

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Art - 7th Grade</b>	<b>Art</b>	<b>7</b>	
<b>Course Description:</b>			
<p>Students will explore many different materials to create original works of art. As a result of participating in Art Classes, students will solve problems creatively, reflect upon and revise their artwork, develop their self expression skills, build their self confidence, and make connections between Art and other areas of their life. As a part of this course, student artwork may be exhibited in a school. City, state, national and global level.</p> <p>Area of exploration in Grade 7 Art will include: Drawing Still Lifes; Painting with Tempera Paints; Printmaking with Linoleum; Assemblagewith found objects; Slab Building Pottery; and Package design.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
		<p><b>Goal Oriented :</b></p> <ul style="list-style-type: none"> <li>● Balance tactical (short-term) goals</li> <li>● Set goals with tangible and intangible success criteria</li> </ul> <p><b>Global Awareness:</b></p> <ul style="list-style-type: none"> <li>● Understand other nations and cultures including the use of non-English language.</li> </ul> <p><b>Social and Cross-Cultural Skills:</b></p> <ul style="list-style-type: none"> <li>● Know when it is appropriate to listen and when to speak</li> <li>● Conduct themselves in a respectable, professional manner.</li> </ul> <p><b>Empathy:</b></p> <ul style="list-style-type: none"> <li>● Demonstrating understanding of others perspectives and needs</li> <li>● Listen with an open mind to understand others' situations</li> <li>● Understand the concept of community as a means for supporting others in need.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>● Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>● Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use Communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).</li> </ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"> <li>● Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</li> </ul>	

**Critical Thinking and Problem Solving:**

- Collect, assess and analyze relevant information
- Reason effectively.
- Use systems thinking
- Make sound judgments and decisions.
- Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experience, processes and solutions
- Transfer knowledge to other situations

**GOAL DIRECTED:**

- Set goals with tangible and intangible success criteria

**Additional Course Information:**  
*Knowledge/Skill Dependent courses/prerequisites*

Link to Completed [Equity Audit](#)

**This curriculum is a continuation of the skills and knowledge presented in the Bristol K-6 Art Curriculum .**

 [Equity Curriculum Review - Art 7th Grade](#)

**Standard Matrix**

District Learning Expectations and Standards	<a href="#">Drawing- still life</a>	<a href="#">Painting- Tempera</a>	<a href="#">Printma king-Lin oleum</a>	<a href="#">Assemb lage - Found Object Art</a>	<a href="#">Clay - slab building</a>	<a href="#">Design-p ackage design</a>
<b>Creating</b>						
VA:Cr1.1 Investigate, Plan, Make	x			x	P	P
VA:Cr2.1 Organize and develop artistic ideas and work		P	P	P		x
VA:Cr3.1 Refine and complete artistic work.	x					
<b>Presenting</b>						
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.	x					
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.				x		

VA:Pr6.1 Convey meaning through the presentation of artistic work.	x		x			x
<b>Responding</b>						
VA:Re7.1 Perceive and analyze artistic work.						
VA:Re8.1 Interpret intent and meaning in artistic work.						
VA:Re9.1 Apply criteria to evaluate artistic work.	x	x	x		x	x
<b>Connecting</b>						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	x	x				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.						x

Unit Links	
<b>Drawing- still life</b>	<b>3</b>
<b>Painting- Tempera</b>	<b>8</b>
<b>Printmaking-Linoleum</b>	<b>11</b>
<b>Assemblage - Found Object Art</b>	<b>14</b>
<b>Clay - Slab Building</b>	<b>17</b>
<b>Design-package design</b>	<b>21</b>

Unit Title:
Drawing- still life
Relevant Standards: <b>Bold indicates priority</b>
<b>VA:Cr1.1.7a</b> - Apply methods to overcome creative blocks.
<b>VA:Cr3.1.7a</b> - Reflect on and explain important information about personal artwork in an artist statement or another format.

