Middle School 7th/8th Grade Art Curriculum

Course Description: A sixteen-week exploratory class designed to help improve students’ basic art skills; drawing, painting and sculpting, design artwork using a variety of media and techniques, develop students’ creativity and self-expression, and recognize and use the art elements (line, shape, color, value, form, texture and space), and design principles (rhythm, balance, proportion, variety, emphasis, harmony and unity).

Scope and Sequence:

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<td>Topic 2: Design</td>
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Unit 1: Drawing Abstract

**Subject:** Art

**Grade:** 7th/8th

**Name of Unit:** Drawing Abstract

**Length of Unit:** 3 weeks

**Overview of Unit:** Students use various lines and shapes to create rhythm, balance and space in an abstract artwork.

**Priority Standards for unit:**

- I.3.A.7/8: Create original artwork
- III.2.A.7.1: Describe the artwork and subject matter
- III.2.A.7.2: Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist's use of elements and principles
- III.2.A.8.1: Describe artwork in detail
- III.2.A.8.2: Analyze the use of elements and principles used in artworks

**Supporting Standards for unit:**

- II.2.D.7: Identify and use regular rhythm
- II.2.D.8: Identify and use progressive rhythm
- III.1.A.7: Discuss and develop answers to questions about art:
  - What is art?
  - Should art look real?
  - Should art be beautiful?
  - Should art look real?
- II.2.A.7: Identify and use radial balance
- II.2.A.8: Identify and use asymmetrical (informal) balance
- II.1.A.7: Identify and use rhythmic lines
- II.1.A.8: Identify and use varied line quality
- II.1.B.7: Identify and use rhythmic shapes
- II.1.B.8: Identify and use varied shapes
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
### Unwrapped Concepts (Students need to know)
- Original artwork
- Artwork and subject matter
- Elements and principles as they are used in artworks
- The subject and theme
- Artwork in detail
- The use of elements and principles used in artworks

### Unwrapped Skills (Students need to be able to do)
- Create
- Describe
- Interpret
- Describe
- Analyze

### Bloom’s Taxonomy Levels
- Create
- Understand
- Understand
- Understand
- Analyze

### Webb's DOK
- 4
- 2
- 2
- 2
- 2

### Essential Questions:
1. Why is understanding the elements and principles of design important to all art processes?
2. How can you use rhythm and pattern to create abstract art?
3. How does abstract art support the creative process?

### Enduring Understanding/Big Ideas:
1. It is important to understand the elements of art because they are the tools that make up all artwork. It is important to understand the principles of design because they are how you apply the elements in the artwork.
2. You may use rhythm and pattern through line, shape, and color variation.
3. Abstract art acts as an outlook for you to establish your voice, express emotions, and develop your artistic style through the creative process.

### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythm</td>
<td>Highlight</td>
</tr>
<tr>
<td>Pattern</td>
<td>Shadow</td>
</tr>
<tr>
<td>Balance</td>
<td>Contour</td>
</tr>
<tr>
<td>Space</td>
<td>Implied texture</td>
</tr>
<tr>
<td>Line</td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td></td>
</tr>
</tbody>
</table>
**Engaging Experience 1**

**Title:** What is Art?

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*
- III.2.A.7.1: Describe the artwork and subject matter

*Supporting:*
- III.1.A.7: Discuss and develop answers to questions about art:
  - What is art?
  - Should art look real?
  - Should art be beautiful?
  - Should art look real?

**Detailed Description/Instructions:** Students will engage in a discussion about various artwork from multiple genres. Students will critique art based on quality, subject matter, and purpose. Students will establish their own personal definition for art.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Rubric:** to be created
Engaging Experience 1
Title: Elements and Principles of Design Lotus Diagram
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:
- III.2.A.7.2: Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks

Supporting:
- II.2.D.7: Identify and use regular rhythm
- II.2.A.7: Identify and use radial balance
- II.2.A.8: Identify and use asymmetrical (informal) balance
- II.1.A.8: Identify and use varied line quality
- II.1.B.8: Identify and use varied shapes
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Detailed Description/Instructions: Students will work in groups to define one element and one principle of design in their own words. They will include a written and visual example for each word. On day two the students will share the definitions with the class using the document camera. By the end of the class the whole class will have two completed lotus diagrams. One for the Elements of Art and one for the Principles of Design.

