Art Cycle 7 Overview

Content Area: **Art**
Course(s):   **ART CYCLE 7**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

The 7th Cycle Art course for Grades is designed to encourage creative ideas while continuing to develop artistic skills. Throughout the cycle students experience studio art based on aesthetics, history, and technology. Students learn to analyze, assess and critique their own work, as well as the work of fellow students and "the masters". The focus is to use different tools and media to enhance creativity and artistic knowledge and skill. Students are encouraged to work to their own potential. Effort and problem solving are a large part of the artistic discovery process. Each cycle of study includes four major components:

1. Aesthetic perception
2. Creative expression and production
3. Art history
4. Critical analysis

The Art Cycle-Grade Seven course stresses the fundamentals of drawing, painting, printmaking, computer art, and   manipulation of the design principles. Art history and appreciation augment and serve as springboards for various projects.

The 7th grade Art Technology component follows the same guidelines as students learn to use the computer as a tool for   expression. Scanners, digital cameras, various software programs such as PhotoShop, and the Internet are used as a strategy for learning the elements and principles of design. All of these components are an integral part of the comprehensive Art program continued in the junior and senior high school.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			

3. Language Arts Literacy	S	7. World Languages			
4. Mathematics	S	8. Technology Literacy	S		

Textbooks and other resources

COURSE RESOURCES

Updated collections of:

Prints

Reproductions

Digital Slides

DVD's

CD-Roms

Books

Magazines

Educational Literature

Color Printer

Computer

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	P⋯ (S⋯ A⋯
Unit 1 <u>Drawing</u> Identification and application of various drawing techniques, processes and medium.	1.4.5.A.1 (R) 1.4.8.A.3 (D) 1.4.8.A.4 (D) 1.4.8.A.6 (D) 1.3.8.D.1 (D) 1.3.8.D.2 (D) 1.3.5.D.2 (R) 1.3.8.D.8 (D) 1.1.5.D.1 (R) 1.1.8.D.1 (D) 1.1.8.D.2 (D) 1.4.8.B.3 (D) 1.4.5.B.2 (R) 1.3.8.D.5 (D) 1.3.8.D.4 (D) 1.4.8.B.1 (D) 1.4.8.B.2 (D) SL.7.1 (D) SL.7.2 (D) SL.7.3 (D) W.7.1 (D) W.7.2 (D) 7.G.1 (D) 7.G.2 (D)	1	1-2 weeks	C⋯ a⋯ p⋯ a⋯ r⋯ p⋯ t⋯
Unit 2 <u>Painting</u> Identification and application of basic color theory and techniques	1.4.8.A.4 (D) 1.4.5.A.1 (R)	 1	1-2 weeks	C⋯ a⋯ p⋯

related to three dimensional rendering.	1.4.8.A.3 (D)			a: r p ta
	1.4.8.A.6 (D)			
	1.4.8.A.5 (D)			
	1.3.8.D.1 (D)			
	1.3.8.D.2 (D)			
	1.3.5.D.2 (R)			
	1.3.8.D.6 (D)			
	1.1.5.D.1 (R)			
	1.1.8.D.2 (D)			
	1.4.8.B.3 (D)			
	1.4.5.B.2 (R)			
	1.3.8.D.5 (D)			
	1.2.8.A.3 (D)			
	1.3.8.D.3 (D)			
	1.4.8.B.2 (D)			
	SL.7.1 (D)			
	SL.7.2 (D)			
	SL.7.3 (D)			
	W.7.1 (D)			
	W.7.2 (D)			
Unit 3 <u>Printmaking</u> Identification and application of the printmaking process.	1.4.8.A.4 (D) 1.4.5.A.1 (R) 1.4.8.A.3 (D) 1.4.8.A.6 (D) 1.4.8.A.5 (D) 1.3.8.D.1 (D) 1.3.8.D.2 (D)	1	1-2 weeks	C a p a: r p ta