**VA:Pr4.1.7a** - Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

**VA:Pr6.1.7a** - Compare and contrast viewing and experiencing collections and exhibitions in different venues.

**VA:Re9.1.7a** - 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.

**VA:Cn10.1.7a** - Synthesize and relate knowledge and personal experiences to make art.

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p><b>Cr1.1</b> - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><b>Cr3.1</b> - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b>Pr6.1</b> - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p><b>Re9.1</b> - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><b>Cn10.1</b> - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p><b>Cr1.1</b> - Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Cr3.1</b> - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p> <p><b>Pr6.1</b> - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b>Re9.1</b> - People evaluate art based on various criteria.</p> <p><b>Cn10.1</b> - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will explore different techniques and approaches to still life drawing/painting using a variety of different mediums included but not limited to Charcoal, In, oil pastels and watercolor.	6-7 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
Students will develop observation skills and understanding of composition through the creation of still life painting/drawing. They will be introduced to the	<i>Smartboard</i>

<p>concept of still life painting and will be shown examples from Art history. The students will discuss the elements of a good still life composition. Students will set up different still life arrangements in the classroom using various objects like fruits, vases, and fabrics. They will explore different techniques and approaches to still life drawing/painting using a variety of different mediums included but not limited to Charcoal, Ink, oil pastels and watercolor.</p>	
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p>Direct light Balance, Focal Point arrangement. Shading Value Space Overlapping Depth Perspective Form</p>	<p>Visual aids Student and Teacher exemplars A variety of mediums (pencil, charcoal, watercolor, ink, oil pastel, etc.)</p>
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
<p>Objects to draw can be pulled from any place, and many topics, personal, political, historical.</p>	<p>Poor shape representation in the drawing of the basic forms. A still life is just objects with no meaning</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>Builds upon drawing skills</p>	<p>Supports future drawing / spatial relations</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p><b>Language and Symbols</b> 2.5 Illustrate through multiple media</p>	<ul style="list-style-type: none"> <li>• Present key concepts beyond representation via text (e.g., an expository text or a math equation) with another or multiple formats (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, or physical or virtual manipulative).</li> <li>• Clarify links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams.</li> </ul>
<p><b>Building Knowledge</b> 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> <li>• Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> </ul>

	<ul style="list-style-type: none"> <li>• Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>• Bridge concepts with relevant analogies and metaphors.</li> </ul>
<p><b>Expression and Communication</b> 5.3 Build fluencies with graduated support for practice and performance</p>	<ul style="list-style-type: none"> <li>• Use differentiated models to emulate (e.g., models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.).</li> <li>• Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform).</li> </ul>
<p><b>Welcoming Interests and Identities</b> 7.1 - Optimize choice and Autonomy</p>	<ul style="list-style-type: none"> <li>• Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> <li>○ The content to explore</li> <li>○ The tools used for exploration or production</li> <li>○ The type of rewards or recognition available</li> <li>○ The opportunities for practicing and assessing learning</li> <li>○ The design or graphics of layouts, etc.</li> <li>○ The sequence or timing for completion of tasks</li> </ul> </li> </ul>
<p><b>Sustaining Effort and Persistence</b> 8.5 Offer action-Oriented feedback</p>	<ul style="list-style-type: none"> <li>• Offer feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge.</li> <li>• Offer feedback that emphasizes effort, improvement, and achieving a goal rather than on relative performance.</li> <li>• Offer feedback that is frequent, timely, and specific.</li> <li>• Offer feedback that is substantive and informative rather than comparative or competitive.</li> <li>• Offer feedback that models how to incorporate reflection, including identifying patterns of challenges or strengths, into positive strategies for future success.</li> <li>• Offer feedback that encourages risk taking and offers another (or differing) perspective(s).</li> </ul>
<p><b>Supporting Multilingual/English Learners</b></p>	
<p><b>Related <a href="#">CELP standards:</a></b></p>	<p><b>CELP Teacher Actions:</b></p>
<p>An EL can . . .</p>	

6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		* identify a few key words and phrases in oral communications and simple written texts	
6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		• actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions	
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.		• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions	
6-8.9 - create clear and coherent grade-appropriate speech and text.		• communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,	
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.		• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can identify and describe characteristics of a still life.	Students will be able to recognize still life artwork.	Still life art examples, professional , teacher created, past student art examples.
2	I can use proper shading and drawing techniques to draw realistic forms.	Students can add shading to the simple forms in the appropriate areas.	Real objects, normal environmental light, direct light ( flash light ) Examples of correctly shaded drawn objects
3-7	I can use space, line and value to create a realistic looking still life drawing.	Students will complete a drawing from direct observation. That meets the teachers requirements.  Rubric: <a href="#">Final Project Assessment</a>	Examples of art that demonstrate the teachers daily requirement.

