

GRADE 7 VISUAL & PERFORMING ARTS

ART 7–2025

COLLABORATIVE STUDENT ARTWORK (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 7 (2024)(Grade 7)

- Visual Arts (Grade 7)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 7.1CR. Explore influences on style and choice of subject matter.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 7.2PE. Explore materials to design and create works of art.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 7.4RE. Connect various art forms to their social, cultural, or historical purposes.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 7.1CO. Analyze how art is used to inform or influence the beliefs, values, or behaviors of a community.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.2. Rights and Responsibilities
 - SJ.5. Option for the Poor and Vulnerable
 - SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: implied, continuance
2. Color: monochromatic, graduated color value
3. Texture: transformation
4. Shape/Form: intersecting planes in two- or three-dimensional art
5. Space: negative space surrounding three-dimensional form
6. Value: value for volume in three-dimensional form

Principles of Design

1. Composition: changes in the emotional effect of a composition
2. Proportion: to scale, distorted
3. Dominance: emotional dominance through shapes
4. Balance: counterbalance
5. Proportion: abstract proportion for emotional effect
6. Movement: movement in different directions

Media and Methods

1. Strategies utilized when creating collaborating works of art
2. Art presentation

Expression and Meaning

1. Sources of visual culture in society
2. Impact of visual culture in society
3. Contribution of personal experiences and how they influence an artist's style and choice of subject matter
4. Vocabulary that explains and defends artistic decisions.

SKILLS

1. Explore influences on style and choice of subject matter.
2. Explore materials to design and create works of collaborative art.
3. Connect various art forms to their social, cultural, or historical purposes.
4. Analyze how art is used to inform or influence the beliefs, values, or behaviors of a community.

ESSENTIAL QUESTIONS

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?

2. How do artists and designers learn from trial and error?
3. How do objects, places, and designs shape lives and communities?
4. How do artists and designers care for materials, tools and equipment?
5. How does the presentation and sharing of objects, artifacts, and artwork influence and shape ideas, beliefs, and experiences?
6. How does engaging in creating art enrich people's lives?
7. How does collaboratively reflecting on a work help us experience it completely?
8. What methods and processes are considered when preparing artwork for presentation or preservation?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. abstract
2. aesthetic
3. art criticism
4. collage
5. genre painting
6. juxtaposition
7. motif
8. mural
9. story board
10. unity
11. influence
12. style
13. subject matter
14. media/medium
15. design
16. analyze

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Enchanted Learning - Visual Arts Vocabulary (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- Google Arts and Culture (<https://artsandculture.google.com/>)
- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)
- The Art of Education (AOEU) (<https://theartofeducation.edu/>)

STAGE 2: ASSESSMENT EVIDENCE

Artist Presentation

Summative: Cooperative Group Work

In groups students will research a chosen artist from a specific time period. Using a Jig Saw approach, the group will be divided according to pre-established content areas. Groups can either submit a written report or a short video clip for assessment. Topic suggestions include: artisttime
periodcontentmediameaningaesthetics

Mosaic Wall Presentation

Summative: Oral Assessment

Each group will pick a social issue theme for a mosaic wall. The wall can be created using tile or paper squares depending on resources. After creating the wall, each team will present its artistic statement, using pre-established criteria, to justify the choices for the symbolism of their wall.

Exit Slip

Formative: Writing Assignment

During Cooperative Learning activities, each group will fill out a checklist containing questions as to the progress of the project and their goals for the coming class. This checklist will be returned to individual groups at the beginning of the next class. Exit slips will help the teacher to track progress and keep groups on task.

Mural

Summative: Cooperative Group Work

In groups students will design a mural for the wall in a location of their choosing, (ex. zoo, shopping area, playground). Mural design will be divided into puzzle piece shapes for students to add color to and finish with details. Students will display completed murals in a designated area of school.

Food Choice Robot

Summative: Cooperative Group Work

Students will research healthy and unhealthy eating choices, developing an awareness of the effect that poverty has on food availability. Individual groups will construct a robot utilizing food containers from

either the healthy or unhealthy group. Groups will present their robot and provide insight into the food choices they made.

