

Mullica Township School District



Visual Arts Curriculum Grade 7

Board approval: 11/28/2018

Mullica Township Schools
Visual Arts Curriculum
Grade 7

Unit/Chapter Title: Unit 1 Color

Unit Length: 2 weeks

Course/Grade: Visual Art Grade 7

Interdisciplinary Connection: Language Arts

Unit Overview:

In this unit, students will learn about the elements of art and principles of design. Students will discover how artists use the elements of art and color to express emotions. Students will be able to create an expressive work of art and critique their classmate's effectiveness through their work of art.

New Jersey Student Learning Standards

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Visual and Performing Arts Student Learning Standards:

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators

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.

1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

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).

1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

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1.3.8.D.3 - Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

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.

1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

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.

1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

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.

1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

21st Century Life and Career Skills

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

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CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology Integration NJSL 8

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school

Interdisciplinary Connections :

English Language Arts Standards:

- W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 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.

Essential Questions/Enduring Understandings

Essential Questions:

- How do colors make you feel?
- How does rhythm express emotion in a painting?
- What is the purpose of the elements of art in a work of art and how are they used throughout history?

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Enduring Understandings:

- Colors are used to symbolize a deeper meaning in works of art.
- Rhythm is a principle of design that can be used in a work of art to express emotion.
- Art does not exist without the use of the art elements. Throughout history art styles change, but the elements of art are still used to express a bigger meaning. Meanings can vary in different cultures.
- Colors are used to symbolize a deeper meaning in works of art.
- Rhythm is a principle of design that can be used in a work of art to express emotion.
- Art does not exist without the use of the art elements. Throughout history art styles change, but the elements of art are still used to express a bigger meaning. Meanings can vary in different cultures.

Instructional Strategies/Activities How will the students reach the learning targets?	Modifications/Extensions How do I differentiate?	Assessments How will the students demonstrate mastery?	Resources/Technology What resources and materials will students need?
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<p>Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.</p> <p>Students will play a jeopardy review game based on their previous knowledge of the elements of art.</p> <p>Students will discuss as a class the elements of art/principles of design and how they are used in works of art by Mark Rothko, Kazuo Shiraga, Dada, Lichenstein, Seurat and Van Gogh via powerpoint presentation.</p> <p>Students will then discuss how Mark Rothko’s paintings make them feel and how they express an emotion.</p> <p>Students will compare and contrast 2 paintings by Kazuo Shiraga</p>	<p>Modifications</p> <p>IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes</p> <p>504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching</p> <p>At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work</p>	<p>Formative: Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p>Summative: See performance tasks (Appendix A) See Line Drawing and Gallery Critique (Appendix B)</p> <p>Alternative Assessments: Project 1: Animal Portrait Project 2: Animal Mask</p> <p>Benchmark Assessment: Art portfolio, SGO</p>	<p>Mark Rothko, Kazuo Shiraga, Dada, Lichenstein, Seurat and Van Gogh.</p> <p>Emotion Color Chart</p> <p>Materials: Paper Pencil 9x12 Drawing Paper Colored Pencils</p> <p>Resources: Exemplar Rubric Gallery walkthrough questionnaire</p>
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<p>Students will explain the proper use of materials before beginning their project. Students will fold a paper into fours. Students will create 2 “upbeat” emotions and 2 “downbeat” emotions by using the elements of art to express the emotion and present to class.</p> <p>Teacher will give a demonstration on use of materials and provide students with assignment example. Teacher will discuss the assignment and rubric.</p> <p>Students will create a line art drawing that demonstrates their mood through the use of color by using the elements of art and color in order to express emotions.</p> <p>Students will display their work around the room and critique each other’s work during an art</p>	<p>Provide outlines and skeleton notes.</p> <p>ELL: Pair verbal with visual Allow / encourage use of Google Translator</p> <p>Gifted & Talented: Allow choice whenever possible Provide opportunity for extension activities including research, digital presentations, and 3D design</p>		
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gallery show by providing positive and constructive feedback to classmates.			
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Vocabulary Words/Key Terms:

line, shape, form, value, space, color, texture, balance, proportion, rhythm, emphasis, unity

Appendix A: Performance Task/s (Interdisciplinary Connections)

Art, Speaking and Listening

Discuss how Mark Rothko's paintings make you feel. After reviewing color meanings Discuss how Mark Rothko's abstract paintings express emotion. Do you feel differently about the paintings then you did before? What are other ways to express emotion in a work of art using the elements of art?

