

MSAD #54 Visual Arts Curriculum

Content Area: Art

Unit: Disciplinary Literacy

Grade: Grade 7

MLR Span: 6 - 8

MLR Content Standard: A: Disciplinary Literacy – Visual Arts

Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist's Purpose	1. Students explain and compare different purposes of artists and their artwork, in the context of time and place.	Students will: 1. recognize artists and their works. -what artist shows in various genres -what medium artist uses -contribution of artist in his/her time period	1. Study famous artists and movements in art
Elements of Art and Principles of Design	2. Students compare features of composition both within an art work and among art works. a. Compare Elements of Art: color, form, line, shape, space, texture, and value. b. Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.	Students will: 2. demonstrate the ability to understand and compose a picture in own work of art and inspiration from other artist. a2. demonstrate the ability to render and use the Elements of Art b2. demonstrate the ability to identify and create a work of art with the Principles of Design	Use a variety of art media: Drawing Painting Sculpture Printmaking Use of art reproduction and students art: Drawing Painting Sculpture Printmaking Art Reproduction and Students art

Media, Tools, Techniques, and Processes	<p>3. Students explain the effects of media and associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.</p>	<p>Students will:</p> <p>a1. demonstrate integration of art media with art process through traditional art medium and technology/digital</p> <p>a2. understand differences in genres of art.</p>	<p>Painting Drawing Printmaking Sculpture Digital Art</p> <p>a2. Create traditional art and digital art in various art genres.</p>
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MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Creation/Expression

Grade: Grade 7
MLR Span: 6 - 8

MLR Content Standard: B:Creation, Performance, and Expression
Students create, express, and communicate through the art discipline.

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Media Skills	1.Students choose suitable media, tools, techniques, and processes to create original art works.	Students will: al.understand and demonstrate the uses of various art mediums in creating works of art inspired by our environment and famous art and artists.	Create mood with color. Demonstrate proficiency in mixing colors.
Composition Skills	2.Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.	Students will: a1.study various styles and movements in art. b1.use cross cultural approach-study various cultures in visual art	Create art inspired by art styles, movements and culture.
Making Meaning	3.Students create art works that communicate an individual point of view. a.Demonstrate skills in the use of media, tools, techniques, and processes.	Students will: 3.be aware of artist style, media, subject matter, design, message and emotional content by own work and famous art. a3.render shading on 2-dimentional surface.	Be aware of various art movements in history. a.drawing

	<p>b.Demonstrate knowledge of visual art concepts.</p> <p>c.Communicate a variety of ideas, feelings, and meanings.</p>	<p>b3.distinguish between non-objective and abstract shapes.</p> <p>c3.discuss style, media, subject matter, and emotional response.</p>	<p>b.create non-objective and abstract art.</p> <p>c.use and study various famous art and artists.</p>
Exhibition	<p>4. Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>Students will: Mat art work Write haikus</p>	<p>Students will display art in classroom and hallway gallery.</p> <p>Explain process and goals of art lesson.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Problem Solving

Grade: Grade 7
MLR Span: 6 - 8

MLR Content Standard: C: Creative Problem Solving

Students approach artistic problem-solving using multiple solutions and the creative process.

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	<p>1. Students describe and apply creative – thinking skills that are a part of the creative problem-solving process.</p> <p>a. Fluency</p> <p>b. Flexibility</p> <p>c. Elaboration</p> <p>d. Originality</p> <p>e. Analysis</p>	<p>Students will:</p> <p>Demonstrate ability to expand on imagination, inspiration from famous art and environment, creating harmonious composition.</p> <p>a1. build confidence in speaking about their own art.</p> <p>b1. be able to change idea/medium to enhance composition.</p> <p>c1. be able to expand ideas and go further to achieve goals.</p> <p>d1. be inspired by famous art/artists but create own interpretation.</p> <p>e1. be able to use critical thinking in expressing their own artwork and works of others.</p>	<p>Create a work of art and able to articulate goals.</p> <p>Create art with knowledge of various mediums and color value.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Aesthetics

Grade: Grade 7
MLR Span: 6 - 8

MLR Content Standard: D: Aesthetics and Criticism

Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students compare and analyze art forms.</p> <p>a. Compare and analyze art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Compare the quality and effectiveness of art works using multiple criteria from observation, print and/non-print resources.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p>	<p>Students will: recognize famous artworks and be able to identify genre.</p> <p>a1. study the art of certain periods of time/history or origin.</p> <p>b1. juxtapose, observe, and analyze similarities and differences.</p> <p>c1. observe various artists and media and be able to use the media and technique in final process of art.</p> <p>d1. be aware of purpose and inspiration of artist in social and political settings/views.</p>	<p>Introduce famous art/artist from the world.</p> <p>a1. Use of literacy strategies -word wall -triple entry -3 min. quick write -comment page -understand history and vocabulary</p> <p>b1. Use of reproductions and own art</p> <p>c1. Use of various art mediums to recreate the art work.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Connections

Grade: Grade 7
MLR Span: 6 - 8

MLR Content Standard: E: Visual and Performing Arts Connections

Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1. Students compare products of the visual/performing arts to understand history and/or world cultures.	Students will: be aware, discuss style, media, subject matter, design, and emotional response as well as message of artists.	Study various artists, styles, and art movements in history.
The Arts and Other Disciplines	2. Students explain skills and concepts that are similar across disciplines.	Students will: integrate art with other academic subjects.	Make connections to: -Social Studies -Math -Language Arts -History -Technology
Goal Setting	3. Students set goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: recognize the importance of: -imagination -originality -classroom responsibilities -appreciate and respect the contributions of other students -develop personal pride in one's art work.	

Impact of the Arts on Lifestyle and Career	4. Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.	Students will: investigate the various careers in the visual arts, performing arts, commercial arts, and the impact it has on society.	Explore various art professions: -Interior design -Fashion design -Graphic arts design -Metals -Jewelry -Cartoonist -Set design -Animation -Computer graphic design
Interpersonal Skills	5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts. <ul style="list-style-type: none"> a. Getting along with others b. Respecting differences c. Working as a team/ensemble d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening to art i. Demonstrating safe behavior 	Students will: recognize personal development through the visual arts. <ul style="list-style-type: none"> a1.appreciate and respect the contributions of others. b1-i1.be able to work in groups and share and tolerate each other's ideas, proposals, and process. 	