**Unit Title:**

# Painting- Tempera

## Relevant Standards: Bold indicates priority

**VA:Cr2.3.7.a** - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

**VA:Re9.1.7a** - 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.

**VA:Cn10.1.7a** - Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

## Essential Question(s):

**Cr2.3** - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Re9.1** - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**Cn10.1** - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

## Enduring Understanding(s):

**Cr2.3** - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**Re9.1** - People evaluate art based on various criteria

**Cn10.1** - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

## Demonstration of Learning:

Students will demonstrate a variety of basic tempera painting techniques such as layering, blending and dry brush. Project ideas: Still life, landscape, and portraiture.

## Pacing for Unit

5-7 classes

## Family Overview (link below)

Students will be introduced to the medium of tempera painting and its techniques. Students will develop understanding of color theory, composition, and artistic expression through tempera painting. Students will be introduced to tempera painting as a medium; its history and characteristics. Students will learn about color theory and how to mix tempera paints to create a range of colors. Students will demonstrate a variety of basic tempera painting techniques such as layering, blending and dry brush. Project ideas: Still life, landscape, and portraiture.

## Integration of Technology:

*Smartboard*

## Unit-specific Vocabulary:

## Aligned Unit Materials, Resources, and Technology

	<b>(beyond core resources):</b>
Tempera Brush strokes Tints / Shades Primary / Secondary	Visual aids Student and Teacher exemplars Brushes Paper Palette.
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
History Science	Poor mixing techniques. Poor use of paint coverage..
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Use of artistic methods, planning , building upon simple color theory.	These painting techniques can be used as a base knowledge for future painting.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Building Knowledge</b> 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> <li>Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> <li>Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>Bridge concepts with relevant analogies and metaphors.</li> </ul>
<b>Interaction</b> 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> <li>Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>
<b>Strategy Development</b> 6.1 Set meaningful goals.	<ul style="list-style-type: none"> <li>Use prompts and scaffolds to estimate effort, resources, and challenge.</li> <li>Use models or examples of the process and product of goal-setting.</li> <li>Post goals, objectives, and schedules in an obvious place.</li> </ul>
<b>Welcoming Interests and Identities</b> 7.1 - Optimize choice and Autonomy	<ul style="list-style-type: none"> <li>Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> <li>The content to explore</li> <li>The tools used for exploration or production</li> <li>The type of rewards or recognition available</li> <li>The opportunities for practicing and assessing learning</li> <li>The design or graphics of layouts, etc.</li> <li>The sequence or timing for completion</li> </ul> </li> </ul>

	of tasks
<b>Sustaining Effort and Persistence</b> 8.2 Optimize challenge and support	<ul style="list-style-type: none"> <li>• Presume competence and nurture a belief in the capabilities of every learner.</li> <li>• Offer options with varying modes of complexity or difficulty.</li> <li>• Offer options for tools and scaffolds that align with the learning goal and promote agency.</li> <li>• Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition.</li> </ul>

### Supporting Multilingual/English Learners

Related CELP standards:	CELP Teacher Actions:
An EL can . . .  6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	* identify a few key words and phrases in oral communications and simple written texts
6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.	• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions
6-8.9 - create clear and coherent grade-appropriate speech and text.	• communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.	• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can demonstrate common tempera techniques.	Correct controlled strokes. Intentional color mixing. Proper use of texture application.	Visual aids of covered examples.
2	I can demonstrate compositional	The plan must allow for	Past student work.

	strategies to create a plan for my Artwork.	taught concepts to be showcased.	Teachers examples
3-5	I demonstrate a variety of tempera paint techniques to create a painting according to my pre planned idea.	The paint should be used clearly to reinforce the artistic plan of the artist.	Past student work. Teachers examples
6-7	I can properly finish the artwork with details and quality paint application.	That art has a complete quality to it, all aspects of the work are considered.  Rubric: <a href="#">Final Project Assessment</a>	Complete lessons art. A variety of art results.