Resources

- Rubistar (<http://rubistar.4teachers.org>)
- Assessment Strategies (<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- name_4351.doc (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Cooperative Learning/Research Report: Artist Presentation. In groups students will research a chosen artist from a specific time period. Using a Jig Saw approach, the group will be divided according to pre-established content areas. Groups can either submit a written report or a short video clip for assessment.
2. Project-Based Cooperative Learning: Mosaic Wall. Each group will pick a social issue theme for a mosaic wall. The wall can be created using tile or paper squares depending on resources. After creating the wall, each team will present its artistic statement, using pre-established criteria, to justify the choices for the symbolism of their wall.
3. Project-Based Cooperative Learning: Mural. In groups students will design a mural for the wall in a location of their choosing, (ex. zoo, shopping area, playground). Mural design will be divided into puzzle piece shapes for students to add color to and finish with details. Students will display completed murals in a designated area of school.
4. Problem-Based Cooperative Learning: Food Choice Robot. Students will research healthy and unhealthy eating choices, developing an awareness of the effect that poverty has on food availability. Individual groups will construct a robot utilizing food containers from either the healthy or unhealthy group. Groups will present their robot and provide insight into the food choices they made.

RESOURCES

Literature Connections

World Culture: A Global Mosaic by Inc. Prentice-Hall (Corporate Author)

Murals: Cave, Cathedral, to Street (Art Beyond Borders) by Michael Capek

Murals: Walls That Sing by George Ancona

Scholastic Art Magazine

Assessment in Art Education by Donna Kay Beattie

The Art Teacher's Book of Lists, 2nd Edition by Helen D. Hume

Art Assessments: Tests, Quizzes, Benchmarks, Exams, Rubrics, and More for Art Teachers by Eric Gibbons

Projection Art for Kids: Murals & Painting Projects for Kids of All Ages by Linda Buckingham

Resources

- The iPad Art Room (<http://www.ipadartroom.com>)
- The Art of Education (<http://www.theartofed.com/lessons/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- The Cleveland Museum of Art (<https://www.clevelandart.org/home>)

GRADE 7 VISUAL & PERFORMING ARTS

ART 7–2025

HISTORICAL, SOCIAL, AND CULTURAL TRADITIONS (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 7 (2024)(Grade 7)

- Visual Arts (Grade 7)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 7.4CR. Consider ethics when interacting with visual resources.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 7.4PE. Provide and receive feedback as part of exhibition practices.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 7.3RE. Interpret art by analyzing the characteristics of its context and media.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 7.3CO. Explore how personal experiences influence style and choice of subject matter.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.1. Life and Dignity of the Human Person
 - SJ.2. Rights and Responsibilities
 - SJ.3. The Dignity of Work and the Rights of Workers
 - SJ.5. Option for the Poor and Vulnerable

- SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: implied, continuance
2. Color: monochromatic, graduated color value
3. Texture: transformation
4. Shape/Form: intersecting planes in two- or three-dimensional art
5. Space: negative space surrounding two- or three-dimensional work
6. Value: value for volume in two- or three-dimensional form

Principles of Design

1. Composition: changes in the emotional effect of a composition
2. Proportion: to scale, distorted
3. Dominance: emotional dominance through shapes
4. Balance: counterbalance
5. Proportion: abstract proportion for emotional effect
6. Movement: movement in different directions

Media and Methods

1. Strategies utilized when creating historical, social, and cultural works of art
2. Elements and techniques that are specific to a particular time period or region
3. Designed artworks

Expression and Meaning

1. Social and political factors illustrated through artworks
2. Perceptions of artworks due to culture, age, and background of the audience
3. Effects on artistic style and subject matter in relation to personal experiences, interests, cultural heritage, and gender
4. Artworks encompassing a variety of historical periods and cultures
5. Vocabulary that explains and defends artistic decisions

SKILLS

1. Consider ethics when interacting with visual resources.
2. Provide and receive feedback as part of exhibition practices.
3. Interpret art by analyzing the characteristics of its historical, social and cultural context and media.
4. Explore how personal experiences influence style and choice of subject matter.

