



## Milton Area School District

### 7<sup>th</sup> Grade Visual Arts Syllabus

#### **Course Description:**

This 9 weeks, students will be introduced to numerous mediums and tools in Art including drawing, painting, clay, collage, and printmaking. Application and knowledge of the elements of art and principles of design will be covered. Students will learn to think critically and discuss works of art, while self-reflecting on their own creations.

*The Pennsylvania Standards for the Arts and Humanities will direct the instruction. the standards provide the targets for instruction and student learning essential in the visual arts classroom.*

#### **9.1.8 Production, Performance and Exhibition of the Visual Arts**

- a. Know and use the elements and principles of each art form to create works in the arts and humanities.
- b. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- c. Integrate and apply advanced vocabulary to the arts forms.
- d. Demonstrate specific styles in combination through the production or performance of a unique work of art.
- e. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- f. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- g. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
- h. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- i. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- j. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

#### **9.2.8 Historical and Cultural Contexts**

- a. Explain the historical, cultural and social context of an individual work in the arts.
- b. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- c. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- d. Analyze a work of art from its historical and cultural perspective.
- e. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- f. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- g. Relate works in the arts to geographic regions.

- h. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts**
- i. Identify, explain and analyze philosophical beliefs as they relate to works in the arts**
- j. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.**
- k. Identify, explain and analyze traditions as they relate to works in the arts.**
- l. Identify, explain and analyze common themes, forms and techniques from works in the arts.**

#### **9.3.8 Critical Response**

- a. Explain and apply the critical examination processes of works in the arts and humanities.**
- b. Determine and apply criteria to a person's work and works of others in the arts**
- c. Apply systems of classification for interpreting works in the arts and forming a critical response.**
- d. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.**
- e. Examine and evaluate various types of critical analysis of works in the arts and humanities.**
- f. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.**
- g. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.**

#### **9.4.8 Aesthetic Response**

- a. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.**
- b. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.**
- c. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.**
- d. Analyze and interpret a philosophical position identified in works in the arts and humanities.**

#### **Course Goals**

- **Learn, review, and implement the elements of art and principles of design in works of art.**
- **Explore various mediums in art. Art mediums may include: drawing, painting, ceramics, mixed-media, collage and printmaking.**
- **Create original works based upon skills learned in class.**

#### **Student Literacy Objectives**

**Students will independently use their learning to:**

- **Effective Visual arts readers use appropriate strategies to construct meaning.**
- **Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.**
- **Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.**
- **Effective speakers prepare and communicate messages to address the audience and purpose**
- **Effective research requires the use of varied resources to gain or expand knowledge.**

- Audience and purpose influence a Visual Art writer’s choice of organizational pattern, language, and Visual Art concepts using appropriate literacy techniques.
- Language conventions support clarity of communications between writers/speakers and Visual Art readers/listeners.
- An expanded vocabulary enhances one’s ability to express Visual Art ideas and information

**Additional Content Area Student Objectives**

- Art History Enrichment

**INSTRUCTOR COURSE POLICIES**

**Text/Related Resources:**

- Teacher generated handouts and instructional resources.

**Teacher and Student Technology Integration and Resources:**

- Use of student laptops.
- Use of laptop projector.
- Teacher generated instructional resources.
- Use of Canvas, Office 365, Microsoft Teams, and Sapphire.

**Course Requirements:**

Student application and knowledge of mediums and tools through production of Art in drawing, painting, clay, collage, and printmaking. Numerous projects and sketches will be created by each student. Elements of art and principles of design will be covered.

**Attendance Policy:**

Section 1327 of PA school code establishes a compulsory attendance law. Guidelines for attendance in this course are in alignment with that code. Any excessive attendance issues may affect the student's eligibility and will be reviewed by the administration.

Students are expected to arrive to class prepared and on time. Students who are legally absent will be given the allotted time to complete missing assignments as stated in the student handbook. All lessons and class discussions that may have been missed can be found on Canvas and Sapphire.

**Grading Policy:**

1. **Students are expected to submit work on or before designated due date. If work is not completed, an Incomplete will be given to the student. Late work will be reviewed on a case by case basis. Any work not completed during the 9 weeks course will result in an Incomplete on student report card.**
2. **Note: If a student is Absent on the day of an in-class assignment they will be given the allotted extra time, as detailed in the student handbook to complete the missing assignment. However, it is the student’s responsibility to speak with the teacher about any questions concerning missed work.**

**A 90-100**

**B 80-89**

**C 70-79**

**D 65-69**

**F 64 and below**

**Overall Course Essential Questions:**

**How do artists use different media to communicate ideas?**

**How do artists apply the elements of art and principles of design in a work of art?**

| <b>Week</b> | <b>Unit Essential Question(s):</b>   | <b>Focus (Major Concepts):</b>   | <b>Standards Addressed:</b>       | <b>Assignment + Artifact</b>   | <b>Method of Evaluation</b>   |
|-------------|--|--|-----------------------------------|--|---|
| 1           | What is still life?<br>What is a Zentangle?<br>How do a shadow and highlight create form?<br>What is proportion? | <b>Key Vocabulary:</b><br>Still Life<br>Zentangle<br>Value<br>Form<br>Proportion | 9.1.8 A, B, C, H, J<br>9.3.8 A, B | Student generated artwork.<br>Drawing of a fruit bowl still life, incorporating Zentangles, proper proportion, and value to create from. | Teacher Observation<br><br>Assessment Rubric directly tied to project objectives. |