<b>Unit Title:</b>	
<h1>Printmaking-Linoleum</h1>	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>VA:Cr2.1.7.a</b> - Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p><b>VA:Pr6.1.7.a</b> - Compare and contrast viewing and experiencing collections and exhibitions in different venues.</p> <p><b>VA:Re9.1.7a</b> - 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.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p><b>Cr2.1</b> - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><b>Pr6.1</b> - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p><b>Re9.1</b> - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>	<p><b>Cr2.1</b> - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><b>Pr6.1</b> - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b>Re9.1</b> - People evaluate art based on various criteria</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>

Students will design, carve, and print through linoleum block printmaking.	6-7 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
Students will be introduced to linoleum block printmaking and its techniques. Students will develop understanding of design, carving, and printing through linoleum block printmaking. Students will discuss linoleum block printmaking as a relief printing technique including its history and various applications such as fashion, fine art, marketing, etc. Students will be guided through the process of printing their carved blocks onto paper. Students will review safety procedures for working with carving tools and proper care of materials.	<i>Smartboard</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Print, relief, series, brayer, printing plate	Linoleum, carving tools, printing paper, brayers, ink
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Science: experimentation, hypothesis Language Arts: creating stories / poems from or for artworks	Ink and paint are the same “Isn’t this the same as painting?”
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Grade 6: Mixed media	Grade 8: Collagraph Lesson
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Building Knowledge</b> 3.2 Highlight and explore patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> <li>Highlight or emphasize key elements in text, graphics, diagrams, or formulas.</li> <li>Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships.</li> <li>Highlight previously learned skills that can be used to solve unfamiliar problems.</li> </ul>
<b>Interaction</b> 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> <li>Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>
<b>Strategy Development</b> 6.1 Set meaningful goals.	<ul style="list-style-type: none"> <li>Use prompts and scaffolds to estimate effort, resources, and challenge.</li> <li>Use models or examples of the process and product of goal-setting.</li> <li>Post goals, objectives, and schedules in an obvious place.</li> </ul>

<b>Welcome Interests &amp; Identities</b> 7.2 Optimize relevance, value, and authenticity		<ul style="list-style-type: none"> <li>● Vary activities and sources of information so they can be:             <ul style="list-style-type: none"> <li>○ Personalized and contextualized to learners' lives</li> <li>○ Culturally relevant and sustaining</li> <li>○ Socially relevant</li> <li>○ Age and ability appropriate</li> <li>○ Appropriate for different racial, cultural, ethnic, and gender groups</li> </ul> </li> <li>● Design activities so learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants.</li> <li>● Provide tasks that allow for active participation, exploration, and experimentation.</li> <li>● Invite personal response, evaluation, and self-reflection to content and activities.</li> </ul>	
<b>Sustaining Effort and Persistence</b> 8.3 Foster belonging and community		<ul style="list-style-type: none"> <li>● Create opportunities for learners to share their ideas for different ways to foster belonging and community.</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>CELP Teacher Actions:</b>	
An EL can ...  6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		* identify a few key words and phrases in oral communications and simple written texts	
6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		• actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions	
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.		• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions	
6-8.9 - create clear and coherent grade-appropriate speech and text.		• communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,	
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.		• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	
<b>Lesson</b>	<b>Learning Target</b>	<b>Success Criteria/</b>	<b>Resources</b>

Sequence		Assessment	
1-2	I can use various design elements to create a design to be translated into a print.	Students will create a design that can be carved into the linoleum and become a print.	Examples of linoleum prints Demonstration of techniques
3-4	I can create a printing plate by carving my design into the linoleum.	Students will carve their design into the linoleum plate to later create a series of prints.	Demonstrations Visuals Optional- resources on a specific artist or art movement
5-7	I can create a series of linoleum prints.	Students will create a series of prints by applying ink to their plates and creating multiple prints.  Rubric: <a href="#">Final Project Assessment</a>	Demonstrations Visuals Optional- resources on a specific artist or art movement

**Unit Title:**

## Assemblage - Found Object Art

**Relevant Standards: Bold indicates priority**

**VA:Cr1.2.7a** - Develop criteria to guide making a work of art or design to meet an identified goal.

**VA:Cr2.1.7a** - Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

**VA:Cr2.3.7a** - **Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.**

**VA:Pr5.1.7a** - Based on criteria, analyze and evaluate methods for preparing and presenting art.

**Essential Question(s):**

**Cr1.2.** - How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Cr2.1** - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

