

Grade 7 Art

Unit Title: Creating Space - Seventh Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations:

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1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

2020 1.2 Media Arts Standards

- **1.2.8.Pr6a:** Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- **1.2.8.Pr6b:** Analyze benefits and impacts from presenting media artworks.
- **1.2.8.Re7a:** Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- **1.2.8.Re7b:** Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

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<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Space is an element of art. • Space refers to the areas of an artwork. • Space can be positive and negative: positive space is the object and negative space is the space around the object. • Identify the shapes that negative spaces make help with the drawing process. • Working with space can create the illusion of depth in a work of art. • The following processes create space in a work of art: overlapping, placement, size adjustment, detail/clarity, color and value, and linear perspective. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What does the art element space mean? • What is positive space? • What is negative space? • How do artists use space to make a paper look like it is not flat? • What is overlapping? • How do artists adjust color, value, detail, placement, and size to create space in art? • How can we use technology to help us with our art? • What is linear perspective? • How do artists use negative space to help them draw objects? • What are some ways artists can play with positive and negative space?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Space • Positive Space • Negative Space • Overlapping • Adjusting color, value, detail, placement, and size to create space in art • Linear Perspective 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • I can explain what the positive and negative spaces are in a work of art. • Identify how artists adjust color, value, detail, placement, and size to create space in their art. • Use negative space to help me draw a picture. • Create artwork that balances positive and negative spaces. • Create art with space by adjusting color, value, detail, placement, and size. • Recognize and identify one point perspective. • Create a drawing that uses value to enhance the drawing of a form. • Be inspired by other artists and their work.
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies/history, science, mathematics, business, physical education and/or technology.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Project-based assessments • Participation 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher observation • Teacher-student discussions • Student self-assessment
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Drawing with Negative Space</u></p> <ul style="list-style-type: none"> • Explain the art element of space. • Discuss how artists use negative space to draw. 	<p><u>Suggested Resources:</u></p> <p><u>1.1</u></p> <ul style="list-style-type: none"> • Pencil, colored pencil, eraser, crayons, markers • Paper

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<ul style="list-style-type: none">• Observe artwork created by artists and identify positive and negative spaces.• Create a drawing by looking at an object and focussing mainly on the negative spaces.• Identify how artists learn from mistakes.• Student self assessment <p><u>Positive and Negative Balanced Drawing</u></p> <ul style="list-style-type: none">• Review positive and negative space.• Observe artwork that uses positive and negative spaces in unique ways.• Discuss how artists think of ideas for their art.• Brainstorm ideas for the artwork.• Draw from the world and resources to influence the drawing.• Create a balanced drawing that reverses positive and negative spaces.• Class critique• Student self assessment <p><u>Drawing with Depth</u></p> <ul style="list-style-type: none">• Observe how artists create art with space by adjusting color, value, detail, placement, and size.• Observe how artists use linear perspective.• Brainstorm ideas for the artwork.• Draw from the world and resources to influence the drawing.• Create a drawing that creates space by adjusting color, value, detail, placement, and size.• Class critique• Student self assessment	<ul style="list-style-type: none">• References/Internet/movies• PowerPoint presentations• Appropriate art blogs/websites• SMART Board <p><u>1.2</u></p> <ul style="list-style-type: none">• Pencil, colored pencil, eraser, sharpie, markers, ruler• Paper• References/Internet/movies• PowerPoint presentations• Appropriate art blogs/websites• SMART Board <p><u>1.3</u></p> <ul style="list-style-type: none">• Colored pencils, pencils, erasers, crayons, oil pastel, pastels, watercolors, watercolor supplies, ruler• References/Internet/movies• PowerPoint presentations• Appropriate art blogs/websites• SMART Board <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none">• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas. Advancing Opportunities		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content Visual examples Provide Feedback Lesson Extension Independent Study Peer Assistant Role Helping Teacher	Choice of Materials Visual examples Provide Feedback Flexible Grouping Whole Class Participation Guided Practice Reinforce content	Choice of Materials Visual examples Provide Feedback Flexible Grouping Whole Class Participation Guided Practice Reinforce content Modified Assessment	Choice of Materials Visual examples Provide Feedback Flexible Grouping Whole Class Participation Guided Practice Reinforce content Alternative Assessment Peer Assistance Reduced Workload

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	Additional Assignment When Finished Early	Peer Assistance Reduced Workload Extended Time	Extended Time Individual Goal Setting Guided step-by-step Instructions Templates
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Unit Title: Creating Contrast - Seventh Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

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Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations:

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

2020 1.2 Media Arts Standards

- **1.2.8.Re8a:** Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- **1.2.8.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- **1.2.8.Cn10a:** Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
- **1.2.8.Cn10b:** Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

