

# Art 1

**Course Rational:** Art 1 is an introduction to the visual arts through the study of the elements of art. Students will work in a variety of media to develop how to apply artist's tools and techniques to express and communicate ideas. Students will incorporate literacy skills by learning how to look and analyze compositions of others and their own. This skill is a critical component in this course and is integrated through reflections of artwork. By using the content of art to teach students visual literacy they are also developing skills to read, write and think about their world. Students are also gaining additional instruction in their development of literacy skills.

**Grade: 7 Duration:** 1 Trimester **Prerequisites:** Comics

## Unit Calendar

Use of Materials (2 days and then on going throughout the trimester)  
Personal Identity Portfolios (5 days)  
Sketchbook Big Ideas (1 day in class and then homework assignments)  
Value and Still Life Activity (seasonal: Pumpkin, Poinsettia, or Flowers) (5 days)  
Crazy Cactus (5 days)  
Sketchbook Elements of Art (7 days)  
Creature of Element of Art (5 days)  
Tinga Tinga Art (3 days)  
Tinga Tinga Animals (5 days)  
Kente Cloth 11 days  
Token Response (1 day)  
Final (10 days)

## Art 1 Core Units

Course Title: Art 1

Unit Title: \_\_\_\_\_

Length of Class 12 weeks \_\_\_\_\_

Grade Level: 7th

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Project Title and I can statements	Standards & Benchmarks	Key Concepts Vocabulary	Activities and Projects	Evidence of Understanding
<p><b>Personal Identity Portfolios</b></p> <p>I can define personal identity, family, and community</p> <p>I can create images that are associated with my personal identity, family, and community.</p> <p>I can use craftsmanship when creating images.</p> <p>I can describe how different characteristic in my artwork together to express my personal identity.</p>	<p>ART.VA.V.7.1 ART.VA.II.7.5 ART.VA.III.7.6</p>	<p>Personal Identity Family Community Portfolio</p>	<p>Creating a folder Use of a ruler-how to</p>	<p>Student recognizes and describes how all three (personal, family and community) connections are integrated into their piece of artwork through a written explanation. Student writes down their process of creating their artwork (3 or more steps).</p>

<p><b>Crazy Cactus</b></p> <p>I can research a variety of op artists.</p> <p>I can create a piece of art using OP art.</p> <p>I can use pattern.</p> <p>I can evaluate my art.</p>	<p>ART.VA.I.7.5  ART.VA.II.7.1  ART.VA.II.7.3  ART.VA.V.7.2</p>	<p>Pattern  Color  Shape  Line  Value  Texture  Optical Art</p>	<p>Creating an optical illusions</p>	<p>Students will collaborate with others to answer all questions about an Optical art artist. Student generates 2-5 new ideas using Optical art as a guide with neatness and detail. Students create a piece of artwork that uses optical art or hidden pictures with neatness and craftsmanship. Student uses a repeating pattern of triangles for the spikes. Student uses a complete sentence to write their artist statement.</p>
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<p><b>Sketchbook Big Ideas</b></p> <p>I can create a sketch for a variety of big ideas and reflect on it.</p>	<p>Common Core <a href="#">CCSS.ELA-Literacy.W.7.1</a></p> <p>ART.VA.II.7.4 ART.VA.II.7.5 ART.VA.II.7.7</p>	<p>Brainstorm Places People Objects Ideas Thoughts Feelings Sketch</p>	<p>Creating 6 sketches</p>	<p>Students will create a collection of ideas for artwork and draw preliminaries/possibilities, and reflect on their ideas.</p>
<p><b>Sketchbook Elements of Art</b></p> <p>I can try a variety of materials and reflect on them.</p> <p>I can create a creature for each element of art.</p>	<p>ART.VA.I.7.1 ART.VA.I.7.3</p>	<p>Pencil types Watercolor Markers Crayons Brush types Color Pencils Oil Pastels Form Shape Line Color Space Value Texture</p>	<p>Create a creature for each element</p>	<p>Students will develop a successful visual vocabulary by creating a sketchbook page for</p> <p>each element of art with a visual example, definition, and a list of words associated with that element.</p> <p>Students will use a variety of media to create an index of media and then</p>

