



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	7th Grade Art Concentration
Course Description for Program of Studies	N/a
Grade Level	7
Pre-requisites	None
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Drawing	Painting	Print Making	Assemblage and Sculpture	Fiber and Construction	Mural Drawing	Mural Painting	Introduction to Digital Photography	Found Objects
Creating									
VA:Cr1.1 Investigate, Plan, Make		S			S				S
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.									
Presenting									
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.				P				P	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.						P	P		
VA:Pr6.1 Convey meaning through the presentation of artistic work.									

Responding									
VA:Re7.1 Perceive and analyze artistic work.			S	S	S	S		S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S					S		
VA:Re9.1 Apply criteria to evaluate artistic work.	S								
Connecting									
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S	S				S	S		
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S	S	S			S	S

ESSENTIAL QUESTIONS

- 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?
- 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?
- 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?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- 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?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

- 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?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- 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?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- Essential Question: 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?
- 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?

ENDURING UNDERSTANDING

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- 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.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Visual imagery influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Creativity and innovative thinking are essential life skills that can be developed.

UNIT 1: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.7	<ul style="list-style-type: none"> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re9.1.7	<ul style="list-style-type: none"> 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. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Cn1 0.1.7	<ul style="list-style-type: none"> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

Learning Targets: I CAN

- Utilize the four steps of art criticism and art vocabulary to evaluate drawings in class discussions.
- Examine a variety of drawings in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use drawings to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished paintings.
- Create contour and gesture drawings of compositional arrangements.
- Create blind contour drawings.
- Record ideas and information in a sketchbook for finished drawings

- Practice a variety of shadow/shading and value techniques.
- Utilize design techniques including: Perspective- One Point (review) Two Point Ellipses, cylinders Repeated Design- Tessellations/Radial Intro to Alternative Points of View-bird, eye level and ant Proportion and Scale-hands, feet, human figure
- Continue to use a variety of drawing media and tools safely and maintain a neat work area.

UNIT 2: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1. 2.7	<ul style="list-style-type: none"> Develop criteria to guide making a work of art or design to meet an identified goal. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2. 2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Re8.1.7	<ul style="list-style-type: none"> ● Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn1 0.1.7	<ul style="list-style-type: none"> ● Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

<p>I CAN:</p> <ul style="list-style-type: none"> ● Utilize the four steps of art criticism and art vocabulary to evaluate paintings in class discussions. ● Examine a variety of paintings in different mediums, styles and subjects. ● Begin to identify specific cultural symbolism and subject matter.

- Continue to examine how other cultures use paintings to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished paintings.
- Review color wheel through color mixing.
- Apply knowledge of color properties.
- Apply knowledge of color and lighting- to express mood and/or atmosphere.
- Begin to understand and apply compositional standards and rules when laying out their paintings.
- Utilize knowledge of different brush strokes, effects and painting techniques including resist, salting, masking and impasto.
- Continue to use a variety of painting media and tools safely and maintain a neat work area.

UNIT 3: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.7	<ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	communication formats.			
VA:Re7.2.7	<ul style="list-style-type: none"> Analyze multiple ways that images influence specific audiences. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

<p>I CAN:</p> <ul style="list-style-type: none"> Utilize the four steps of art criticism and art vocabulary to evaluate prints in class discussions. Examine a variety of prints in different mediums, styles and subjects. Begin to identify specific cultural symbolism and subject matter. Continue to examine how other cultures use prints to communicate ideas

- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished prints.
- Create a print using registration of three or more colors.
- Create a print using screen printing techniques.
- Continue to use a variety of printmaking media and tools safely and maintain a neat work area.

UNIT 4: Assemblage and Sculpture

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.7 <ul style="list-style-type: none"> ● Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr.4.1.7 <ul style="list-style-type: none"> ● Compare and contrast how technologies have changed the way artwork is preserved, 		Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

	presented, and experienced.			
VA:Re7.1.7	<ul style="list-style-type: none"> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

I CAN: <ul style="list-style-type: none"> Utilize the four steps of art criticism and art vocabulary to evaluate assemblages and sculptures in class discussions.

- Examine a variety of assemblages and sculptures in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use assemblages and sculptures to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished assemblages and sculptures.
- Create an assemblage that is fixed and/or moving.
- Create a sculpture that is relief and/or free standing.
- Create a clay sculpture using basic wheel work techniques.
- Classify different types of levers to design and build a suspended or standing mobile.
- Compare and contrast different types of glaze and apply them to a sculpture.
- Create a sculpture relief.
- Manipulate and/ or repurpose objects and materials to create a sculpture.
- Continue to use a variety of assemblage and sculpture media and tools safely and maintain a neat work area.