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9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Contrast is a principle of art. • Contrast is the difference between color, shape, form, size and texture. • Contrast can be made by placing a dark color/value with a light color/value. • Contrast can be made by placing a round shape with a shape with points and angles. • Contrast can be made by placing a large shape with small shapes. • Contrast can be used to create emphasis. • Artists use contrast to create interest in artwork. • A silhouette is a solid positive space that is in contrast with the negative space. • Warm colors are in contrast to cool colors. • Complementary colors are in contrast to each other. • Black and white are contrasting values. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What is the contrast? • What colors contrast? • What shapes and lines contrast? • What sizes contrast? • How do artists use contrast in their work? • What are some examples of artwork and objects with contrast in our everyday lives (logos, mascots, team colors)? • Why do artists use contrast? • How is contrast used to create emphasis? • What is a silhouette? • How can we use technology to help us with our art?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Contrast • Warm and cool colors • Complementary colors • Shapes and lines that contrast • Contrasting values - black and white • Silhouette • Positive and negative space • Sizes that contrast • Emphasis 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • I can explain that contrast is the difference between color, shape, form, size, and texture. • Analyze the use of contrast in master artists' work. • Identify what artists have done to create contrast in their artwork. • Create a drawing that contrasts colors. • Create a silhouette drawing that contrasts the positive and negative space. • Use technology to support my artwork. • Be mindful of copyright information. • Be inspired by other artists and their work.

Interdisciplinary Connections
 Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies/history, science, mathematics, business, physical education and/or technology.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Project-based assessments • Participation 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher observation • Teacher-student discussions • Student self-assessment
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Contrast Introduction

- Explain the definition of contrast.
- Discuss examples of things that contrast in the following groups: color, value, shape, line, form, size, and texture.
- Identify different examples of contrast in the room.
- Observe famous artwork and identify contrast found in the artwork.
- Experiment with ways to make contrast.

Drawing with Colors that Contrast

- Identify colors that contrast: warm and cool, complementary, and dark and light color values.
- Observe colors that contrast in artwork.
- Brainstorm ideas for the subject of a drawing that uses color contrast.
- Draw from the world and resources to influence the drawing.
- Create a drawing that uses color contrast.
- Apply the colors so that the object contrasts with the background.
- Student self assessment (critique)

Silhouette Drawing

- Identify and explain silhouettes.
- Discuss the way that silhouettes contrast with the space around them.
- Identify that the silhouette is the positive space and the background is the negative space.
- Observe how artists use silhouettes in artwork.
- Draw from the world and resources to influence the drawing.
- Create a silhouette drawing that uses contrast in value (dark and light).
- Class critique
- Student self assessment

Suggested Resources:

1.1

- Pencil, colored pencil, eraser, crayons, markers
- Paper
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.2

- Pencil, colored pencil, eraser, pastels, oil pastels, watercolors, paint, paint supplies
- Paper
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.3

- Pencil, colored pencils, sharpies, erasers, crayons, oil pastel, pastels, watercolors, watercolor supplies
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content Visual examples Provide Feedback Lesson Extension Independent Study Peer Assistant Role Helping Teacher	Choice of Materials Visual examples Provide Feedback Flexible Grouping Whole Class Participation Guided Practice	Choice of Materials Visual examples Provide Feedback Flexible Grouping Whole Class Participation Guided Practice	Choice of Materials Visual examples Provide Feedback Flexible Grouping Whole Class Participation Guided Practice Reinforce content

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	Reinforce content Additional Assignment When Finished Early	Reinforce content Modified Assessment Peer Assistance Reduced Workload Extended Time	Alternative Assessment Peer Assistance Reduced Workload Extended Time Individual Goal Setting Guided step-by-step Instructions Templates
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Unit Title: Digital Art - Seventh Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Anchor Standard 6: Conveying meaning through art.

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Performance Expectations:

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations:

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

2020 1.2 Media Arts Standards

- **1.2.8.Pr6a:** Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- **1.2.8.Pr6b:** Analyze benefits and impacts from presenting media artworks.
- **1.2.8.Re7a:** Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- **1.2.8.Re7b:** Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

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9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Central Idea / Enduring Understanding:

- Digital art is art done on a computer.
- Digital art can be made with many different programs and apps.
- Digital art is used in almost all parts of our society (advertising, games, movies, social media...).
- Understanding how to work with a digital art program will prepare students for future possibilities in almost any career.
- Art programs have tools: brushes, pens, erasers, paint buckets, layers, select tools.
- Layers are used to overlap drawing information.
- Layers can be hidden and merged with other layers.
- Opacity levels can be adjusted to make something see through or solid.
- Select tools can be used to copy information and edit spaces without affecting other areas.
- Images can be imported and transformed with art programs.
- An advertisement is created to sell an item/object.
- It is important to be mindful of copyrighted images and information.

Essential/Guiding Question:

- What is digital art?
- Where can we see digital art in our lives?
- What are some forms of digital art?
- What programs do we use already that are digital art programs?
- How do artists use digital art to create logos and designs that can be marketed (sold)?
- What is a layer and how do I create, delete, merge, and hide layers?
- What are the tools I can use to draw and how do I switch and adjust tools?
- What is opacity and how do I adjust it?
- How do I use the select tool?
- How do I copy and paste?
- How do I make shapes?
- How do I use the paint bucket?
- How do I save my work?
- How do I share my work?
- How do I flip or alter shapes/images?
- How do I import a picture?
- What is a copyright?
- What is an advertisement?
- How do I find images that are not copyrighted?
- When is it okay to use copyrighted information?
- How can I use digital art in the future?