ESSENTIAL QUESTIONS

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do objects, places, and designs shape lives and communities?
4. What commonalities do functional art pieces have across cultures and time periods?
5. How do life experiences influence the way we relate to art?
6. How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?
7. What effect does visual culture have on lives of today's youth?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. aesthetic
2. analysis
3. art criticism
4. artifact
5. artisan
6. composition
7. culture
8. expressionism
9. functional art
10. interpret
11. perception
12. ethics
13. culture
14. community
15. beliefs
16. values
17. context

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Enchanted Learning Visual Arts Vocabulary (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- Google Arts and Culture (<https://artsandculture.google.com/>)
- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)
- The Art of Education (AOEU) (<https://theartofeducation.edu/>)

STAGE 2: ASSESSMENT EVIDENCE

Column Critique

Formative: Graphic Organizer

Students will examine and critique columns from High Renaissance Periods and compare and contrast them utilizing a Venn diagram.

To-Scale Columns

Summative: Visual Arts Project

Students will examine and critique columns from High Renaissance Periods and compare and contrast them utilizing a Venn diagram. Using white roll paper, students in groups will create to-scale columns emphasizing one of the styles.

Portrait

Summative: Visual Arts Project

The class will discuss Jan Van Eyck's "Arnolfini Portrait," understanding that it is oil on oak panel. Students will hypothesize how the media lends itself to the composition. They will identify the decorative elements in the composition and hypothesize as to how these elements would change when creating a more current artwork. Students will then create a similar composition, in Van Eyck's style, incorporating modern day elements.

Period of Art

Summative: Research Project

In cooperative groups, students will complete a written report on a period of art between 1250 and 1770 (Middle Ages, Renaissance, Baroque, etc.). Students will use a variety of resources and look at art of this period from multiple perspectives (historical, cultural, social, and religious). Students should include a visual aid, utilizing technology when presenting.

Pantheon Model

Summative: Visual Arts Project

After researching the Roman emperor Hadrian, students will see that Hadrian was not only the emperor of Rome, but also the designer of the Pantheon and other important buildings. As a class, students will

discuss the basic two-dimensional and three-dimensional shapes used in designing the Pantheon. They will then construct a three-dimensional model of the Pantheon.

Word Sorts

Formative: Class Discussion

Similar to an entrance slip, have students pick a card containing a characteristic from a specific time period and have them place the card on the board beneath the corresponding column.

Presentation Video

Summative: Technology Project

Have collaborative groups utilize technology when creating a video presentation of their collaborative work. Have students utilize their artist statement as a spring board for their video.

Gallery Walk

Formative: Peer Assessment

Establish different stations with information where participants can write on post-its or directly on the poster with thoughts, comments, or questions.

Class Critique

Formative: Peer Assessment

Utilizing pre-established criteria, have students critique each other's work, providing constructive criticism and positive reinforcement. Guide the critique through the use of "I" statement critique cards.

Role Model Portrait

Summative: Visual Arts Project

Students will create a portrait of a role-model from a minority group using their own choice of media.