UNIT 5: Fiber and Collage

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr 1.1.7	<ul style="list-style-type: none"> Apply methods to overcome creative blocks. 	Content Knowledge		Learning Activities or Resources :
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Cr 2.1.7	<ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		

VA:Re 7.1.7	<ul style="list-style-type: none"> ● Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn 11.1.7	<ul style="list-style-type: none"> ● Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate construction/fiber works in class discussions.
- Examine a variety of construction/fiber works. in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use construction/fiber works. to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished construction/fiber works.
- Create a collage utilizing a variety of fabrics and tactile textures.
- Create a mosaic using non-paper and found objects.
- Create an art work utilizing crochet techniques.
- Create decorative fabric using dye and marble techniques.
- Continue to use a variety of construction/fiber media and tools safely and maintain a neat work area.

UNIT 6: Mural Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.3.7	<ul style="list-style-type: none"> Apply visual organizational strategies to design and produce a work of art, design, or media that 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	clearly communicates information or ideas.			
VA:Pr5.1.7	<ul style="list-style-type: none"> Based on criteria, analyze and evaluate methods or preparing and presenting art. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.7	<ul style="list-style-type: none"> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.7	<ul style="list-style-type: none"> Individually or collaboratively create visual documentation of places and times in which people 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	gather to make and experience art or design in the community.			
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Learning Targets

I CAN:

- Examine a variety of murals in different mediums, styles and subjects.
- Examine how other cultures and communities use murals to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate murals.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished murals
- Create a preliminary sketch of a mural design using a variety of sketching techniques.
- Decide and create symbolism to reflect my own personal choices for my mural composition.
- Practice a variety of shadow/shading and value techniques and apply them to my artwork.
- create a style of letters that reflect a particular feeling and/or mood.
- Use straight edges and/or a pencil to practice sighting techniques to draw correct proportions and consistent viewpoints.
- Utilize proportion and scale techniques to enlarge my original sketch for my final mural.
- Continue to use a variety of drawing media and tools safely and maintain a neat work area.

UNIT 7: Mural Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.3.7	<ul style="list-style-type: none"> Apply visual organizational strategies to design and produce a work of art, design, 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

	<p>or media that clearly communicates information or ideas.</p>	<p>Learning Behavior</p>	
<p>VA:Pr5.1.7</p>	<ul style="list-style-type: none"> Based on criteria, analyze and evaluate methods or preparing and presenting art. 	<p>Content Knowledge</p>	
		<p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p>	
		<p>Physical Skill</p>	
		<p>Product Development</p>	
		<p>Learning Behavior</p>	
<p>VA:Re8.1.7</p>	<ul style="list-style-type: none"> Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. 	<p>Content Knowledge</p>	
		<p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p>	
		<p>Physical Skill</p>	
		<p>Product Development</p>	
		<p>Learning Behavior</p>	

VA:Cn1 0.1.7	<ul style="list-style-type: none"> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of murals in different mediums, styles and subjects.
- Examine how other cultures and communities use murals to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate murals.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished painted murals
- Apply knowledge of color mixing, properties and lighting to express mood and/or atmosphere for finished painted murals
- Continue to use a variety of painting media and tools specific to murals safely and maintain a neat work area.

UNIT 8: Introduction to Digital Photography

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.7 <ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources	
		Physical Skill	Digital camera, camera phone, adobe photoshop, lightroom Photo genres: landscape, portraiture, still life, candid, indoor, action, fine art	
		Product Development		
		Learning Behavior		
VA:Pr.4.1.7 <ul style="list-style-type: none"> Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Re7.2.7 <ul style="list-style-type: none"> Analyze multiple ways that images 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	influence specific audiences.	Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn11 .1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of digital photos in different styles and subjects.
- Examine how companies and cultures use digital photography to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate digital photography.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for digital photography.
- Demonstrate the proper camera techniques to create a variety of photographic genres.
- Create original works of art using photo skills to reflect feelings and point of view.

- Use digital software and tools to enhance digital photos.
- Make decisions on how my work will be presented based on my audience.
- Understand and participate in discussions on the technical and aesthetic differences between traditional and digital photography.

UNIT 9: Found Objects

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1. 1.7	<ul style="list-style-type: none"> Apply methods to overcome creative blocks. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources:
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2. 1.7	<ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7. 1.7	<ul style="list-style-type: none"> Explain how the method of display, the location, and the experience of 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

	an artwork influence how it is perceived and valued.		Learning Behavior	
VA:Cn11 .1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate artwork created with found objects in class discussions.
- Examine a variety of artwork created with found objects in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use found objects to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.

- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished artwork created with found objects.
- Create art utilizing a variety of non traditional art media and tools.
- Make decisions on what types of found objects will be used in my art to create a composition that meets a specific criteria and/or expresses a feeling or point of view.
- Reflect on learned skills to produce a collage and apply it to my final found object artwork.
- Reflect on learned skills to produce a 3-dimensional work of art and apply it to my final found object artwork.
- Make decisions on how my work will be presented based on my audience.
- Continue to use a variety of construction/fiber and assemblage/sculpture tools safely and maintain a neat work area.