SL.7.1

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Art, Writing, Speaking and Listening

Compare and contrast the use of color and rhythm in two paintings by Kazuo Shiraga (*Soryu no Mai, 1994* and *Untitled, 1957*). What are your reactions to these paintings? What differences do you see and how do those differences make you feel towards the paintings?

W.7.2

Appendix B: Summative Assessment

Unit 1

NJSLS CPI's: 1.1.8.D.1, 1.3.8.D.1, 1.3.8.D.2, 1.4.8.A.1, 1.4.8.A.7, 1.4.8.B.1

NJSLS: SL.7.1, W.7.2

21st Century Life and Careers Standards

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. B.2 Create and respond to a feedback loop when problem solving.
- 9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

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Introduction:

You are stuck in a situation where you cannot use your voice to communicate. You need to find a way to express your emotions about your day given the materials provided.

Task Part 1:

Create a line art drawing that demonstrates your mood through the use of color and rhythm.

Procedure:

- Follow teacher demonstration on how to create line art
- Use appropriate colors to represent your emotion
- Add texture and shading

Task Part 2:

You are going to visit an art gallery. Critique a classmate's work of art by providing positive feedback and constructive criticism. Does their work of art effectively communicate their emotion?

Materials:

9x12 Drawing Paper
Pencil
Colored Pencils

Resources:

Exemplar
Rubric

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Gallery walkthrough questionnaire
Emotion Color Chart

Unit/Chapter Title: Unit 2 - Shape

Course/Grade: Visual Art Grade 7

Interdisciplinary Connection: Language Arts

Unit Length: 2 weeks

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Unit Overview: During this unit, students will learn about the elements of art. Students will use problem-solving techniques and use their imagination to create a work of art that demonstrates their understanding of line, form and space. Students will be able to critique their classmate's effectiveness through their work of art.

New Jersey Student Learning Standards

Visual and Performing Arts Student Learning Standards:

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators

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).

1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and

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three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3 - Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

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.

1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

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.

21st Century Life and Careers Standards

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology Integration NJSL

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8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Interdisciplinary Connections:

English Language Arts Standards:

- W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 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.

Essential Questions/Enduring Understandings

Essential Questions

- How does abstract art show meanings or feelings?
- How can a functional object be a work of art?
- How are the elements of art used in different genres of art?

Enduring Understandings

- Abstract art is not recognizable but is used to express a deeper meaning or feeling. It is a spontaneous thought rather than an illustration of reality.
- Functional objects can be a work of art. The object has form, aesthetic appeal, and was originally created than it is a work of art.
- The elements of art are in everything. Abstract art may use elements like line, shape and texture as design rather than a clear outline or fill as it would in realism. Color may be more symbolic in abstract art compared to realism. Most conceptual art uses form rather than line to create works of art.

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- Abstract art is not recognizable but is used to express a deeper meaning or feeling. It is a spontaneous thought rather than an illustration of reality.
- Functional objects can be a work of art. The object has form, aesthetic appeal, and was originally created than it is a work of art.
- The elements of art are in everything. Abstract art may use elements like line, shape and texture as design rather than a clear outline or fill as it would in realism. Color may be more symbolic in abstract art compared to realism. Most conceptual art uses form rather than line to create works of art.

Instructional Strategies/Activities (How will the students reach the learning targets?)	Modifications/Extensions (How do I differentiate?)	Assessments (How will the students demonstrate mastery?)	Resources/Technology (What resources and materials will students need?)
<p>Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.</p> <p>Students will review the elements of art.</p> <p>Students will discuss as a class different genres of art and some works of art that fall into those genres by Duchamp, Pollock, O’Keeffe, and Rockwell via PowerPoint presentation.</p>	<p>Modifications</p> <p>IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes</p> <p>504:</p>	<p>Formative: Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p>Summative: See performance tasks (Appendix A) See Distortion! and Gallery Critique (Appendix B)</p> <p>Alternative Assessments: Project 1: Animal Portrait Project 2: Animal Mask</p>	<p>Resources: Duchamp, Pollock, O’Keeffe, and Rockwell.</p> <p>Exemplar Rubric Venn Diagram Gallery Walk-through Questionnaire</p> <p>Materials: 9x12 Drawing Paper Pencil</p>

