

WALLENPAUPACK AREA SCHOOL DISTRICT
Hawley, Pennsylvania

PLANNED COURSE CURRICULUM GUIDE

Course Details		Instructional Time	
Course / Grade:	7th Grade Art	Type of Offering:	X <input type="checkbox"/> Required <input type="checkbox"/> Elective
Department:	Art	Length of Course:	<input type="checkbox"/> Marking Period (1/4 year) <input type="checkbox"/> Semester (1/2 year) <input type="checkbox"/> Year (1 full year)
Course # / Code:			X 22.5 Days/70 Minutes Per Day

	Date of Completion:	
	Date Adopted:	

Date of Revision:	May 15 th , 2023
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Revision Author(s):	Heather Bannan/Tiffany Guzzo
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Course Description – *a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.*

The 7th Grade Fine Art Curriculum teaches creativity, working individually and in groups. Students will learn appropriate processes for working with different types of materials and mediums, while emphasizing correct material handling, skill building, and individual creativity. Students will develop their skills through the materials and mediums as they complete the curriculum that is aligned with the PA Standards and National Standards.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Students will continue to develop and explore concepts in the Elements and Principles of Art.
- Students will be able to complete a drawing in one point perspective and shade with colored pencils.
- Students will complete an acrylic painting with multiple shapes, textures, and colors.
- Students will be able to design, cut out, and print a Linoleum block with textures.
- Students will be able to design and build a 3-D Sculpture enhancing their hand building skills/techniques.
- Students will be able to know, understand, and use Radial Design and Mandalas.

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Drawing - 1 Point Perspective	9.1.8.A,B,C,D,E, H 9.2.8.A,C,F, G 9.3.8.D 9.4.8 A National Standards:	What is 1-Point Perspective? How does the horizon affect a drawing?	Knowledge of 1-Point Perspective Knowledge and importance of a horizon	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point,	Reference Sheets/Handouts Classroom Visuals Video	Observation Student Participation Practice Session Artwork/Rough Draft Copy

	<p>Creating: 1, 2, 3</p> <p>Performing/Presenting/Producing : 4, 5, 6</p> <p>Responding: 7, 8</p> <p>Connecting: 10</p>	<p>Why do we use a vanishing point?</p> <p>Why is it important to use the proper tools such as a ruler and/or T-Square?</p>	<p>line and vanishing point</p> <p>Knowledge of proper paper alignment and Parallel Lines</p> <p>Knowledge of tools and materials</p>	<p>movement/rhythm, and unity/harmony</p> <p>Drawing media: pencil (range of values from 2H-6B), eraser (regular and kneaded), colored pencil, pen, charcoal.</p> <p>Ruler, triangle, T-squares</p> <p>1-point perspective (Horizon line, converging lines, parallel lines).</p>	<p>Teacher Demonstration</p> <p>Project Examples</p> <p>Paper</p> <p>Drawing media: pencils (range of values from 2H-6B), erasers (regular and kneaded), colored pencil, pen, charcoal</p> <p>Rulers/T-Squares</p> <p>Triangles</p> <p>Tape</p>	<p>Oral Questioning</p> <p>Completed Project</p> <p>Proper use of tools, and routine set-up and clean-up</p>
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Hardedge Painting	9.1.8. A, B, C, E, F, H, I, J, K, 9.2.8. G 9.3.8. A, B, C	How do we use different brushes to create effects with acrylic paint?	<p>Knowledge of materials and tools.</p> <p>Knowledge of creating texture</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast,</p>	<p>Teacher Demonstration</p> <p>Classroom visuals/Handouts</p> <p>Acrylic Paints</p>	<p>Observation</p> <p>Student Participation</p> <p>Practice Session</p> <p>Artwork/Rough Draft Copy</p>