Bloom’s Levels: Understand
Webb’s DOK: 2
Rubric: to be created

Engaging Experience 2
Title: Research/Brainstorming
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles

Supporting:
- II.2.D.7: Identify and use regular rhythm
- II.1.A.7: Identify and use rhythmic lines
- II.1.A.8: Identify and use varied line quality
- II.1.B.7: Identify and use rhythmic shapes
• ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

**Detailed Description/Instructions:** General project expectations and examples will be explained to students. Students will then research and develop their own painting design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Rubric:** to be created
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Culminating abstract drawing project where students are required to show the use of line, rhythm, pattern, balance and space through the creation of a unique piece of art. At the conclusion of the unit, students will complete a self-assessment where they will critique and analyze their art.

Examples of 7th grade projects: Zentangle Sketchbook Cover, Abstract Circles, Cityscape

Examples of 8th grade projects: Positive/Negative Space Zentangle Design, Wild Hair Design, Zentangle Landscape

Rubric for Engaging Scenario: to be created
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Art?</td>
<td>What is Art?</td>
<td>Students will engage in a discussion about various artwork from multiple genres. Students will critique art based on quality, subject matter, and purpose. Students will establish their own personal definition for art.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Elements and Principles of Design</td>
<td>Elements and Principles of Design Lotus Diagram</td>
<td>Students will work in groups to define one element and one principle of design in their own words. They will include a written and visual example for each word. On day two the students will share the definitions with the class using the document camera. By the end of the class the whole class will have two completed lotus diagrams. One for the Elements of Art and one for the Principles of Design.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Elements and Principles of Design</td>
<td>Research / Brainstorming</td>
<td>General project expectations and examples will be explained to students. Students will then research and develop their own painting design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit 2: Ceramics

Subject: Art
Grade: 7th/8th
Name of Unit: Ceramics
Length of Unit: 4 Weeks

Overview of Unit: Students will use clay and tools and demonstrate knowledge of clay building techniques such as score, slip, seal, hollowing, wedging, form, actual texture, and proportion.

Priority Standards for unit:
- I.3.A.7/8: Create original artwork
- III.2.A.7.1: Describe the artwork and subject matter
- III.2.A.7.2: Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles
- III.2.A.8.1: Describe artwork in detail
- III.2.A.8.2: Analyze the use of elements and principles used in artworks

Supporting Standards for unit:
- I.2.A.7: Create an in-the-round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plaster craft, cardboard, fibers)
- I.2.A.8.1: Create a three-dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks
- I.2.A.8.2: Modeling with clay or a similar material:
  - Create a three-dimensional artwork demonstrating appropriate joining
- I.3.B.8: Create an original functional object
- II.1.C.7: Differentiate between and demonstrate high and low relief
- II.1.D.7: Identify and use implied or simulated texture
- II.1.D.8: Identify and use invented texture
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK
---|---|---|---
Original artwork | Create | Create | 4
Artwork and subject matter | Describe | Understand | 3
Elements and principles as they are used in artworks | Describe | Understand | 3
The subject and theme | Interpret | Analyze | 3
Artwork in detail | Describe | Understand | 2
The use of elements and principles used in artworks | Analyze | Analyze | 2

**Essential Questions:**
1. Why is it important to wedge clay prior to clay building?
2. How can you create actual textures using clay?
3. Why is it important have to a hollow form?
4. Why is it important to score, slip, and seal when combining two pieces of clay?
5. How can you use proportion to ensure that your clay form is stable?