<p><b>Creature of Element of Art</b></p> <p>I can create a creature that expresses an Element of Art</p> <p>I can evaluate my artwork.</p>	<p>ART.VA.II.7.4 ART.VA.II.7.6</p>	<p>Line Shape Color Form Value Space Texture Medium</p>	<p>Create a creature that represents an Element of Art</p>	<p>use a variety of media throughout the sketchbook pages.</p> <p>Student will create a creature inspired from one of their sketchbook assignments on a larger scale.</p> <p>Student will choose a material that best fits their element they are trying to convey.</p> <p>Students will compare and contrast different works of art that are dissimilar.</p>
<p><b>Token Response</b></p> <p>I will reflect on the artwork</p>	<p>ART.VA.III.7.5 ART.VA.V.7.3 ART.VA.IV.7.3</p>	<p>Artist Artwork Title Prejudice Tolerance Bias</p>	<p>Look at art and respond to it</p>	<p>Students will defend their informed aesthetic opinions about works of art</p>

<p>using art vocabulary.</p> <p><b>Tinga Tinga Art</b> I can look and analyze Tinga Tinga Art.</p> <p>I can describe meaning in the Tinga Tinga Art</p>		<p>Tinga Tinga Tanzania Saturation Airport Art Shape Color Line Value Form Space Texture Meaning Function Personal Bicycle Paint Masionit</p>		<p>using artistic vocabulary at a developing level.</p> <p>Students will look at and observe, describe, and analyze visual characteristics at an emerging level.</p> <p>Students will interpret artwork searching for embedded meaning, function, and personal connections at an emerging level.</p> <p>Improve descriptions of how the artist's choice of materials, techniques, media technology, and processes influence</p>
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				<p>the viewer. Use critical thinking strategies to observe, compare, and contrast artworks at an emerging level.</p> <p>Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.</p> <p>Students will create/exhibit a painted illustration for a children's book and recognize the connection between the visual arts and other disciplines.</p> <p>Students will write a short story to</p>
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<p><b>Tinga Tinga Animals</b></p> <p>I can write a story that has a beginning, middle, and end.</p> <p>I can work with a partner to edit my story.</p> <p>I can create a Chinese animal that has texture and value.</p>	<p><a href="#">CCSS.ELA-Literacy.W.7.3.a</a></p> <p>ART.VA.I.7.5 ART.VA.V.7.5</p>	<p>Texture Shape Contour Line Foreground Background Placement Oil Pastels Beginning Middle End TingaTinga African Animals</p>	<p>Create a drawing of a African animal in the Tinga Tinga Style and write and accompanying story.</p>	<p>accompany their artwork.</p> <p>Students will create a piece of artwork while reflecting on each step of the process.</p> <p>Students will understand and use the correct</p>
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<p><b>Value and Still Life Activity</b></p> <p>I can create a value scale. I can evaluate my artwork. I can create a watercolor painting. I can reflect on my artwork.</p> <p><b>Kente Cloth</b></p> <p>I can use a single weave I can use a double weave I can use an interlocking weave I can describe my weaving using art words.</p>	<p><a href="#">CCSS.ELA-Literacy.W.7.1.b</a></p> <p>ART.VA.I.7.1 ART.VA.I.7.4 ART.VA.I.7.5 ART.VA.II.7.2 ART.VA.II.7.5</p> <p>ART.VA.I.7.3 ART.VA.II.7.1 ART.VA.IV.7.1</p>	<p>Value Contour Line Artist Statement Title Tortillion Graphite Pencils Earsors Blend Smudge Oil Watercolor</p> <p>Kente Ashanti Weaving Warp Weft Single weave Double weave Interlocking weave Needle Eye Pattern Loom</p>	<p>Practice using pencil tools Create a value scale Create a watercolor painting.</p> <p>Create a weaving with single, double, and interlocking fibers.</p>	<p>terminology when creating and describing their weaving.</p> <p>Students will use tools and supplies in correct and safe manner.</p> <p>Student will create and exhibit a final piece of</p>
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<p><b>Use of Materials</b> I can use materials in a correct manner.</p> <p><b>Final</b> I can research/brainstorm ideas for this year's theme. I can sketch out a plan. I can choose my materials for the project. I can create my project. I can reflect on my project.</p>	<p>ART.VA.I.7.2</p> <p>Common Core <a href="#">CCSS.ELA-Literacy.W.7.1</a></p> <p>ART.VA.I.7.5 ART.VA.V.7.4</p>	<p>Cloth Texture</p> <p>Time Materials Introduction Production Clean-Up Fellow Artists Art Studio Resources</p> <p>Elements of Art Principles of Design Global Society This year's theme word.</p>	<p>Use tools and supplies wisely.</p> <p>Create a piece of art that combines elements of art or principles of design with the year's theme.</p>	<p>artwork that demonstrates quality</p> <p>craftsmanship and technique using at least one element of art and one principle of design.</p> <p>Student also presents the artwork to peers and is a positive audience member. Students will write</p> <p>an artist's statement while using correct English grammar.</p>
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