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| 2 | <p>What are the stages of Clay? Wet-Fired?<br/> How can you use clay to create a loom for a weaving?<br/> What are the major components of a weaving? (Loom Warp and weft.)</p>  | <p>Stages of Clay<br/> Wet-Glazeware<br/> Slab Construction'<br/> Impressed texture<br/> Weaving: Loom, Warp, Weft</p>            | <p>9.1.8 A, B, C, H, I, J<br/> 9.3.8 A</p> | <p>Student generated artwork.<br/> Students will create a clay slab loom for a circle weaving. Loom will be impressed with texture and glazed.</p> | <p>Teacher Observation<br/> Assessment Rubric directly tied to project objectives.</p> |
| 3 | <p>What is abstract art?<br/> What does it mean if art is NON-objective?<br/> Who was Keith Haring?<br/> What is a contour line?<br/> What is the difference between acrylic and tempera paint?</p>                              | <p>Abstract<br/> Non-Objective<br/> Keith Haring<br/> Contour Line<br/> Acrylic Paint<br/> Tempera Paint<br/> Scrape Painting</p> | <p>9.1.8 A, B, C, E, H<br/> 9.3.8 A</p>    | <p>Student generated artwork.<br/> Non Objective (Abstract) Scrape painting background with contour line Keith Haring inspired figures.</p>        | <p>Teacher Observation<br/> Assessment Rubric directly tied to project objectives.</p> |
| 4 | <p>What are the main elements of creating a three-dimensional work of art?</p>   | <p>Sculpting<br/> Overlapping<br/> Dying<br/> Air Dry Clay</p>  | <p>9.1.8 A, B, C, H, I, J<br/> 9.3.8 A</p> | <p>Student generated artwork.<br/> Model Magic<br/> Dragon Eye</p>   | <p>Teacher Observation<br/> Assessment Rubric directly tied to project objectives.</p> |
| 5 | <p>What is Radial Symmetry?<br/> What are the tools and steps of printmaking?<br/> What is the difference between positive and negative space?<br/> What is contrast?<br/> What are the characteristics of Watercolor Paint?</p> | <p>Ink<br/> Brayer<br/> Stamp<br/> Positive and Negative Space<br/> Radial Symmetry<br/> Contrast<br/> Watercolor Paint.</p>      | <p>9.1.8 A, B, C, E, H<br/> 9.3.8 A</p>    | <p>Student generated artwork.<br/> Radially Symmetric original print on Watercolor background.</p>   | <p>Teacher Observation<br/> Assessment Rubric directly tied to project objectives.</p> |

| Project                         | Week  | Unit Essential Question(s):   | Standards addressed:              | Rubric                 |
|---------------------------------|-------|---|-----------------------------------|------------------------|
| Zentangle Fruit Bowl Still-Life | 1/2   | What is still life?<br>What is a Zentangle?<br>How does a shadow and highlight create form?<br>What is proportion?  | 9.1.8 A, B, C, H, J<br>9.3.8 A, B | Attached as Addendum A |
| Clay Loom with Radial Weaving   | 3/4   | What are the stages of Clay? Wet-Fired?<br>How can you use clay to create a loom for a weaving?<br>What are the major components of a weaving? (Loom Warp and weft.)  | 9.1.8 A, B, C, H, I, J<br>9.3.8 A | Attached as Addendum A |
| Keith Haring Abstract Painting  | 5/6   | What is abstract art?<br>What does it mean if art is NON objective?<br>Who was Keith Haring?<br>What is a contour line?<br>What is the difference between acrylic and tempera paint?                              | 9.1.8 A, B, C, H, I, J<br>9.3.8 A | Attached as Addendum A |
| Model Magic Dragon Eye          | 7/8   | What are the main elements of creating a three-dimensional work of art?   | 9.1.8 A, B, C, H, I, J<br>9.3.8 A | Attached as Addendum A |
| Printmaking Radial Symmetry     | 7/8/9 | What is Radial Symmetry?<br>What are the tools and steps of printmaking?<br>What is the difference between positive and negative space?<br>What is contrast?<br>What are the characteristics of Watercolor Paint? | 9.1.8 A, B, C, E, H<br>9.3.8 A    | Attached as Addendum A |

## Addendum A

### Middle School Art – Assessment Rubric

Name: \_\_\_\_\_

Block: \_\_\_\_\_ Section: \_\_\_\_\_

Project: \_\_\_\_\_

| Criteria         | Description   | Self-Assessment | Teacher Assessment |
|------------------|---|-----------------|--------------------|
| 1. Planning      | Sketched out idea/ planned composition.                                   | _____/ 25 pts   | _____/ 25 pts      |
| 2. Purpose       | Idea was well developed, and student was engaged in the artistic process. | _____/ 25 pts   | _____/ 25 pts      |
| 3. Craftsmanship | Neat, complete, and well executed.  | _____/ 25 pts   | _____/ 25 pts      |
| 4. Objectives    | Meets criteria of project. Objectives posted with each assignment.        | _____/ 25 pts   | _____/ 25 pts      |
| Total            |   | _____/ 100 pts  | _____/ 100 pts     |

### Self-Reflection Questions:

1. Do you feel your project was successful? Why or Why Not?

2. What improvements could you make to your work of art?