	1.3.5.D.2 (R)			
	1.3.8.D.6 (D)			
	1.1.5.D.1 (R)			
	1.1.8.D.2 (D)			
	1.4.8.B.3 (D)			
	1.4.5.B.2 (R)			
	1.3.8.D.5 (D)			
	1.3.8.D.4 (D)			
	1.4.8.A.2 (D)			
	1.4.8.B.2 (D)			
	SL.7.1 (D)			
	SL.7.2 (D)			
	SL.7.3 (D)			
	W.7.1 (D)			
	W.7.2 (D)			
	7.G.1 (D)			
	7.G.2 (D)			
Unit 4 <u>Three Dimensional Design</u> Utilize a varied of medium to create three dimensional works of art.	1.4.8.A.4 (D)	1	1-2 weeks	C ac pi as ru pi ta
	1.4.5.A.1 (R)			
	1.4.8.A.3 (D)			
	1.4.8.A.6 (D)			
	1.4.8.A.5 (D)			
	1.3.8.D.1 (D)			
	1.3.8.D.2 (D)			
	1.3.5.D.2 (R)			
	1.3.8.D.6 (D)			
	1.1.5.D.1 (R)			
	1.1.8.D.2 (D)			

	1.4.8.B.3 (D)			
	1.4.8.A.1 (D)			
	1.4.5.B.B (R)			
	1.3.8.D.5 (D)			
	1.3.8.D.4 (D)			
	1.2.8.A.1 (D)			
	1.4.8.B.2 (D)			
	SL.7.1 (D)			
	SL.7.2 (D)			
	SL.7.3 (D)			
	W.7.1 (D)			
	W.7.2 (D)			
	7.G.1 (D)			
	7.G.2 (D)			
Unit 5 <u>Computer Graphics</u> Introduction to various functions in Photoshop and Computer Graphics. - - - - -	1.4.8.A.4 (D)	1	1-2 weeks	C ad pr as ru pr ta
	1.4.5.A.1 (R)			
	1.4.8.A.3 (D)			
	1.4.8.A.6 (D)			
	1.4.8.A.5 (D)			
	1.3.8.D.1 (D)			
	1.3.8.D.2 (D)			
	1.3.5.D.2 (R)			
	1.3.8.D.6 (D)			
	1.1.5.D.1 (R)			
	1.1.8.D.2 (D)			
	1.4.8.B.3 (D)			
	1.4.5.B.2 (R)			
	1.3.8.D.5 (D)			

		1.3.8.D.4 (D)		
		1.2.8.A.1 (D)		
		1.4.8.B.2 (D)		
		SL.7.1 (D)		
		SL.7.2 (D)		
		SL.7.3 (D)		
		W.7.1 (D)		
		W.7.2 (D)		

LA.W.7.1		Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
MA.7.G.A.1		Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
MA.7.G.A.2		Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
LA.SL.7.1		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2		Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.3		Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
VPA.1.1.5.D.1		Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.8.D.1		Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2		Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.3.5.D.2		Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal,

optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
VPA.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Grading and Evaluation Guidelines

GRADING PROCEDURES

<u>50% Finished Projects</u> Students will be graded based on a scoring rubric. The rubric establishes the criteria for grading and allows the student to see what is expected from the beginning of the project

<u>30% Participation</u> Students will be graded on their attitude, participation and work skills throughout the seven weeks. At the end of the cycle the students will be given an all over grade.

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<u>15% Quizzes</u> Students will be quizzed on knowledge that they received during class and their organizational skills.

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<u>5% Homework</u> At various times throughout the cycle students will be asked to complete homework which will help develop their ideas for projects.

In terms of proficiency level the East Brunswick grades equate to:

A Excellent Advanced Proficient

B Good Above Proficient

C Fair Proficient

D Poor Minimally proficient

F Failing Partially Proficient

COURSE EVALUATION

In 7th Grade Art Cycle the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

#3265 Art Cycle Grade 7

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
700	056	A	Q	7	0.00	210	R	10/28/1988