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<p>Students will then discuss what messages or big ideas these works of art express.</p> <p>Students will compare and contrast genres of art by designing a Venn diagram showing the characteristics of each genre.</p> <p>Students will explain how the chosen artists use the elements of art in their work by writing short reflections.</p> <p>Students will explain the proper use of materials before beginning their project.</p> <p>Teacher will give a demonstration on use of materials and provide students with assignment example. Teacher will discuss the assignment and rubric.</p>	<p>Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes. ELL: Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Allow choice whenever possible Provide opportunity for extension activities including research, digital presentations, and 3D design</p>	<p>Benchmark Assessment: Art portfolio, SGO</p>	<p>Colored Pencils</p>
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<p>Students will create thumbnail sketches of an object or creature.</p> <p>Students will then think critically in order to draw that object or creature out of pencils.</p> <p>Students will display their work around the room and critique each other's work during an art gallery show by providing positive and constructive feedback to classmates.</p>			
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Appendix A: Performance Task/s (Interdisciplinary Connections)

Grade: 7

Art, Writing

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Create a Venn diagram that compares and contrasts genres of art. What are some characteristics of each genre?

In a paragraph, explain how the chosen artists use the elements of art in their work.

NJSLS ELA: W.7.2

Appendix B: Summative Assessment

Grade: 7

NJSLS CPI's: 1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.4.8.A.6, 1.4.8.A.7, 1.4.8.B.1

NJSLS: SL.7.1, W.7.2

21st Century Life and Careers Standards

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Introduction:

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O no! A science experiment has gone wrong! A creature has been spotted in the lab that is made completely out of pencils! But how can that be possible? Can you picture it and draw it for the news's special report?

Objects and creatures take on many different forms. You are going to use an everyday object, such as a pencil, and use it in a new context. How can the shape of a pencil be altered to create something like a bird? Challenge your imagination!

Task Part 1:

Draw an object or creature out of pencils. Think about how you can distort, bend, angle, etc. the pencils to effectively create your object or creature. Use the details of the pencil to create the form, line, texture and space of the object or creature. Consider the motion of the object or creature, types of textures it may have, and where the bends and folds are in order to add the proper detail and shading.

Procedure:

1. Create thumbnail sketches in order to brainstorm or think of ideas
2. Choose your most creative idea and begin the final drawing.
3. Add color and shading
4. Add a background

Task Part 2:

As an art critic, do you think the artist used the elements of art to effectively communicate their object or creature? Did the artist effectively alter the pencil in order to create the objects or creatures form?

Materials:

9x12 Drawing Paper
Pencil
Colored Pencils

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Resources:

Duchamp, Pollock, O'Keeffe, and Rockwell.

Exemplar

Rubric

Gallery walkthrough questionnaire

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Unit/Chapter Title: Unit 3 /Pattern

Unit Length: 2 weeks

Course/Grade: Visual Art Grade 7

Interdisciplinary Connection: Language Arts

Unit Overview:

During this unit, students will review the elements of art and principals of design. Students will learn about Pop Art and its importance in culture. Students will review works of Art by Andy Warhol and Roy Lichtenstein. Using these works of art as inspiration, students will create their own Pop Art.

New Jersey Student Learning Standards

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Visual and Performing Arts Core Curriculum Content Standards:

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators

- 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.
- 1.2.8.A.1** Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 1.2.8.A.3** Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 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

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mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

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.

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.

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.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

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.

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- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. B.2 Create and respond to a feedback loop when problem solving.
- 9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology Integration NJSL 8

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Interdisciplinary Connections :

English Language Arts Standards:

- W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Essential Questions and Enduring Understandings

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Essential Questions:

- How has Pop Art affected our culture today?
- How do artists show important issues or items in society through their works of art?
- How are the elements of art used in Pop Art?

Enduring Understandings:

- Pop Art was the start to advertising popular culture. The characteristics of Pop Art are still used in works of art and advertising today.
- Artists such as Andy Warhol, used art to broadcast pop culture. Items that were being mass-produced, famous idols, and important events were all documented through Pop Art.
- The elements of art are prominent in the style of Pop Art. Elements like bold outlines, textures, colors and patterns all relate to popular items of the 1950's, such as comic books, printing media, pop culture, etc.