**Enduring Understanding(s):**

**Cr1.2.** - Creativity and innovative thinking are essential life skills that can be developed.

**Cr2.1** - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

<b>Pr5.1</b> - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	<b>Pr5.1</b> - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will produce a piece of art using the concepts of found object art, including selection of materials, assembling, design, and craftsmanship.	4 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
Students will be introduced to the concept of assemblage as a form of sculpture that incorporates found objects into a unified composition. and its techniques. Students will develop understanding of composition, spatial relationships and creative expression through assemblage. Students will be shown examples of assemblage artworks by famous artists and discuss their techniques and themes. Students will explore various materials and found objects that can be used in assemblage art.	<i>Smartboard</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Mixed media, assemblage, media, medium, collage, craftsmanship, unity, Visual Weight, negative space, tactile qualities, adhesives, fasteners, bonding, juxtaposition, layering, collaging, deconstruction.	Visual references
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Technology Education - using shared materials Language Arts - incorporate writing and words	"This isn't really art" "I can just do anything and it'll be art"
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Grade 6 Assemblage: Mask Making	Grade 8 Assemblage: Architecture
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Building Knowledge</b> 3.3 Cultivate multiple ways of knowing and making meaning	<ul style="list-style-type: none"> <li>• Use explicit prompts for each step in a sequential process to help learners develop a logical flow specific for their understanding and create a structure of complex tasks.</li> <li>• Use interactive models that guide exploration and new understandings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film, and media).</li> <li>• “Chunk” information into smaller elements, helping to prevent cognitive overload.</li> <li>• Progressively release information (e.g., sequential highlighting).</li> <li>•</li> </ul>
<b>Strategy Development</b> 6.4 Enhance capacity for monitoring progress	<ul style="list-style-type: none"> <li>• Use prompts to guide self-monitoring and reflection.</li> <li>• Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts.</li> </ul>
<b>Welcoming Interests and Identities</b> 7.1 - Optimize choice and Autonomy	<ul style="list-style-type: none"> <li>• Embed choices that align with the learning goal, such as:             <ul style="list-style-type: none"> <li>○ The content to explore</li> <li>○ The tools used for exploration or production</li> <li>○ The type of rewards or recognition available</li> <li>○ The opportunities for practicing and assessing learning</li> <li>○ The design or graphics of layouts, etc.</li> <li>○ The sequence or timing for completion of tasks</li> </ul> </li> </ul>
<b>Sustaining Effort and Persistence</b> 8.3 Foster belonging and community	<ul style="list-style-type: none"> <li>• Create opportunities for learners to share their ideas for different ways to foster belonging and community.</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related CELP standards:</b>	<b>CELP Teacher Actions:</b>
An EL can ...  6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	* identify a few key words and phrases in oral communications and simple written texts
6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.	• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions

6-8.9 - create clear and coherent grade-appropriate speech and text.		• communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,	
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.		• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Found object Sculpture	I can demonstrate understanding of the concepts of Found object Art	I can define Found Object Art and concepts that go into creating it.	
Combining Diverse Materials and Objects	I can show aesthetic choices in choosing diverse materials and objects for an Art Project	I can choose materials that represent my artistic ideas in creating an assemblage artwork.	
Adhesives, Fasteners, and joining Techniques	I can demonstrate appropriate joining techniques in assembling different materials	I can define and demonstrate the proper adhesives and techniques used in found object artwork.	
Conceptual Approaches to assemblage	I can demonstrate creative and aesthetic choices in materials and composition in creating an assemblage artwork.	I can produce a piece of art using the concepts of found object art.  Rubric: <a href="#">Final Project Assessment</a>	