**Enduring Understanding/Big Ideas:**
1. It is important that you wedge clay prior to clay building to ensure there are no air bubbles which would cause it to explode in the kiln.
2. You may create actual textures by using any object that can puncture or impress onto the clay surface.
3. It is important to have a hollow form so that your clay will dry properly and prevents explosions.
4. It is important to score, slip, and seal when combining two pieces of clay to ensure that they stay connected.
5. When determining the size of each element of your clay form, you must first compare proportion in order to create balance and stability.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>Wedge</td>
</tr>
<tr>
<td>Texture</td>
<td>Hollow</td>
</tr>
<tr>
<td>Proportion</td>
<td>Score</td>
</tr>
<tr>
<td>Balance</td>
<td>Slip</td>
</tr>
<tr>
<td>Actual Texture</td>
<td>Seal</td>
</tr>
</tbody>
</table>
Engaging Experience 1

Title: Ceramics 101

Suggested Length of Time: 2 class periods

Standards Addressed

Priority: (While this does not directly address a standard, it is a critical step to the creation of ceramic art)

Supporting: N/A

Detailed Description/Instructions: Students will engage in various discussions and demonstrations in preparation to work with clay. Discussions and demonstrations will touch on basic clay topics such as score, slip, and seal, hollowing, the stages of clay, clay procedures within the classroom, and proper use of clay tools. Students will support their understanding through notes as well as the discussions and demonstrations.

Bloom’s Levels: Understand

Webb’s DOK: 2

Rubric: N/A
**Engaging Experience 1**
**Title:** Research and Brainstorm

**Suggested Length of Time:** 2-3 class periods

**Standards Addressed**

*Priority:*
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles

*Supporting:*
- I.3.B.8: Create an original functional object
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

**Detailed Description/Instructions:** General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Rubric:** to be created
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Culminating clay project where students are required to show the use of form, texture and proportion through the creation of a unique piece of art. At the conclusion of the unit, students will complete a self-assessment where they will critique and analyze their art.

Examples of 7th grade projects: Masks, Monsters, Bobble heads, Tile Reliefs

Examples of 8th grade projects: Coin Banks, Tikkis, Whistles, Teapots

Rubric for Engaging Scenario: to be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools/ Process</td>
<td>Ceramics 101</td>
<td>Students will engage in various discussions and demonstrations in preparation to work with clay. Discussions and demonstrations will touch on basic clay topics such as score, slip, and seal, hollowing, the stages of clay, clay procedures within the classroom, and proper use of clay tools. Students will support their understanding through notes as well as the discussions and demonstrations.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Design</td>
<td>Research and Brainstorm</td>
<td>General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.</td>
<td>2-3 class periods</td>
</tr>
</tbody>
</table>
Unit 3: Drawing Realistic

Subject: Art
Grade: 7th/8th
Name of Unit: Drawing Realistic
Length of Unit: 4 Weeks
Overview of Unit: Students will use value in color and graphite to create realism in their drawings. They will use a grid and contour drawing to accurately draw their design before beginning to add value. Through the use of gridding and value the drawing will show balance, proportion and harmony.

Priority Standards for unit:
- I.3.A.7/8: Create original artwork
- III.2.A.7.1: Describe the artwork and subject matter
- III.2.A.7.2: Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles
- III.2.A.8.1: Describe artwork in detail
- III.2.A.8.2: Analyze the use of elements and principles used in artworks

Supporting Standards for unit:
- II.2.F.8: Identify and use appropriate scale relationship
- II.2.C.8: Identify and use color and value contrast
- II.1.C.8: Identify and use a range of values to create the illusion of form
- II.1.F.8: Identify and use a range of values
- I.1.A.7: Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/ implied texture
- I.1.A.8: Create even, continuous, and graduated tones using pencil or colored pencil
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>original artwork</td>
<td>Create</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>artwork and subject matter</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>elements and principles as they are used in artworks</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>
the subject and theme | Interpret | Analyze | 3
---|---|---|---
artwork in detail | Describe | Understand | 2
the use of elements and principles used in artworks | Analyze | Apply | 2

**Essential Questions:**
1. How do you create a contour line?
2. How do you apply value to create the illusion of form?
3. How do you apply value to establish contrast?
4. Why do you use a grid to create accurate proportions?
5. Why is it important to use harmony and balance in your composition?