Instructional Strategies/Activities (How will the students reach the learning targets?)	Modifications/Extensions (How do I differentiate?)	Assessments (How will the students demonstrate mastery?)	Resources/Technology (What resources and materials will students need?)
<p>Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.</p> <p>Students will review the elements of art and principals of design.</p>	<p>Modifications:</p> <p>IEP:</p> <p>Assist students one-on-one when necessary.</p> <p>Pair student with another who is capable of assisting</p> <p>Allow extra time to complete</p> <p>Limit choices</p>	<p>Formative:</p> <p>Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p>Summative:</p> <p>See performance tasks (Appendix A)</p> <p>See New Pop Art (Appendix B)</p>	<p>Materials:</p> <p>Paper</p> <p>Pencil</p> <p>Resources:</p> <p>Roy Lichtenstein and Andy Warhol.</p> <p>Hand Out of material</p>

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<p>Teacher will hold a class discussion on Pop Art, works of Art by Roy Lichtenstein and Andy Warhol, purpose of Pop Art, and reason behind textures and colors used in Pop Art via a powerpoint presentation. Students will take notes and participate in discussion. Students will also voice their opinions and respond to high order questioning.</p> <p>Students will write 2 paragraphs on how Pop Art has influenced our culture today and how Pop Art is still used today.</p> <p>Students will discuss what elements of art are in Pop Art and how and why they are used in Pop Art.</p> <p>Teacher will give a demonstration on use of materials and provide students with assignment example. Teacher will discuss the assignment and rubric. Students will critique and grade the</p>	<p>Modify amount of work Provide outlines and skeleton notes 504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes. ELL: Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Allow choice whenever possible</p>	<p>Alternative Assessments: Project 1: Animal Portrait Project 2: Animal Mask</p> <p>Benchmark Assessment: Art portfolio, SGO</p>	<p>Exemplar Rubric Gallery Walkthrough Questionnaire</p> <p>Materials: 9x12 Tag Board Paper Pencil Watercolors Paintbrush Cup Ruler Adobe Photoshop or similar</p>
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<p>example provided using the rubric.</p> <p>Students will make a list of objects that are popular in their culture to advertise.</p> <p>Students will create thumbnail sketches.</p> <p>Students will then create their final Pop Art painting using their chosen popular object. They will add textures, patterns and colors in the style of Pop Art.</p> <p>Students will learn about symmetry.</p> <p>Using Adobe Photoshop on a Mac computer, students will create a 4-panel work of Art inspired by Andy Warhol that incorporates symmetry.</p> <p>Students will display their work around the room and critique each other's work during an art gallery show by providing positive and constructive feedback to classmates.</p>	<p>Provide opportunity for extension activities including research, digital presentations, and 3D design</p>		
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Appendix A : Performance Task/s (Interdisciplinary Connections)

Grade: 7

Art, Writing

In what ways has Pop Art influenced our culture today? Is Pop Art still used today? If yes, explain how. In writing, explain your response and provide evidence or reasons to support your response in a minimum of 2 paragraphs.

NJSLS ELA: W.7.2

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Appendix B: Summative Assessment

“New Pop Art”

Grade: 7

NJSLS CPI’s: 1.1.8.D.1, 1.2.8.A.1, 1.2.8.A.3, 1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.3.8.D.5, 1.4.8.A.3, 1.4.8.A.6, 1.4.8.A.7, 1.4.8.B.1

NJSLS: SL.7.1, W.7.2

21st Century Life and Careers Standards

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Introduction:

Pop Art was used as a form of advertising in the 1950’s and is still used as a form of advertising today. You are going to create a current work of art inspired by Pop Art for a new Art Gallery Show called “New Pop Art” consisting of current popular objects that are advertised.

Task Part 1:

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Choose a popular object in your culture that could be advertised today. Create a painting in the style of Pop Art using your popular object. Incorporate the characteristics used in Pop Art, such as line, texture, color, and pattern. Use the works of art by Roy Lichtenstein and Andy Warhol as inspiration.

Procedure:

1. Make a list of objects that are popular in your culture
2. Create thumbnail sketches in order to brainstorm or think of ideas
3. Choose your most creative idea and draw it on the final paper
4. Paint
5. Add a background consisting of a pattern or texture

Task Part 2:

Inspired by Andy Warhol, create a 4-panel work of Art on the computer using Adobe Photoshop. Use your knowledge of symmetry to make the piece unique.

As an art critic, do you think the artist used the elements of art to effectively incorporate the characteristics of Pop Art?

Resources:

Roy Lichtenstein and Andy Warhol.
Exemplar
Rubric
Gallery walkthrough questionnaire

Technology:

Starboard for Powerpoint (Lesson 3-Pop Art)
Mac Computer with camera (or similar)

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Adobe Photoshop (or similar)

Materials:

9x12 Tag Board

Paper

Pencil

Watercolors

Paintbrush

Cup

Ruler