

7th Grade: Show, Don't Tell

Content Area: **Unified Arts**
Course(s): **Art 1**
Time Period: **September**
Length: **1 Marking Period**
Status: **Published**

Unit Summary

ANTICIPATED DAYS FOR UNIT: 1 Marking Period

OVERVIEW: Students will begin the unit by conducting research about artists and different art movements. They will analyze the artwork then will present to the class sharing the artist, art movement the artist was part of, title of artwork, date it was created and the universal theme of the artwork. Students will then create their own artwork depicting the universal theme of their choice. At the end of the project, students will write an artist statement about their final Show, Don't Tell project and explain the ideas and techniques that worked, didn't work or could be done a different way.

Students will also work independently or with a small group to create an informational page or video describing an element of art. The student or small group will choose a specific target audience and will use age specific vocabulary.

Students will also choose between learning about watercolors, charcoal and drawing pencils, or oil pastels. They will need to choose two out of the three materials to learn about. They will attend a small group mini-lesson to learn about 4-6 techniques for each medium. After attending group and learning how to use, set up and clean up the material, they will need to utilize between 2-3 techniques in their own artwork. This mini-project is different then the final Show, Don't Tell project. This project is based solely on utilizing various techniques in a school appropriate artwork. Students will also need to incorporate 2 Elements of Art and 3 Principles of Design in this artwork.

Student Learning Objectives

- Students will research and analyze art history and artwork created by other artists by identifying the universal theme within the piece.
- Students will plan and develop a piece of artwork that represents a universal theme that is important to them.
- Students will express an idea, feeling or meaning through the artwork they create.
- Students will learn to embrace problems of importance and develop focus within their work.

- Students will reflect on the process of working on an artwork by writing an artist statement that identifies ideas and techniques that worked, didn't work or could be done a different way.
- Students will work on managing their class time by creating daily schedules of work they need to complete.
- Students will experiment with a variety of techniques and incorporate at least 2 of these techniques in a final artwork.
- Students will choose a target audience to explain an element of art to using age specific vocabulary.

Essential Questions

- 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?
- How do images influence our view of the world?
- How can the viewer "read" a work of art?

Enduring Understandings

- Students will understand that artwork is a look into the past.
- Students will understand that all emotions can be depicted in artwork.
- Students will understand that color and line affect the mood of an image.
- Students will understand that world and personal events inspire artists.

Application

- Paint using watercolors
- Draw using drawing pencils
- Draw using charcoal pencils
- Draw using oil pastels

- Depict universal theme in personal artwork
- Write about artistic process
- Reflect on steps made to create artwork

Skills

- Independently set up, use and put away materials that are used during the class period.
- Create daily schedules to keep track of work ethic to help with project time management.
- Use 3-4 drawing techniques in an artwork
- Use 3-4 watercolor techniques in an artwork
- Use 3-4 oil pastel techniques in an artwork
- Write an artist statement explaining steps and processes he/she individually went through
- Self-Reflect on work ethic during unit
- Choose a target audience and thoroughly explain an element of art

Resources

How to sheets:

- How to write an artist statement
- How to use charcoal
- How to use watercolors
- How to use oil pastels

Helpful Handouts:

- Elements of Art
- Principles of Design
- TAG Reviews
- What needs to be included in artist presentation

Task Packet:

- Task sheet
- Scaffold
- Activity List
- Rubric
- Artist Statement Rubric
- Student Self-Reflection Rubric
- Grading Overview Checklist