**Enduring Understanding/Big Ideas:**
1. To create a contour line, you draw the line which defines a form or edge and dramatic changes of plane within the form.
2. To apply value to create the illusion of form you replicate the lightness and darkness of the original image.
3. To apply value to establish contrast by exaggerating the lights and darks of the original image.
4. A grid is used to break a complicated image into smaller more manageable sections. When the grid is used the overall image is more accurately portrayed.
5. It is important to use harmony and balance in composition to give the feeling that all parts of the drawing form a coherent whole and to create the impression of equality of weight or importance.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td>Line</td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>Value</td>
<td></td>
</tr>
<tr>
<td>Shape</td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
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<tr>
<td>Proportion</td>
<td></td>
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<tr>
<td>Harmony</td>
<td></td>
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<tr>
<td>Contrast</td>
<td></td>
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<tr>
<td>Color</td>
<td></td>
</tr>
</tbody>
</table>
Topic 1: Grid/Contour Drawing

Engaging Experience 1
Title: Grid Drawing
Suggested Length of Time: 1-2 class periods
Standards Addressed

Priority:
- III.2.A.8.2: Analyze the use of elements and principles used in artworks

Supporting:
- II.2.F.8: Identify and use appropriate scale relationship

Detailed Description/Instructions: Students engage in a demonstration and practice of gridding. Students will discuss why gridding is helpful in creating accurate proportions.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: Contour Drawing
Suggested Length of Time: 2-3 class periods
Standards Addressed

Priority:
- III.2.A.8.2: Analyze the use of elements and principles used in artworks

Supporting:
- II.2.F.8: Identify and use appropriate scale relationship

Detailed Description/Instructions: Students engage in a demonstration and practice of contour line drawing. Students may practice various kinds of contours such as blind, continuous and traditional. While practicing traditional contours, students will use their grid to create correct proportions. Students will create all contours prior to erasing their grid.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: to be created
Engaging Experience 1 (7th Grade Only)
Title: Color Value Practice
Suggested Length of Time: 2-3 class periods
Standards Addressed

Priority:
- III.2.A.8.2: Analyze the use of elements and principles used in artworks

Supporting:
- II.2.C.8: Identify and use color and value contrast
- II.1.C.8: Identify and use a range of values to create the illusion of form
- II.1.F.8: Identify and use a range of values
- I.1.A.8: Create even, continuous, and graduated tones using pencil or colored pencil

Detailed Description/Instructions: Students engage in the practice of using color to create form. They will practice a variety of color blending techniques to create highlights and shadows with color.
Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: to be created

Engaging Experience 1 (8th Grade Only)
Title: Value Practice
Suggested Length of Time: 2-3 class periods
Standards Addressed

Priority:
- III.2.A.8.2: Analyze the use of elements and principles used in artworks

Supporting:
- II.2.C.8: Identify and use color and value contrast
- II.1.C.8: Identify and use a range of values to create the illusion of form
- II.1.F.8: Identify and use a range of values
- I.1.A.8: Create even, continuous, and graduated tones using pencil or colored pencil

Detailed Description/Instructions: Students engage in the practice of using graphite to create a value scale and form. They will practice using graphite to create highlights and shadows.
Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: to be created
Engaging Experience 1

Title: Research and Brainstorm

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles

Supporting:
- I.3.B.8: Create an original functional object
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Detailed Description/Instructions: General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: to be created
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Culminating a realistic drawing project where students are required to show the use of line, shape, color, value, texture, contrast, balance, proportion, and harmony through the creation of a unique piece of art. At the conclusion of the unit, students will complete a self-assessment where they will critique and analyze their art.