Resources

- Rubistar (<http://rubistar.4teachers.org>)
- Assessment Strategies (<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Cooperative Learning/Graphic Organizer: Column Critique. Students will examine and critique columns from High Renaissance Periods and compare and contrast them utilizing a Venn diagram. Using white roll paper, students in groups will create to-scale columns emphasizing one of the styles.
2. Inquiry Learning: Portrait. The class will discuss Jan Van Eyck's "Arnolfini Portrait," understanding that it is oil on oak panel. Students will hypothesize how the media lends itself to the composition. They will identify the decorative elements in the composition and hypothesize as to how these elements would change when creating a more current artwork. Students will then create a similar composition, in Van Eyck's style, incorporating modern day elements.
3. Research Report/Cooperative Learning: Period of Art. In cooperative groups, students will complete a written report on a period of art between 1250 and 1770 (Middle Ages, Renaissance, Baroque, etc.). Students will use a variety of resources and look at art of this period from multiple perspectives (historical, cultural, social, and religious). Students should include a visual aid, utilizing technology when presenting.
4. Inquiry-Based Learning: Francisco Goya. Students will research works of Francisco Goya (1746-1828) As a class they will discuss the violence in today's movies, videos, and animations and compare it to Goya's highly emotional work.
5. Inquiry-Based Learning: Pantheon Model. After researching the Roman emperor Hadrian, students will see that Hadrian was not only the emperor of Rome, but also the designer of the Pantheon and other important buildings. As a class, students will discuss the basic two-dimensional and three-dimensional shapes used in designing the Pantheon. They will then construct a three-dimensional model of the Pantheon.
6. Project-Based Learning: Role Model Portrait. Students will study the depiction of minorities in artworks during nineteenth-century Realism. They will then research how minority groups were depicted during this era. Students will then compare and contrast contemporary images that depict the same minority groups. They will create a portrait of a role-model from a minority group using their own choice of media.

RESOURCES

Literature Connections

Renaissance Paintings: Using Perspective to Represent Three-Dimensional Objects (Powermath) by Janey Levy

Art and Feminism (Themes & Movements) by Helena Reckitt (Editor) and Peggy Phelan (Collaborator)

Mixed Blessings: New Art in a Multicultural America by Lucy R. Lippard

Scholastic Art Magazine

Assessment in Art Education by Donna Kay Beattie

The Art Teacher's Book of Lists, 2nd Edition by Helen D. Hume

Art Assessments: Tests, Quizzes, Benchmarks, Exams, Rubrics, and More for Art Teachers by Eric Gibbons

Name That Style: All About Isms in Art (Bob Raczka's Art Adventures) by Bob Raczka
More Than Meets The Eye: Seeing Art With All Five Senses (Bob Raczka's Art Adventures) by Bob Raczka
Jan Van Eyck: Renaissance Realist (Basic Art) by Till-Holger Borchert
Francisco Goya (Getting to Know the World's Greatest Artists) by Mike Venezia
Francisco Goya (Artists Through the Ages) by Alix Wood
First Impressions: Francisco Goya by Ann Waldron

Resources

- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- The iPad Art Room (<http://www.ipadartroom.com>)
- Cleveland Museum of Art (<http://clevelandart.org/home>)
- The Art of Education (<https://theartofeducation.edu/>)

GRADE 7 VISUAL & PERFORMING ARTS

ART 7–2025

THREE-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 7 (2024)(Grade 7)

- Visual Arts (Grade 7)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 7.3CR. Practice visual fluency through the application of elements of art and principles of design.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 7.3PE. Demonstrate artistic style through the use of the elements of art and principles of design.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 7.2RE. Design self-assessment techniques to inform goals within the artmaking process.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 7.2CO. Investigate cultural institutions that support lifelong engagement with visual arts.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.2. Rights and Responsibilities
 - SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: implied, continuance
2. Color: monochromatic, graduated color value
3. Texture: transformation
4. Shape/Form: intersecting planes in three-dimensional art
5. Space: negative space surrounding three-dimensional work
6. Value: value for volume in three-dimensional form

Principles of Design

1. Composition: changes in the emotional effect of a composition
2. Proportion: to scale, distorted
3. Dominance: emotional dominance through shapes
4. Balance: counterbalance
5. Proportion: abstract proportion for emotional effect
6. Movement: movement in different directions

Media and Methods

1. Strategies utilized when creating three-dimensional works of art
2. Elements and techniques specific to three-dimensional works of art
3. Designed artworks

Expression and Meaning

1. Social and political factors illustrated through artworks
2. Perceptions of artworks due to culture, age, and background of the audience
3. Effects on artistic style and subject matter in relation to personal experiences, interests, cultural heritage, and gender
4. Vocabulary that explains and defends artistic decisions

Careers in Art

1. art-related fields
2. value of art

SKILLS

1. Practice visual fluency through the application of elements of art and principles of design.
2. Demonstrate artistic style through the use of the elements of art and principles of design in three-dimensional art.