<b>Unit Title:</b>	
Clay - Slab Building	
<b>Relevant Standards: Bold indicates priority</b>	
<b>VA:Cr1.2.7.a - Develop criteria to guide making a work of art or design to meet an identified goal.</b>	
<b>VA:Re9.1.7a</b> - 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	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<b>Cr1.2</b> - How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic	<b>Cr1.2</b> - Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

investigations?  <b>Re9.1</b> - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	<b>Re9.1</b> - People evaluate art based on various criteria.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will demonstrate basic clay slab techniques such as rolling slabs, joining pieces (Scoring & slipping) in the creation of a piece of clay artwork	5-8 lessons
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
Students will be introduced to the techniques & possibilities of clay slab construction. Students will develop understanding of form, texture & structure through hands-on clay work. Students will be introduced to clay slab construction as a technique for creating 3d forms. Students will be taught about different types of clay, properties & stages of clay. Students will demonstrate basic clay slab techniques such as rolling slabs, joining pieces (Scoring & slipping) Students will learn procedures for working with & storing clay and proper care of tools & equipment.	<i>Smartboard</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Clay, slab, scoring, slip, kiln, bone dry, pinch	Clay, Glaze, Glaze brushes, Clay stands for kiln, clay tools, rolling pins, clay sponges
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Social Studies: clay creations from various cultures Technology Education: creating functional products, building skills	Rough handling of the material.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Proper design and planning grows in importance when constructing a clay object.  Grade 6- Pinch pot unit	Slab construction uses basic clay handbuilding techniques that can be used in all units where attaching and subtractive methods are used. Grade 8 - Coil Pottery Unit
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Building Knowledge</b> 1.1 Support opportunities to customize the display of information	Offer information in accessible formats so the following perceptual features can be customized: <ul style="list-style-type: none"> <li>• Font, size of text, character and line spacing, character width, background color, and text colors</li> <li>• Size of images, graphs, tables, and other visual content</li> <li>• Contrast between background and images</li> </ul>

	<ul style="list-style-type: none"> <li>• Color used for information or emphasis</li> <li>• Volume or rate of speech or sound</li> <li>• Speed or timing of video, animation, sound, simulations, etc.</li> <li>• Layout of visual or other elements</li> </ul>
<b>Building Knowledge</b> 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> <li>• Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> <li>• Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>• Bridge concepts with relevant analogies and metaphors.</li> </ul>
<b>Interaction</b> 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> <li>• Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>
<b>Strategy Development</b> 6.1 Set meaningful goals.	<ul style="list-style-type: none"> <li>• Use prompts and scaffolds to estimate effort, resources, and challenge.</li> <li>• Use models or examples of the process and product of goal-setting.</li> <li>• Post goals, objectives, and schedules in an obvious place.</li> </ul>
<b>Emotional Capacity</b> 9.1 Recognize expectation, beliefs, and Motivations	<ul style="list-style-type: none"> <li>• Use prompts, reminders, guides, rubrics, and checklists that focus on: <ul style="list-style-type: none"> <li>○ Setting regulatory goals like managing anxiety in response to challenge</li> <li>○ Increasing the length of on-task orientation in the face of distractions</li> <li>○ Elevating the frequency of self-reflection</li> </ul> </li> </ul>
<b>Emotional Capacity</b> 9.2 Develop awareness of self and others	Use differentiated models, scaffolds, and feedback for: <ul style="list-style-type: none"> <li>• Managing frustration</li> <li>• Developing internal controls and coping skills</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related CELP standards:</b>	<b>CELP Teacher Actions:</b>
An EL can . . .  6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	* identify a few key words and phrases in oral communications and simple written texts
6-8.2 - participate in grade appropriate oral and written	• actively listen to others • participate in short

exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions	
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.		• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions	
6-8.9 - create clear and coherent grade-appropriate speech and text.		• communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,	
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.		• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can identify and describe the basic properties of clay.	Students can identify the basic properties of clay.	Clay information
2	I can demonstrate design elements to plan out my slab construction.	The plan must be possible to translate into the clay medium. The plan must account for clays weight, and structural subtleties.	Proper sketches to use as idea resources. Sketches should display the learning objectives.
3	I can create slabs of appropriate thicknesses.	The slabs must be a consistent weight.	Variety of Slab examples.
4	I can demonstrate proper clay attachment methods.	The attachment holds the slabs together without gaps or weak points.	Examples that demonstrate this hold.
5	I can use carving and subtractive methods to add design and texture to the art. (carving, trimming, ect..)	The method used does not poorly affect the structure of the built work.	Poor example/ quality example.
6	I can identify and describe similarities and differences between glaze and paint. (Ex. They both add color to an art work vs Paint needs to dry whereas glaze need to fired in the kiln)	Student will be able to demonstrate their understanding by ( teacher may decide the best way to assess this based on how they presented the information)	Provide an assortment of glaze / paint examples
7-8	I can properly apply glaze to the created artwork.	The glazed has been applied with even layers and the design looks intentional.  Rubric: <a href="#">Final Project Assessment</a>	Past student work that has been finished in multiple ways.

