

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Middle School Art

Grade 7

June 2019

BOE Approved November 2019

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Middle School Art

Program Overview

Grade 7

These guaranteed experiences for all 7th grade students in art will provide a comprehensive overview of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, and critical thinking. These units include two-dimensional drawing, STEAM, three-dimensional ceramics and sculpture, and painting.

The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, the attainability of this curriculum is based upon a minimum of two forty-minute classes during a six-day rotation for one semester.

Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic Elements and Principles of Design and academic vocabulary, within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing
Presenting
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context

Pacing Guide

Unit 1 -- Observational Drawing: 4-5 Classes

Unit 2 -- STEAM/Crafts: 4-5 Classes

Unit 3 -- Sculpture/Ceramics: 5-6 Classes

Unit 4 -- Painting: 4-5 Classes

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>CCSS.ELA-Literacy.whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p> <p>VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>people create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>people develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>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?</p> <p>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?</p>
	<i>Acquisition</i>	

	<p><i>Students will know...</i></p> <p>persistence, skills, materials, methods, approaches, works of art, design, strategies, media, information, ideas, response, time and place, resources, uses</p>	<p><i>Students will be skilled at...</i></p> <p>analyzing, understanding, applying, demonstrating, developing, creating, designing, producing, communicating</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

Acquisition	<p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> <p>Artwork supports knowledge of technique(s) and proper use of media.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of the Elements of Art</i> - <i>demonstrating and applying line, shape, color, unity, pattern and space</i> - <i>demonstrating applied observational drawing skills such as contour line, shading and value</i> - <i>application of visual art media such as, markers, pencils, colored pencils and watercolor skills.</i>
Meaning	Explaining personal choice, using art vocabulary.	<p>Students self evaluate based on required criteria. Students will correctly apply media techniques to appropriately produce their original artwork.</p> <p>Students will develop and communicate learned information from their drawing through observation.</p> <p>Suggested activities: Introduction to, but not limited to, drawing from observation, including shading and value technique skills and using appropriate media. Students may study the art movements of Renaissance Art, Art Nouveau and Realism. Students may study the art of Rembrandt, Georgia O'Keefe and Pamela Sunstrum. Students may incorporate prior knowledge of 6th grade drawing with patterns and tessellations. Students may experiment with drawing pencils, colored pencils, markers, permanent markers, watercolors, and rulers to generate an original and organized artwork incorporating line, shape, color, value, pattern, unity and movement in a rhythmic design.</p>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflection to discuss their original artwork.</p> <p>designing images that compare and contrast current artwork to other eras throughout art history.</p>

		Assessments: Self- assessment rubric must link to unit standards and objectives.
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Stage 3 – Learning Plan

Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Transfer	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - <i>teacher and students analyze use of drawing from observation throughout history and cultures. WHETO</i> - <i>teacher demonstrates organization of elements to create cohesive artwork. WHETO</i> 	Progress Monitoring
Acquisition	<ul style="list-style-type: none"> - <i>students recognize effective use of value to create form. ERT</i> - <i>students practice the repetition of elements through overlapping and shading in order to create rhythm. RET</i> - <i>students investigate the use of repetition to create depth and balance within their artwork. RET</i> 	<ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment - through direct observation - through critiques - specific feedback - peer coaching
Meaning	<ul style="list-style-type: none"> - <i>students select patterns to create interest and unity within their artwork. RET</i> - <i>students select appropriate colors to add emphasis and movement to their art. RET</i> - <i>teachers will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</i> <p>Essential Resources: Artroom with SMARTBoard, appropriate artist prints, white paper, pencils, markers, permanent markers, colored pencils, watercolor, paint brushes, erasers, pastels, oil pastels, ink, liquid watercolors, compasses and protractors rulers.</p>	

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p> <p>CCSS.ELA-Literacy.whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>VA:Re.7.2.7a Analyze multiple ways that images influence specific audiences.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>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</p> <p>visual imagery influences understanding of and responses to the world.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>what methods and processes are considered when preparing artwork for presentation? how does refining artwork affect its meaning to the viewer?</p> <p>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?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>criteria, methods, art, ways, images, audiences</p>	<p><i>Students will be skilled at...</i></p> <p>analyzing, evaluating, preparing, presenting, influencing</p>

