • Artists use masks to represent different cultural celebrations. • The impact of temperature and heat on clay • The impact of climate on clay.	<u>Students will be able to:</u> • Create puppets out of cardstock • Create coil pots out of clay • Create paper mache masks • Create board games representing countries • Work collaboratively and independently • Create a story • Choose a culture, and country to learn about
<u>Significant tasks:</u> Significant Task 1: Shadow Puppets Students learn about Thailand, its culture and its tradition of storytelling through shadow puppetry. They compare and contrast	

Western and Eastern puppetry. Working in groups of three, students create characters and a story to be performed to the class. Using cardstock, wooden dowels and brass fasteners, students construct shadow puppets that must have one limb or feature that is jointed or can move in some way. They create a storyline with dialogue and perform it for the class. Students assess each other on their puppet design, storyline and performance. Separate rubrics and grades are given for puppet design and performance.

Timeline: 8 classes @ 48 minutes

Significant Task 2: Clay piece ([SPS Clay Map](#))

Students can begin this task with a presentation on ceramics which reviews the history of clay pots and the necessary vocabulary (coil pot, greenware, bone dry, leather hard, bisque, kiln, kiln shelves, shelf supports, glaze, sgraffito, slip, slab, score). After discussion on the safety of ceramics tools, students observe the teacher creating a coil from a slab of clay. Teacher then carefully builds the coil pot using the necessary amounts of slip (and scoring if necessary). Next, each student is given a clay slab of their own to form into a coil and then create a coil pot. Coil pots are dried for about 5 days minimum (until they are bone dry), then fired in the kiln.

Timeline: 3 classes @ 48 minutes

Significant Task 3: Masks

Masks are used in many different cultures for a variety of reasons. Students will learn about a chosen culture (October/Mexico - Day of the Dead, February/Venice - Carnivale) and create a mask out of paper mache. The importance of good craftsmanship will be emphasized. Using the aesthetic of the chosen culture, students will paint their masks. Students will be assessed on effort and craftsmanship.

Timeline: 7 classes @ 48 minutes

Significant Task 4: Game Design

Design is an integral part of our culture and everyday life. Students are tasked to design a board game. Discuss and examine aspects of popular board game design. Considerations include color selection for particular age range/audience; Organization of elements on board to engage players; design highlights theme/objective of game. Students research a country they would like to visit in groups of up to four. A document is shared among the group to collect information that will be used in their game. Important landmarks, significant artworks, local food, local products, climate, cultural differences or norms, basic language greeting. Everything

you would research before traveling to a foreign country to gain an understanding of the culture. Students construct their games and determine objectives to win, game pieces, how to move, how to clearly write directions. When students complete their games they will circulate around the room to play and assess the games of others. Assessment includes; easy to understand/play, engagement of game, game board creativity and design.

Timeline: 7 classes @ 48 minutes

Common Learning Experiences:

- Opportunities to Respond- [SMS Student Engagement Site](#)
- Demonstrations, Direct Instruction, and Modeling
- Guided Practice
- Studio Participation
- Brainstorming and sketching the planning process
- Interactive Class Discussions
- Self paced experiences
- Executive functioning (time management, organization, step sequence)
- Creative expression through projects (both assigned and student choice)
- Active discourse and problem solving
- Exhibitions of Student Work
- Critiques & reflections both of self, peers, and examples
- Math practices (measurement)
- Cultural extensions and research when applicable
- Slides, videos, readings and periodic presentations
- Quizzes on terminology and processes as necessary

Key vocabulary:

coil pot, greenware, bone dry, leather hard, bisque, kiln, kiln shelves, shelf supports, glaze, sgraffito, slip, slab, score

Evidence of Understanding - Common Assessments

(Each teacher will assign at least one 3-D/Alternate Material Project)

- 3-D Design/Alternate Materials Projects
 - Examples (clay piece, masks, game design)
 - Rubric
 - Effort
 - Self-Assessment
- Class Participation (dependent on teacher choice)

Teacher notes:

- Resources:
 - [Google Arts and Culture](#)
 - [National Core Arts Standards](#)
- Anticipated Student Misconceptions:
 - 3-D art requires more creativity than skill.
- Differentiation Strategies:
 - [SMS MTSS \(RtI\) Site](#)
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
- Safety Considerations:
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