Examples of 7th grade projects: Tropical Animal, Candy Still Life

Examples of 8th grade projects: Portraits, Shading Technique in a Still Life, Object Drawing

**Rubric for Engaging Scenario:** to be created
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Grid/Contour Drawing</td>
<td>Grid Drawing</td>
<td>Students engage in a demonstration and practice of gridding. Students will discuss why gridding is helpful in creating accurate proportions.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Grid/Contour Drawing</td>
<td>Contour Drawing</td>
<td>Students engage in a demonstration and practice of contour line drawing. Students may practice various kinds of contours such as blind, continuous and traditional. While practicing traditional contours, students will use their grid to create correct proportions. Students will create all contours prior to erasing their grid.</td>
<td>2-3 class periods</td>
</tr>
<tr>
<td>Value</td>
<td>Color Value Practice (7th Grade)</td>
<td>Students engage in the practice of using color to create form. They will practice a variety of color blending techniques to create highlights and shadows with color.</td>
<td>2-3 class periods</td>
</tr>
<tr>
<td>Value</td>
<td>Value Practice (8th Grade)</td>
<td>Students engage in the practice of using graphite to create a value scale and form. They will practice using graphite to create highlights and shadows.</td>
<td>2-3 class periods</td>
</tr>
<tr>
<td>Design</td>
<td>Research and Brainstorm</td>
<td>General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.</td>
<td>2-3 class periods</td>
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</tbody>
</table>
Unit 4: Painting

Subject: Art
Grade: 7th/8th
Name of Unit: Painting
Length of Unit: 3 Weeks
Overview of Unit: Students will use paint and brushes to demonstrate knowledge of harmony, color, line, texture, value and proportion. Students may identify and apply color schemes to their painting.

Priority Standards for unit:
- I.3.A.7/8: Create original artwork
- III.2.A.7.1: Describe the artwork and subject matter
- III.2.A.7.2: Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles
- III.2.A.8.1: Describe artwork in detail
- III.2.A.8.2: Analyze the use of elements and principles used in artworks

Supporting Standards for unit:
- II.2.B.7: Identify and use center of interest (focal point)
- II.1.E.7: Identify and use analogous colors
- II.1.E.8: Identify and use complementary colors
- I.1.B.7: Use a variety of brush strokes to create various textures
- I.1.B.8: Create a variety of colors, tints, and shades by mixing pigments
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original artwork</td>
<td>Create</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Artwork and subject matter</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>Elements and principles as they are used in artworks</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
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<td>Interpret</td>
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<tr>
<td>Artwork in detail</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The use of elements and principles used in artworks</td>
<td>Analyze</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. Why is color theory important to a painting unit?
2. How does value add dimension to a painting?
3. Why is having basic drawing skills important to develop before starting a painting unit?
4. Why is it important to have unity in a painting?
5. How do you properly care for painting tools such as brushes, palette and paint?

**Enduring Understanding/Big Ideas:**
1. Color theory is important to a painting unit because it teaches the importance of knowing the color wheel and color schemes. You may learn to use the three primary colors to mix any other color. It helps you to understand why some colors work together and other do not.
2. Value adds dimension to painting by properly using shading and highlighting within the painting to create the illusion of dimension.
3. You have to have basic drawing skills before you start a painting unit to insure you will use space, proportion and line properly to accurately draw the subject before beginning to add paint.
4. Unity is important in a painting unit because it gives a sense of oneness to a visual image.
5. You properly care for painting tools such as brushes, palettes and paint by carefully cleaning supplies. Brushes need to be cleaned with cool water and dried in correct shape. Palettes should be completely wiped down with water and then dried before stacking. Paint should be properly stored.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color</td>
<td>Color Theory</td>
</tr>
<tr>
<td>Emphasis</td>
<td>Color Scheme</td>
</tr>
<tr>
<td>Contrast</td>
<td>Shade</td>
</tr>
<tr>
<td>Harmony</td>
<td>Tint</td>
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<tr>
<td>Texture</td>
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</tr>
<tr>
<td>Value</td>
<td></td>
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<tr>
<td>Line</td>
<td></td>
</tr>
<tr>
<td>Proportion</td>
<td></td>
</tr>
</tbody>
</table>
Topic 1: Color Theory