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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> <p>Artwork supports knowledge of technique(s) and proper use of media.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of 21st Century Skills such as critical thinking, creativity, collaboration, communication, and media literacy</i> - <i>demonstrating and applying the transition from 2 dimensions to 3 dimensions</i> - <i>demonstrating the use of radial designs and design parts that become a whole</i> - <i>demonstrating and applying life skills with cutting, assembling and attaching techniques</i> - <i>use of measurement tools such as rulers and pattern making</i> - <i>incorporation of 3d movement within a design.</i> <p>Students will self-evaluate based on required criteria defending their personal choice.</p> <p>Students must include technology, math, science, and engineering in their personal reflection.</p> <p>Students will correctly apply media techniques to appropriately produce their original artwork.</p> <p>Suggested activities: Introduction to, but not limited to, the history of handheld games (ie. Rubik's Cube). Students may study the toy designs of Paul Klee, Pablo Picasso, Alexander Calder, and Renate Muller. Students may discuss form vs. function. Students study the use of STEAM- based paper toys. Students may experiment with colored pencils, markers, permanent markers, and rulers to generate a measured, original and organized artwork incorporating radial design.</p>

Meaning	Explaining personal choice, using STEAM vocabulary.	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>students will use correct art vocabulary in reflection to discuss their original craft.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives.</p>
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Stage 3 – Learning Plan

Meaning	<p align="center">Pre-Assessment</p> <p>Teachers will check students prior knowledge with the District-Wide Baseline Assessment focusing on line, shape, and space.</p>	
<p>Acquisition</p> <p>Transfer</p> <p>Meaning</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - <i>teacher and students analyze the history of handheld games throughout past eras and cultures. WHETO</i> - <i>teacher demonstrates proper ruler use and technique. WHET</i> - <i>students recognize the organization of elements to create radial designs. OTER</i> - <i>students practice the idea of design from parts to combine as a whole. HOTER</i> - <i>students investigate the use of repetition to create pattern and rhythm within their artwork. HOTER</i> - <i>students select appropriate colors to add emphasis to their art. RTE</i> - <i>students practice proper cutting and folding skills. RTE</i> - <i>students use appropriate assembling proficiencies. RTE</i> - <i>teachers will coach students to enhance their artwork through individual skill, personal choice and student collaboration. ETR</i> <p>Essential Resources: Artroom with Smartboard, white paper, templates, pencils, markers, permanent markers, colored pencils, erasers, pastels, ink, rulers, compasses, and protractors a laminator, packing tape glue.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment. - through direct observation - through critiques - specific feedback - peer coaching.

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>CCSS.ELA-LITERACY.WHST.6-8.1B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p> <p>VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>people develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>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?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>Criteria, identified goal, response, time and place, resources, cultural uses</p>	<p><i>Students will be skilled at...</i></p> <p>Understand, develop, make, analyze,</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique which reflects the influences of different time periods, cultures and/or environments.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of 3-Dimensional Form.</i> - <i>demonstrating and applying hand building techniques appropriate to material used</i> - <i>demonstrating use of methods of handbuilding</i> - <i>demonstrating use of additive and subtractive sculpting techniques</i> - <i>demonstrating the ability to attach an appendage</i> - <i>conveying meaning through unity and balance</i> - <i>comprehend that sculpture requires practice and perseverance.</i> <p>Students will show that they comprehend sculptural concepts by creating an original 3 dimensional form with an appendage.</p> <p>Suggested activities: Introduction to, but not limited to, the genres of sculpture. Students may study the use of additive, subtractive, slab, pinch and coil techniques in clay, and texture. Students may experiment with different attachment materials such as wire and wood. Students may experiment with clay, cardboard, wood, foam, or foam core.</p>
Meaning	Students will correctly apply media techniques to appropriately produce their original artwork. Artwork supports knowledge of technique(s) and proper use of tools, and media.	
Meaning	Defend choice of relevant criteria, using art vocabulary.	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>developing a 3 dimensional, balanced, environmental design.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives.</p>