	<p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10</p>	<p>How can you create texture?</p> <p>In what ways can we apply the elements and principles of art to create a painting?</p> <p>How can you create color interest using color theory?</p>	<p>using acrylic paint and brushes.</p> <p>Knowledge of color theory.</p> <p>Understanding of set up and clean-up of the process</p>	<p>emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>Painting: acrylic, brush (round brush, flat brush, and detail brush), palette, and Canvas Boards</p> <p>tape resist, and blending, sponge painting, scraping, splatter painting</p> <p>Color theory: Warm/cool colors Primary, secondary, and intermediate/tertiary colors Complementary colors Neutral color Tint, tone, and shade</p>	<p>Paint Brushes</p> <p>Paint Palettes/Palette Paper</p> <p>Sponges</p> <p>Canvas Boards</p> <p>Water Cans/Cups</p> <p>Tape</p>	<p>Oral Questioning</p> <p>Completed Project</p> <p>Proper use of tools, and routine set-up and clean-up</p>
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Printmaking – Linoleum block printing	<p>9.1.8. A,B,C,H,J</p> <p>9.2.8 B,C</p> <p>9.3.8 A,B</p> <p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p>	<p>How can tools and media be manipulated to create different printmaking effects?</p> <p>Why must images be reversed?</p> <p>How do color and</p>	<p>Knowledge of materials-tools and printing ink</p> <p>Knowledge of the process of printmaking</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>Print Making</p>	<p>Classroom visuals</p> <p>Teacher Demonstration</p> <p>Project Examples</p> <p>Video</p> <p>Print Making: Colored Paper/Card stock</p>	<p>Observation</p> <p>Student Participation</p> <p>Practice Session</p> <p>Artwork/Rough Draft Copy</p> <p>Oral Questioning</p>

	Connecting: 10 & 11	<p>texture impact your print?</p> <p>How does composition , positive, and negative space affect your print?</p>	<p>Ability to create a collage</p> <p>Understanding of set up and clean-up of the process</p>	<p>Brayers</p> <p>Printmaking inks</p> <p>Bench Hooks</p> <p>Linoleum Blocks</p> <p>Linoleum Cutters</p> <p>Tracing Paper</p> <p>Reverse prints</p>	<p>Brayers</p> <p>Bench Hooks</p> <p>Printmaking inks</p> <p>Lino Blocks and Cutters</p> <p>Tracing Paper</p> <p>Pencil</p> <p>Scissors</p> <p>Glue</p>	<p>Completed Project</p> <p>Proper use of tools, and routine set-up and clean-up</p>
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Plaster Sculptures	<p>9.1.8 A,B,C,H,J</p> <p>9.2.8 B</p> <p>9.3.8. A,C</p> <p>9.4.8 A</p> <p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/Producing : 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 & 11</p>	<p>How do you design differently for 3-D artwork?</p> <p>What 3D media can we use to make different types of sculptures?</p> <p>How do you hold the base/frame together?</p>	<p>Knowledge of 3-D art and its construction.</p> <p>Awareness of color choices.</p> <p>Understanding of abstract forms and 3-dimensional</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>3-Dimensional (3-D)</p> <p>Sculpture</p> <p>Plaster</p> <p>Tin Snips/Cutters</p>	<p>Project Examples</p> <p>Classroom Visuals</p> <p>Teacher Demonstration</p> <p>Newspaper</p> <p>Masking Tape</p> <p>Scissors</p> <p>Wire</p> <p>Plaster Strips</p> <p>Cardboard</p>	<p>Observation</p> <p>Student Participation</p> <p>Practice Session Artwork/Rough Draft Copy</p> <p>Oral Questioning</p> <p>Completed Project</p> <p>Proper use of tools, and routine set-up and clean-up</p>

		How do you work with proportion?	representation. Understanding of set up and clean-up of the process	Plaster Strips Base Framework Proportion	Cardboard Cutters Acrylic Paint Paint Brushes Water Cans Tin Snips/Cutter Decorative items: beads, yarn, buttons, googley eyes, feathers, etc.	
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Design/Mandalas	9.1.8. A,B,C,E, H 9.2.8. B,C,G 9.3.8. A,D,E National Standards: Creating: 1, 2, 3 Performing/Presenting/Producing : 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What is Radial Design? Does Radial Design need to be symmetric? What are geometric and organic shapes?/ How are they different? In what ways can we apply the	Knowledge of various materials Knowledge of the process of a Mandala Use of exploration of many mediums Ability to create a final project Understanding of set	Radial Design Mandalas Wood Bits Geometric/Organic Shapes Pattern Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point,	Classroom Visuals Project Examples Mandala Design Sheet Rulers Wood Bits Acrylic Paint Water Cans/Cups Paint Brushes Glue Markers	Observation Student Participation Practice Session Artwork/Rough Draft Copy Oral Questioning Completed Project Proper use of tools, and routine set-up and clean-up

		elements and principles of art to create a design? How to compose a balanced work of art?	up and clean-up of the process	movement/rhythm, and unity/harmony	Pencils	
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