3. Design self-assessment techniques to inform goals within the three-dimensional artmaking process.
4. Investigate cultural institutions that support lifelong engagement with visual arts.

ESSENTIAL QUESTIONS

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do artists and designers learn from trial and error?
4. How do objects, places, and designs shape lives and communities?
5. How do artists and designers care for materials, tools, and equipment?
6. Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
7. How do objects, artifacts, and artworks, collected or preserved, cultivate appreciation and understanding?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. aesthetic
2. armature
3. assemblage
4. coil
5. earthenware
6. fiber
7. art
8. functional
9. glaze
10. greenware
11. kiln
12. kinetic art
13. low relief
14. mobile
15. motion
16. movement
17. slab
18. slip
19. three-dimensional
20. underglaze
21. warp
22. weaving
23. weft
24. visual fluency

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Enchanted Learning Visual Art Vocabulary (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- Google Arts and Culture (<https://artsandculture.google.com/>)
- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)
- The Art of Education (<https://theartofeducation.edu/>)

STAGE 2: ASSESSMENT EVIDENCE

Outdoor Sculpture

Summative: Research Project

Students will research, create, and display a to-scale model of an outdoor sculpture. Students should be encouraged to utilize recycled materials in creating their outdoor sculpture.

Mobiles

Summative: Research Project

Students will research, create, and display mobiles utilizing geometric shape and creating balance through recycled materials.

Biomorphic Sculptures

Summative: Research Project

Students will research and create biomorphic sculptures, utilizing organic shapes and forms, modeled after the works of Henry Moore.

Functional Artwork

Summative: Visual Arts Project

Students will create functional artwork utilizing weaving techniques and characteristics of Kente cloth.

Repurposed Art

Summative: Visual Arts Project

Students will repurpose a cardboard package, (Pringles can, oatmeal container, cereal box) into an abstract sculpture. Students will cut objects into dominant, subdominant, and subordinate shapes, and then rearrange them to create a new shape that does not resemble the original shape.

Artist's Statement

Summative: Writing Assignment

Students will create an artist's statement defending artistic decisions made, using pre-established criteria.

Grading Rubric

Summative: Visual Arts Project

Teachers can use a rubric with an assigned point system. Headings include Time on Task, Originality, Organization, Skills Taught, Understanding (Vocabulary, Historical reference, etc.). Time on Task, Originality, and Organization rows remain the same. Skills Taught and Understanding rows change with each project.

Show of Hands

Formative: Oral Assessment

Check student progress with show of hands at close of class.

Resources

- Assessment Strategies (<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- perspective_quiz_4380.doc (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Inquiry-Based Learning: Critique. Students will critique a variety of three-dimensional artworks, determining the artist's purpose and describing how it affects the interpretation of the artwork.
2. Problem-Based Learning: Outdoor Sculpture. Students will research, create, and display a to-scale model of an outdoor sculpture. Students should be encouraged to utilize recycled materials in creating their outdoor sculpture.
3. Problem-Based Learning: Mobiles. Students will research, create, and display mobiles utilizing geometric shape and creating balance through recycled materials.
4. Research-Based Learning: Biomorph Sculptures. Students will research and create biomorphic sculptures, utilizing organic shapes and forms, modeled after the works of Henry Moore.
5. Inquiry-Based Learning: Functional Artwork. Students will create functional artwork utilizing weaving techniques and characteristics of Kente cloth.
6. Problem-Based Learning: Repurposed Art. Students will repurpose a cardboard package, (Pringles can, oatmeal container, cereal box) into an abstract sculpture. Students will cut objects into dominant, subdominant and subordinate shapes, and then rearrange them to create a new shape that does not resemble the original shape.