**Unit Title:**

# Design-package design

**Relevant Standards: Bold indicates priority**

**VA:Cr1.1.7a - Apply methods to overcome creative blocks.**

**VA:Cr2.3.7.a** - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

**VA:Pr6.1.7.a** - Compare and contrast viewing and experiencing collections and exhibitions in different venues.

**VA:Re9.1.7a** - 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.

**VA:Cn11.1.7a** - Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

**Essential Question(s):**

**Cr1.1** - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

**Cr2.3** - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Pr6.1** - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

**Re9.1** - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**Cn11.1** - How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**Enduring Understanding(s):**

**Cr1.1** - Creativity and innovative thinking are essential life skills that can be developed.

**Cr2.3** - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**Pr6.1** - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Re9.1** - People evaluate art based on various criteria.

**Cn11.1** - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art

<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students demonstrate their understanding of branding, visual communication, and presentation through a package design project considering target audience and product features	4-6 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
Students will be introduced to the principles of graphic design (typography, color, imagery, and layout) and package design. Students will develop an understanding of branding, visual communication, and presentation through a package design project considering target audience and product features.	<i>smartboard</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Composition, layout, Font, typography, imagery, branding	Visual references
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
History Technology Language Arts	Poor design use- creating visually unengaging images. I don't know what to do.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Grade 6: typography	Use of variety of materials, focus on craftsmanship and unity in an artwork
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Building Knowledge</b> 3.3 Cultivate multiple ways of knowing and making meaning	<ul style="list-style-type: none"> <li>• Use explicit prompts for each step in a sequential process to help learners develop a logical flow specific for their understanding and create a structure of complex tasks.</li> <li>• Use interactive models that guide exploration and new understandings.</li> <li>• Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film, and media).</li> <li>• “Chunk” information into smaller elements, helping to prevent cognitive overload.</li> <li>• Progressively release information (e.g., sequential highlighting).</li> <li>•</li> </ul>
<b>Strategy Development</b> 6.4 Enhance capacity for monitoring progress	<ul style="list-style-type: none"> <li>• Use prompts to guide self-monitoring and reflection.</li> <li>• Explore the different types of feedback that are most useful according to specific preferences,</li> </ul>

		goals, and contexts.	
<b>Welcoming Interests and Identities</b> 7.1 - Optimize choice and Autonomy		<ul style="list-style-type: none"> <li>● Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> <li>○ The content to explore</li> <li>○ The tools used for exploration or production</li> <li>○ The type of rewards or recognition available</li> <li>○ The opportunities for practicing and assessing learning</li> <li>○ The design or graphics of layouts, etc.</li> <li>○ The sequence or timing for completion of tasks</li> </ul> </li> </ul>	
<b>Sustaining Effort and Persistence</b> 8.3 Foster belonging and community		<ul style="list-style-type: none"> <li>● Create opportunities for learners to share their ideas for different ways to foster belonging and community.</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related CELP standards:</b>		<b>CELP Teacher Actions:</b>	
An EL can . . .			
6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		* identify a few key words and phrases in oral communications and simple written texts	
6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</li> <li>• present basic information</li> <li>• respond verbally and nonverbally to simple questions and some why questions</li> </ul>	
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.		<ul style="list-style-type: none"> <li>• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions</li> </ul>	
6-8.9 - create clear and coherent grade-appropriate speech and text.		<ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,</li> </ul>	
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.		<ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>• understand and respond to simple questions</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>

1	I can identify elements of a composition.	Students will look at examples of package designs and be able to identify the elements creating each composition.	Visual examples of package design compositions
2-3	I can demonstrate various compositional strategies to illustrate several ideas for my package design package.	Students will sketch out several examples of possible package designs to choose from for their final project.	Visual examples of package design compositions Optional- resources on a specific artist or art movement
4-6	I can create a composition that includes all the required elements.	Students will create a design of a package that includes several elements in the composition.  Rubric: <a href="#">Final Project Assessment</a>	Optional- resources on a specific artist or art movement