



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Art
<b>Department Philosophy</b>	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.
<b>Course</b>	7th Grade Art Exploratory
<b>Course Description for Program of Studies</b>	N/a
<b>Grade Level</b>	7
<b>Pre-requisites</b>	None
<b>Credit (if applicable)</b>	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
<b>Creating</b>					
VA:Cr1.1 Investigate, Plan, Make		S			S
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.					
<b>Presenting</b>					
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.				P	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					
VA:Pr6.1 Convey meaning through the presentation of artistic work.					

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

#### **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 shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- 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.
- Creativity and innovative thinking are essential life skills that can be developed.
- 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.
- 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.

# UNIT 1: Drawing

## UNWRAPPED STANDARDS

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

	based on a set of established criteria.			
<b>VA:Cn10.1.7</b>	<ul style="list-style-type: none"> <li>Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</li> </ul>		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 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
<b>VA:Cr1. 2.7</b>	<ul style="list-style-type: none"> <li>Develop criteria to guide making a work of art or design to meet an identified goal.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>Learning Activities or Resources:</b>
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cr2. 2.7</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

<b>VA:Re8.1.7</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
<b>VA:Cn1 0.1.7</b>	<ul style="list-style-type: none"> <li>Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</li> </ul>	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 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
<b>VA:Cr2.1.7</b>	<ul style="list-style-type: none"> <li>Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>Learning Activities or Resources:</b>
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cr2.2.7</b>	<ul style="list-style-type: none"> <li>Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	communication formats.			
<b>VA:Re7.2.7</b>	<ul style="list-style-type: none"> <li>Analyze multiple ways that images influence specific audiences.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cn11.1.7</b>	<ul style="list-style-type: none"> <li>Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</li> </ul>		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 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
<b>VA:Cr2.2.7</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>Learning Activities or Resources:</b>
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Pr.4.1.7</b>	<ul style="list-style-type: none"> <li>Compare and contrast how technologies have changed the way artwork is preserved,</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	



	presented, and experienced.			
<b>VA:Re7.1.7</b>	<ul style="list-style-type: none"> <li>Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cn11.1.7</b>	<ul style="list-style-type: none"> <li>Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</li> </ul>		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 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
<b>VA:Cr1.1.7</b> <ul style="list-style-type: none"> <li>Apply methods to overcome creative blocks.</li> </ul>		Content Knowledge		<b>Learning Activities or Resources:</b>
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
<b>VA:Cr2.1.7</b> <ul style="list-style-type: none"> <li>Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</li> </ul>		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
<b>VA:Re7.1.7</b> <ul style="list-style-type: none"> <li>Explain how the method of display, the location, and the experience of an artwork</li> </ul>		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		

	influence how it is perceived and valued.		Learning Behavior	
<b>VA:Cn11</b> <b>.1.7</b>	<ul style="list-style-type: none"> <li>Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</li> </ul>		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 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.