Resources

- 4 Basic Sculpture Techniques (http://www.getty.edu/education/teachers/classroom_resources/curricula/sculpture/background2.html)
- Kente Cloth Designs and Meaning (<http://www.kentecloth.net/kente-cloth-patterns/>)

RESOURCES

Literature Connections

13 Buildings Children Should Know by Annette Roeder

The Story of Buildings: From the Pyramids to the Sydney Opera House and Beyond by Patrick Dillon by Stephen Biesty

A Child's Introduction to Art: The World's Greatest Paintings and Sculptures by Meredith Hamilton and Heather Alexander

13 Sculptures Children Should Know by Angela Wenzel

Scholastic Art Magazine

Assessment in Art Education by Donna Kay Beattie

The Art Teacher's Book of Lists, 2nd Edition by Helen D. Hume

Art Assessments: Tests, Quizzes, Benchmarks, Exams, Rubrics, and More for Art Teachers by Eric Gibbons

Resources

- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Ohio Outdoor Sculpture Inventory (<http://oosi.sculpturecenter.org>)
- The iPad Art Room (<http://www.ipadartroom.com>)
- The Cleveland Museum of Art (<https://www.clevelandart.org/home>)

GRADE 7 VISUAL & PERFORMING ARTS

ART 7–2025

TWO-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 7 (2024)(Grade 7)

- Visual Arts (Grade 7)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 7.2CR. Investigate organizational strategies to develop original ideas.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 7.1PE. Demonstrate persistence and artisanship during the artmaking process.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 7.1RE. Apply relevant vocabulary to define and describe works of art.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 7.4CO. Explore personal aesthetic beliefs.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.1. Life and Dignity of the Human Person
 - SJ.2. Rights and Responsibilities
 - SJ.5. Option for the Poor and Vulnerable

CONTENT

Elements of Art

1. Line: implied, continuance
2. Color: monochromatic, graduated color value
3. Texture: transformation
4. Shape/Form: intersecting planes in two-dimensional art
5. Space: negative space surrounding two-dimensional work
6. Value: value for volume in two-dimensional form

Principles of Design

1. Composition: changes in the emotional effect of a composition
2. Proportion: to scale, distorted
3. Dominance: emotional dominance through shapes
4. Balance: counterbalance
5. Proportion: abstract proportion for emotional effect
6. Movement: movement in different directions

Media and Methods

1. Strategies utilized when creating two-dimensional works of art
2. Elements and techniques specific to a particular time period or region
3. Designed artworks

Expression and Meaning

1. Social and political factors illustrated through artworks
2. Perceptions of artworks due to culture, age, and background of the audience
3. Effects on artistic style and subject matter in relation to personal experiences, interests, cultural heritage, and gender
4. Artworks encompassing a variety of historical periods and cultures
5. Vocabulary that explains and defends artistic decisions

SKILLS

1. Investigate organization strategies to develop original ideas for two-dimensional art.
2. Demonstrate persistence and artisanship during the two-dimensional artmaking process.
3. Apply relevant vocabulary to define and describe two-dimensional works of art.
4. Explore personal aesthetic beliefs.

ESSENTIAL QUESTIONS

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do artists and designers learn from trial and error?
4. How do objects, places, and designs shape lives and communities?
5. How do artists and designers care for materials, tools, and equipment?
6. Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
7. What commonalities do functional art pieces have across cultures and time periods?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. abstract
2. background
3. batik
4. blind contour drawing
5. block
6. block relief
7. brayer
8. caricature
9. cartoon
10. cityscape
11. collage
12. color scheme
13. composition
14. contour lines
15. cool colors
16. cross-hatching
17. depth
18. diagonal
19. dry brush
20. elements of art
21. focal point
22. foreground
23. freehand
24. graphic design
25. hatching
26. highlight
27. hue
28. illustration
29. intermediate (tertiary) colors
30. juxtaposition
31. landscape
32. linear perspective
33. medium (sing.) media (pl.)
34. middle ground

35. monochromatic
36. monoprint
37. negative space
38. one-point perspective
39. opaque
40. organic shape
41. pastels
42. perspective
43. picture plane
44. principles of design
45. print making
46. saturation
47. self-portrait
48. shading
49. sketch
50. value
51. vanishing point

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Enchanted Learning Visual Arts Vocabulary (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)
- Google Arts and Culture (<https://artsandculture.google.com/>)
- The Art of Education (<https://theartofeducation.edu/>)

STAGE 2: ASSESSMENT EVIDENCE

Rubric

Summative: Visual Arts Project

Student work can be assessed with a rubric that includes an assigned point system. Headings include: Time on Task, Originality, Organization, Skills Taught, Understanding (Vocabulary, Historical Reference, etc.). Time on Task, Originality, and Organization rows remain the same. Skills Taught and Understanding rows change with each project.