Engaging Experience 1
Title: Color Theory Worksheet
Suggested Length of Time: 1 class period
Standards Addressed
    Priority:
        ◦ III.2.A.8.2: Analyze the use of elements and principles used in artworks
    Supporting:
        ◦ II.1.E.7: Identify and use analogous colors, II.1.E.8: Identify and use complementary colors, create a variety of colors, tints, and shades by mixing pigments

Detailed Description/Instructions: Students will complete a color theory worksheet using only primary colored pencils to fill in the entire worksheet. They will practice making all colors from the color wheel and blending them to make accurate color wheel colors.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: to be created

Engaging Experience 2
Title: Creative Color Wheel
Suggested Length of Time: 2 class periods
Standards Addressed
    Priority:
        ◦ III.2.A.8.2: Analyze the use of elements and principles used in artworks
    Supporting:
        ◦ I.1.B.7: Use a variety of brush strokes to create various textures, I.1.B.8: Create a variety of colors, tints, and shades by mixing pigments

Detailed Description/Instructions: Students will create a color wheel that is in the form of something other than a circle and sketch the image in their sketchbooks. They will then use the three primary colors to completely fill in their creative color wheel. This will continue to help them develop the skill of color mixing.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: to be created
Engaging Experience 1

Title: Research/Brainstorming

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles

Supporting:
- I.3.B.8: Create an original functional object
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Detailed Description/Instructions: General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: to be created
Engaging Experience 1
Title: Final Design
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- I.3.A.7/8: Create original artwork

Supporting:
- II.2.B.7: Identify and use center of interest (focal point)

Detailed Description/Instructions: Students will use their sketches to determine the design that will be most successful for their final project. They will then draw the design as accurately as they can before they begin the painting process.

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: to be created
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Culminating a painting project where students are required to show the use of harmony, color, line, texture, value, and proportion through the creation of a unique piece of art. At the conclusion of the unit, students will complete a self-assessment where they will critique and analyze their art.

Examples of 7th grade projects: Mandala, Candy Still Life Painting

Examples of 8th grade projects: Pop Art, Graffiti Painting

Rubric for Engaging Scenario: to be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Color Theory</td>
<td>Color Theory Worksheet</td>
<td>Students will complete a color theory worksheet using only primary colored pencils to fill in the entire worksheet. They will practice making all colors from the color wheel and blending them to make accurate color wheel colors.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Color Theory</td>
<td>Creative Color Wheel</td>
<td>Students will create a color wheel that is in the form of something other than a circle and sketch the image in their sketchbooks. They will then use the three primary colors to completely fill in their creative color wheel. This will continue to help them develop the skill of color mixing.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Design</td>
<td>Research/Brainstorming</td>
<td>General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Drawing</td>
<td>Final Design</td>
<td>Students will use their sketches to determine the design that will be most successful for their final project. They will then draw the design as accurately as they can before they can begin the painting process.</td>
<td>1 class period</td>
</tr>
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</table>
Unit 5: Printmaking/Fibers

Subject: Art  
Grade: 7th/8th  
Name of Unit: Printmaking/Fibers  
Length of Unit: 2 Weeks  
Overview of Unit: 7th grade students will demonstrate knowledge of pattern through fiber arts such as weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, or book arts. 8th grade students will demonstrate knowledge of emphasis, space, pattern, shape and line through printmaking techniques such as linocuts, woodcuts, screen printing, or transfer printing.

Priority Standards for unit:  
- I.3.A.7/8: Create original artwork  
- III.2.A.7.1: Describe the artwork and subject matter  
- III.2.A.7.2: Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks  
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles  
- III.2.A.8.1: Describe artwork in detail  
- III.2.A.8.2: Analyze the use of elements and principles used in artworks

Supporting Standards for unit:  
- I.1.D.7.1: Demonstrate a type of relief block printmaking  
- I.1.D.7.2: Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)  
- I.1.D.8.1: Demonstrate a printmaking process using a variety of ink colors  
- I.1.D.8.2: Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)  
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
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</table>

**Essential Questions:**
1. How do you properly care for printmaking tools such as ink, linoleum cutters, palettes and brayers?
2. How might you achieve radial balance through printmaking?
3. How do you ensure safety when using carving linoleum blocks?
4. How can various textiles be used to create a variety of fiber arts?

