

Thurston Middle School



Grade 7 Art Curriculum

Program Overview:

The Thurston Middle School art program is designed to teach students to become critical thinkers and visual problem solvers. In Grade 7, students will be made aware of the creative process, which includes brainstorming, problem solving, and analyzing and evaluating art. Design problems are solved using visual art structures and functions, while leaving room for a student's own personal ideas and artistic style.

Students begin to see how the creative process relates to all disciplines, and come to know art as a tool of communication and self-expression. Studio assignments have a connection to art history and are reinforced with thoughtful art criticism and appreciation, strengthening analytical thinking skills. Through whole class critiques and written reflections, students learn how to analyze their own art and the work of others. They begin to understand the value of reflection and critical judgment in creative work.

Through a series of hands-on experiences using a wide variety of materials and techniques, students use the elements and principles of design to translate thoughts and feelings into 2 and 3 dimensional works of art. Students will draw from direct observation, memory and their imagination. They will be introduced to the art of various artists and cultures to expand their appreciation of the role of the arts in different societies.

Trimester courses involve studio exercises in drawing, painting, printmaking, design and sculpture. There is an emphasis on fundamental skills, particularly drawing from observation. There is a focus on line, gesture, value and the study of linear perspective. Color theory is explored in painting and mixed media. Students learn about the history and methods of printing, and learn to apply the building blocks of good design in mixed media assignments. Three-dimensional forms are investigated through additive and subtractive sculpture projects.

Students are expected to chronicle and display their portfolio projects on classroom web pages. This involves becoming competent in the use of available technology such as

digital cameras, scanners and a variety of Web 2.0 tools.

The value and importance of quality craftsmanship is a high priority. At all grade levels, the proper use of tools and materials is emphasized, as well as a respect for other's studio space and artwork.

ENDURING UNDERSTANDINGS

- The arts help students develop attitudes, characteristics, and intellectual skills necessary to work in a changing society.
- In works of art there are many problems that have various solutions, each different from the other but equally credible.
- Art conveys knowledge and meaning not learned through the study of other subjects. Art education represents a form of thinking and a way of knowing based on human judgment.
- Art is the common thread that ties together all other disciplines.
- Overall good design and strong composition transcend all media.

INSTRUCTIONAL STRATEGIES

- In-class demonstrations and digital presentations
- On-line museum and gallery research
- Whole class critiques and discussions
- Peer assistance
- Cross-curricular connections to other disciplines
- Written reflections, formative and summative assessments

ASSESSMENT

- Ongoing formative and summative assessments based on project goals.
- Evidence of student growth through art portfolios.
- Evidence of exhibiting work using a digital web based portfolio.
- Emphasis is placed on individual growth and effort, as well as a respect for materials and the work of others.

RESOURCES

- Images and text that introduce students to a variety of cultures, artists and styles.
- Web 2.0 based tools, on-line museums and galleries.
- Digital presentations.
- Reproduction posters.

Essential Questions

- *How does repetition play a part in the unity of a design?*
- *How are symbols used to express meaning in a piece of artwork?*
- *What are ways that an artist can depict motion in a figure drawing? In a landscape? In a sculptural piece?*
- *What role does proportion play in drawing the human figure?*
- *What is your own personal style?*
- *What are some ways that you can create unity, harmony and emphasis in a piece of art?*
- *What are the differences between drawing from observation, memory, and imagination?*
- *What is the importance of selecting and exhibiting your own work?*
- *How can you create the illusion of space in a drawing?*
- *How can you use the art elements to create a unified design?*
- *What is the effect of using contrast in a drawing?*
- *How can you create contrast using value?*

CONCEPTS AND SKILLS LEADING TO DISCOVERY

Students will review and intensify their study of the elements and principles of design in a variety of media. Experiences in drawing, painting, printmaking and sculpture will emphasize traditional and experimental approaches. Emphasis will be placed on refining and expanding skills in order to organize and depict ideas and feelings in expressive ways.

Students will refine their ability to use drawing, painting and sculpting techniques to organize and depict ideas, feelings and moods. They will spend time drawing from direct observation and learn the techniques of one and two point perspective in a landscape.

Students will continue to study work created by individual artists and relate it to their own artwork in portraiture, landscape and still life. They will also practice how to critique a work of art using age appropriate vocabulary.

Unit 1 Skills - Drawing

- Learn to draw in proportion using direct observation and sizing strategies.
- Accurately model a self-portrait that resembles the student's own facial features and proportions.
- Use value and shading to define the facial features.
- Maintain personal sketchbooks for assignments and documentation of progress.
- Drawing the human figure using foreshortening, overlapping, joint bending, and drawing "as you see it".
- Create an illusion of 3D space on a 2D surface

- Use value and contrast in a drawing to show dimension and depth.
- Demonstrate a point of view or perspective in an art piece.

Unit 2 Skills - Painting

- Show foreground, middle ground, background, horizon line and aerial perspective in a landscape.
- Understand the difference between hues, tints, shades and tones.
- Create the illusion of distance in a landscape
- Demonstrate an understanding of how brushstroke can affect style in a painting. Complete short exercises related to color theory.
- Demonstrate an understanding of the unique qualities of paint media, i.e. watercolor paint, tempera, acrylic, gouache
- Use color relationships to create a specific effect.
- Use tints and shades to create gradation contrast or harmony.
- Understand the meaning and application of value, tint, warm, cool, neutral, primary, secondary, tertiary, monochromatic, analogous and complementary colors.
- Compare and contrast painting styles from a variety of cultures and time periods.

Unit 3 Skills - Printing

- Create an organic design based on an observation in nature. (Organic vs. geometric)
- Print a pattern to show repetition, movement and rhythm in a print.

Unit 4 Skills - Design

- Create a landscape collage using mixed media.
- Demonstrate an understanding of balance and good composition.
- Incorporate text into a mixed media collage.
- Create emphasis by cropping a composition.
- Consider positive and negative shapes when deciding where to crop.
- Organize art elements to create unity.

Unit 5 Skills - Sculpture

- Demonstrate an understanding of form and expression in sculpture.
- Understand the methods and materials used in creating a clay form.
- Understand the process of firing and glazing clay pieces.