Media Critique

Formative: Cooperative Group Work

Students will critique media samples discussing messages sent directly and subliminally. They can utilize critique cards when necessary to invoke meaningful conversations. Students can work in groups with a worksheet to fill in.

Artist Statement

Summative: Written Commentary

Supply students with a checklist of information to be covered in artist's statement. Students will write an artist statement to explain choices made when creating the social issues poster.

Exit Ticket

Formative: Writing Assignment

Students can be assessed with a rubric with an assigned point system. Headings include: Time on Task, Originality, Organization, Skills Taught, Understanding (Vocabulary, Historical reference, etc.). Time on Task, Originality, and Organization rows remain the same. Skills Taught and Understanding rows change with each project.

Portfolio

Summative: Student Portfolio

Students will create a portfolio containing a collection of their own artwork that emphasizes significant evidence of their progress, achievements, and experiences. Portfolio should include an exit letter which discusses the best and worst piece and uses artistic vocabulary to justify a choices made. The letter

should also pinpoint strengths, weaknesses, likes, and dislikes. In addition, the letter should contain a reflective portion, examining options for revision of work.

Hidden Messages

Summative: Visual Arts Project

After students critique media samples, examining hidden messages sent to the consumer, they will then create posters that convey the positive and negative effects of the media on today's youth.

Resources

- Assessment Strategies (<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- Pre-assessment 6-8 2012-13_1206.docx (Document)
- 7th Shoe Rubric_1213.tiff (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Project-Based Learning: Hidden Messages. Students will critique media samples examining hidden messages sent to the consumer. They will then create posters that convey the positive and negative effects of the media on today's youth.
2. Cooperative Learning: Social Issue Posters. In groups, students will create social issue posters utilizing a variety of mixed media. Students can choose media that best fits their work.
3. Problem-Based Learning: Artist Statement. Students will write an artist statement to explain choices made when creating the social issues poster.
4. Inquiry-Based Learning: Gallery Inspiration. Students will visit a local photographic venue/gallery and apply information gained there to create individual works of art.
5. Project-Based: Super Heroes. Students will draw themselves as super heroes in action, using two-point perspective. They should consider the following question as they create their artwork: What are my special powers and how will I use them to make the world a better place?
6. Graphic Organizer: Comparison and Contrast. Students will view traditional Japanese art and identify its visual characteristics. They will then compare this style with Western art that depicts similar subjects by filling out a graphic organizer.
7. Performance-Based Learning: Portfolio. Students will create a portfolio containing a collection of their own artwork that emphasizes significant evidence of their progress, achievements, and experiences. Portfolio should include an exit letter.

RESOURCES

Literature Connections

Traditional Japanese Arts and Culture: An Illustrated Sourcebook by Stephen Addiss, Gerald Groemer, and J. Thomas Rimer

Art of Edo Japan: The Artist and the City 1615-1868 by Christine Guth

Look at Me!: The Art of the Portrait for Children by Claudia Strand

Creative Portraits: Digital Photography Tips and Techniques by Harold Davis

Scholastic Art Magazine

Assessment in Art Education by Donna Kay Beattie

The Art Teacher's Book of Lists, 2nd Edition by Helen D. Hume

Art Assessments: Tests, Quizzes, Benchmarks, Exams, Rubrics, and More for Art Teachers by Eric Gibbons

Resources

- The iPad Art Room (<http://www.ipadartroom.com>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- The Cleveland Museum of Art (<https://www.clevelandart.org/home>)