Stage 3 – Learning Plan

	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment focusing on form and texture.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - <i>teacher and students analyze use of form, texture, and sculpture techniques throughout history and cultures. WHETO</i> - <i>teacher demonstrates advanced hand building techniques. WHETO</i> - <i>students will produce an original 3-Dimensional artwork with balanced appendages. RTE</i> - <i>teacher demonstrates additive and subtractive building methods, as well as, texture methods to create cohesive 3 dimensional artwork. WHETO</i> - <i>students identify and choose the correct method for joining materials together. TER</i> - <i>students apply the appropriate color medium to their sculpture. TER</i> - <i>students practice following directions in sequence for process, classroom procedure and clean-up. WOE</i> - <i>students maintain and safely use tools and equipment WOE</i> - <i>teachers will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</i> <p>Essential Resources: Artroom with Smartboard, appropriate artist prints, white paper, pencils, markers, colored pencils, clay, foam core, cardboard, air dry clay, sculpey clay, Model Magic, glazes, a kiln, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), acrylic paint, tempera paint, Mod Podge, watercolor, paint brushes, erasers, liquid watercolors.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment. - through direct observation - through critiques - specific feedback - peer coaching

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Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr1.1.7a Apply methods to overcome creative blocks.</p> <p>VA:Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>creativity and innovative thinking are essential life skills that can be developed.</p> <p>artists and others consider a variety of factors and methods when preparing and refining artwork for display.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>what conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>what methods and processes are considered when preparing artwork for presentation? How does refining artwork affect its meaning to the viewer?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>methods, blocks, criteria, art.</p>	<p><i>Students will be skilled at...</i></p> <p>applying, overcoming, analyze, evaluate, preparing, and presenting.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

Acquisition	<p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> <p>Artwork supports knowledge of technique(s) and proper use of media.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>demonstrating and applying proper use of drawing tools such as, rulers, compasses, templates and protractors</i> - <i>application and incorporation of concepts of the Color Wheel</i> - <i>demonstrating and applying line, color, unity and space through radial design</i> - <i>application of visual art media such as, various types of paint, pencils, and watercolor skills</i> - <i>producing pattern through repetition</i> - <i>application of the use of outlines for emphasis</i> <p>Students self evaluate based on required criteria. Students will correctly apply painting techniques to appropriately produce their original artwork.</p> <p><i>Students will recognize repeated designs, create pattern and radial balance through repetition and color schemes.</i></p> <p>Suggested activities: Introduction to, but not limited to, the genres of Pennsylvania Dutch Hex Signs, Mandala Designs, stained glass throughout history and Graphic Design. Students may experiment with acrylic, tempera and/or watercolors, to generate an original and organized artwork incorporating the Principles of Design, such as unity, rhythm, balance, movement, emphasis, repetition and pattern. Students will use outlines for emphasis and mount their work for presentation.</p> <p>OTHER EVIDENCE:</p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p> <p>Students will design an image with repeating elements which reflect meaning as related to radial designs throughout history.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives.</p>
Meaning	<p>Defend their personal choice using art vocabulary.</p>	

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Stage 3 – Learning Plan	
	<i>Pre-assessment</i>
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.

	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Transfer</p> <ul style="list-style-type: none"> - <i>teacher and students analyze use of advertisement and color throughout history and cultures. WHEO</i> <p>Acquisition</p> <ul style="list-style-type: none"> - <i>teacher demonstrates organization of design elements to create an original composition that reflects the Principles of Design such as repetition and pattern. WHEO</i> - <i>teacher demonstrates proper use of radial design tools, such as circle templates, compasses and protractors. WHEO</i> <p>Meaning</p> <ul style="list-style-type: none"> - <i>students choose circular templates, compasses and/or protractors to appropriately generate a round design. OETE</i> - <i>students formulate personal meaningful radial designs. OETER</i> - <i>students recognize geometric shapes as a part of a whole composition. ER</i> - <i>students investigate the use of repetition and color to create unity, rhythm and balance within their artwork. ETR</i> - <i>students apply knowledge of the Color Wheel to appropriately add color schemes to their composition. TER</i> - <i>students prepare artwork for presentation by appropriately adding outlines for emphasis and mounting to a board. ER</i> - <i>teachers will coach students to enhance their artwork through individual skill and personal choice. WHTO</i> <p>Essential Resources:</p> <p>Artroom with Smartboard, appropriate artist prints, white paper, watercolor paper, pencils, colored pencils, erasers, watercolor, tempera paints, acrylic paints, assorted brushes, ink, liquid watercolors, tempera cakes, railroad board, mat board, gel pens, metallic pens, markers and permanent markers, construction paper, watercolor pencils, circular templates, compasses and protractors.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment - through direct observation - through critiques - specific feedback - peer coaching/critique - exit slips.
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