Content:

- Digital Art
- Drawing Tools
- Color Swatch
- Paint Bucket
- Select Tools
- Import Pictures

Skills(Objectives):

- I can explain what digital art is.
- Recognize digital art in my life and the community.
- Create digital art.
- Use digital art to redesign/repurpose an item (shoes, clothing, cars).

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<ul style="list-style-type: none"> • Altering shapes/images • Layers: New, Delete, Merge, Hide • Opacity • Saving Work • Send/Share • Advertisement • Copyright 	<ul style="list-style-type: none"> • Create an advertisement for the item I redesigned. • Use tools within a digital art program: layers, select tools, paint bucket, drawing tools, color swatch, copy, paste, alter, import. • Be inspired by other artists and their work. • Be mindful of copyrighted material.
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Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies/history, science, mathematics, business, physical education and/or technology.

Stage 2: Assessment Evidence

Performance Task(s):

- Project-based assessments
- Participation

Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student self-assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Digital Art Introduction

- Discuss digital art and where it can be found in our society.
- Observe a variety of digital art.
- Discuss how students make digital art through phone apps and social media.
- Discuss the benefits of learning to work with a digital art program.
- Create a drawing canvas in a digital art program.
- Learn or review where all of the tools are in the digital art program.
- Learn or review how to use all of the tools in the digital art program.
- Experiment/explore the tools in the program.
- Learn or review how to save and send.

Digital Artwork

- Review how to use the drawing tools, color swatch, layers, shape tools, paint bucket, select tool, import, and text.
- Discuss how artists use digital art to create designs and logos that can be marketed (sold).
- Observe artwork that has been redesigned.
- Discuss copyright information.
- Brainstorm an item to be redesigned.
- Create a new canvas.
- Use the tools in the digital art program to redesign an item or logo.
- Class critique
- Student self critique

Suggested Resources:

1.1

- Chromebook
- Drawing App: Sketchbook, Photoshop
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.2

- Chromebook
- Drawing App: Sketchbook, Photoshop
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

Grade 7 Art

<u>Combining digital art platforms</u> <ul style="list-style-type: none">• Discuss Advertising and what it does.• Observe different advertisements and discuss what is important in an ad.• Discuss limits of programs/apps.• Review or learn how to use google to create an advertisement.• Create an advertisement for a redesigned item.• Class critique• Student self critique	<u>1.3</u> <ul style="list-style-type: none">• Chromebook• Drawing App: Sketchbook, Photoshop, Google• References/Internet/movies• PowerPoint presentations• Appropriate art blogs/websites• SMART Board		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content Visual examples Provide Feedback Lesson Extension Independent Study Peer Assistant Role Helping Teacher	Choice of Materials Visual examples Provide Feedback Flexible Grouping Whole Class Participation Guided Practice Reinforce content Additional Assignment When Finished Early	Choice of Materials Visual examples Provide Feedback Flexible Grouping Whole Class Participation Guided Practice Reinforce content Modified Assessment Peer Assistance Reduced Workload Extended Time	Choice of Materials Visual examples Provide Feedback Flexible Grouping Whole Class Participation Guided Practice Reinforce content Alternative Assessment Peer Assistance Reduced Workload Extended Time Individual Goal Setting Guided step-by-step Instructions Templates

Pacing Guide

Course Name	Resource	Standards
MP		
UNIT 1 Creating Space 8 days	CHAPTERS Unit Online Assessment:	1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c 1.5.8.Cr3a 1.5.8.Pr4a 1.5.8.Pr5a 1.5.8.Pr6a 1.5.8.Re7a 1.5.8.Re7b 1.5.8.Re8a 1.5.8.Re9a

Grade 7 Art

		1.5.8.Cn10a 1.5.8.Cn11a 1.5.8.Cn11b
MP		
UNIT 2 Creating Contrast 9 days	CHAPTERS Unit Online Assessment:	1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c 1.5.8.Cr3a 1.5.8.Pr4a 1.5.8.Pr5a 1.5.8.Pr6a 1.5.8.Re7a 1.5.8.Re7b 1.5.8.Re8a 1.5.8.Re9a 1.5.8.Cn10a 1.5.8.Cn11a 1.5.8.Cn11b
MP		
UNIT 3 Digital Art 6 days	CHAPTERS Unit Online Assessment:	1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c 1.5.8.Cr3a 1.5.8.Pr4a 1.5.8.Pr5a 1.5.8.Pr6a 1.5.8.Re7a 1.5.8.Re7b 1.5.8.Re8a 1.5.8.Cn10a 1.5.8.Cn11a 1.5.8.Cn11b