**Enduring Understanding/Big Ideas:**
1. You may care for printmaking tools through washing and carefully storing supplies.
2. You may achieve radial balance through rotating prints around a central point.
3. To ensure safety, always carve away from your hand and body, keep your fingers behind the blade, carve slowly, and use the correct size of cutter for the correct areas.
4. Textiles such as yarn, cloth and paper may be used to create a variety of fiber arts through weaving, jewelry-making, knotting, paper-making, batik. quilt, appliqué, book arts.

**Unit Vocabulary:**

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<tr>
<td>Space</td>
<td>Ink</td>
</tr>
<tr>
<td>Pattern</td>
<td>Fibers</td>
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<tr>
<td>Shape</td>
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<tr>
<td>Line</td>
<td></td>
</tr>
</tbody>
</table>
Topic 1: Tools/Processes

Engaging Experience 1 (7th Grade)
Title: Fibers 101
Suggested Length of Time: 2 class periods
Standards Addressed
  Priority: (While this does not directly address a standard, it is a critical step to the creation of Fibers art)
  Supporting: N/A
Detailed Description/Instructions: Students will engage in various discussions and demonstrations in preparation to work with fibers. Discussions and demonstrations will touch on basic fibers topics such as fibers procedures within the classroom and proper use of fibers tools. Students will support their understanding through notes as well as the discussions and demonstrations.
Bloom’s Levels: Understand
Webb’s DOK: 2
Rubric: N/A

Engaging Experience 1 (8th Grade)
Title: Printmaking 101
Suggested Length of Time: 2 class periods
Standards Addressed
  Priority: (While this does not directly address a standard, it is a critical step to the creation of Printmaking art)
Detailed Description/Instructions: Students will engage in various discussions and demonstrations in preparation to work with printmaking. Discussions and demonstrations will touch on basic printmaking topics such as printmaking procedures within the classroom, and proper use of printmaking tools. Students will support their understanding through notes as well as the discussions and demonstrations.
Bloom’s Levels: Understand
Webb’s DOK: 2
Rubric: N/A
Engaging Experience 1 (7th Grade)

Title: Research and Brainstorm

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles

Supporting:
- I.3.B.8: Create an original functional object
- ISTE - KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Detailed Description/Instructions: General project expectations and examples will be explained to students. Students will then research and develop their own fibers design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

Bloom’s Levels: Apply

Webb’s DOK: 2

Rubric: to be created

Engaging Experience 1 (8th Grade)

Title: Research and Brainstorm

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:
- III.2.A.7.3: Interpret the subject and theme, supporting them with the artist’s use of elements and principles

Supporting:
- I.3.B.8: Create an original functional object

Detailed Description/Instructions: General project expectations and examples will be explained to students. Students will then research and develop their own printmaking design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

Bloom’s Levels: Apply

Webb’s DOK: 2

Rubric: to be created
Engaging Scenario

**Engaging Scenario (7th Grade)** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Culminating fibers project where students are required to show the use of pattern and shape through the creation of a unique piece of art. At the conclusion of the unit, students will complete a self-assessment where they will critique and analyze their art.

Examples of projects: Weaving, Jewelry-making, Knotting, Paper-making, Batik, Quilt, Appliquè, Book arts

**Rubric for Engaging Scenario:** to be created

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**Engaging Scenario (8th Grade)** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Culminating printmaking project where students are required to show the use of emphasis, space, pattern, shape, and line through the creation of a unique piece of art.

Examples of projects: Linocut Stamps, Pattern Making, Woodcuts, Screen printing T-Shirts, and Transfer Printing

**Rubric for Engaging Scenario:** to be created
## Summary of Engaging Learning Experiences for Topics

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<td>Design</td>
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Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiencesRELATED assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.