NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Grade 7 Art

September 2013

Approved by the Board of Education
October 8, 2013
New Milford Board of Education

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New Milford’s Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.
Grade 7 Art

The seventh grade art curriculum builds and develops artistic knowledge, skills and spirit in each New Milford student. It synthesizes state and national standards and practices. Areas that are covered include visual problem solving using a variety of artistic media, techniques and processes; a foundation in the elements and principles of art; introductory surveys of art history and cultures; content of subject matter, symbols and ideas; three-dimensional thinking; and connection making between visual arts and other disciplines. Each unit explores the broad generalization that the visual arts record history and culture while communicating the human experience. Seventh grade students attend art classes twice per week for two semesters. Learning activities are guided by prototypical lessons that are developmentally appropriate. Evaluation is a cooperative process between teacher and student judging the level of proficiency. Character attributes and technology competencies develop attitudes and skills needed for achievement in today's rapidly changing world. Lessons include but are not limited to:

- Art vocabulary and understanding the elements/principles of art
- Color wheel, basic systems and theory
- General surveys of historical and cultural art
- Critical visual thinking skills: Observation and mental imagery
- Three dimensional construction of architectural projects
- Art as self expression through images and symbols
- Interdisciplinary connections: Math, social studies, language studies
- Rendering representational images in still life and portraiture
- Painting
- Graphic design and the production of books
- Cultural arts: Notan, Illuminations, Coat of Arms
- Art criticism
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Common Core Standard Key

1. Media: Students will understand, select, and apply media, techniques, and processes.
2. Elements and Principles: Students will understand and apply elements and organizational principles of art.
3. Content: Students will consider, select, and apply a range of subject matter, symbols, and ideas.
4. History and Cultures: Students will understand the visual arts in relation to history and culture.
5. Analysis, Interpretation, and Evaluation: Students will reflect upon, describe, analyze, interpret, and evaluate their own and others’ work.
6. Connections: Students will make connections among the visual arts, other disciplines, and daily life.
## New Milford Public Schools

### Committee Member(s):
- Eileen Cooper

**Unit 1: Expectations for Grade 7 Art**

<table>
<thead>
<tr>
<th>Course/Subject: Art</th>
<th>Grade Level: 7</th>
<th># of Weeks: 1</th>
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### Identify Desired Results

#### Common Core Standards

- Students will make connections between the visual arts, their participation in the course, other disciplines and daily life within our 21st Century global culture.

#### Enduring Understandings

<table>
<thead>
<tr>
<th>Generalizations of desired understanding via essential questions (Students will understand that …)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Visual art, with its emphasis in visual thinking, is a key player in 21st Century global culture.</td>
</tr>
<tr>
<td>- Holistic thinking requires education in the visual arts that encourages problem solving with imagery, symbols, multi-dimensional thinking and ideas.</td>
</tr>
<tr>
<td>- Art expresses inner creativity which requires self-discipline and cooperation with others.</td>
</tr>
</tbody>
</table>

#### Essential Questions

<table>
<thead>
<tr>
<th>Inquiry used to explore generalizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is the teacher’s plan for the course?</td>
</tr>
<tr>
<td>- What do you want to learn in this course?</td>
</tr>
<tr>
<td>- Why is self-discipline important to being a successful artist?</td>
</tr>
<tr>
<td>- How does the brain function when producing artwork? (Imagery, symbols, non-verbal thinking.)</td>
</tr>
<tr>
<td>- What role does visual thinking play in intelligence? (Dominant mode of the right hemisphere of the brain.)</td>
</tr>
<tr>
<td>- How is visual thinking related to the other disciplines taught in school?</td>
</tr>
<tr>
<td>- Can art make us think better?</td>
</tr>
<tr>
<td>- How is visual thinking related to your daily life? How is it related to your use of the cell phone, tablet, computer, and digital media?</td>
</tr>
<tr>
<td>- How does visual thinking connect you to the rest of the planet?</td>
</tr>
<tr>
<td>- Why is art important to the development of the mind?</td>
</tr>
<tr>
<td>- What if none of the arts were taught in school?</td>
</tr>
<tr>
<td>- What is expected of you and your work during this course?</td>
</tr>
</tbody>
</table>
### What would it take for you to be committed to work to the best of your ability in this art course?

### Expected Performances
What students should know and be able to do

**Students will know the following:**
- Art trains the visual mind.
- Visual thinking is tied to the scientific process of observation and necessary for all subjects in school.
- Visual thinking is critical to solving problems in art, science, math, writing and social studies.
- Art is connected to all aspects of 21st Century global living and cannot be escaped.

**Students will be able to do the following:**
- Participate in art class with a strong focus and work ethic.
- Use visual thinking to increase their creative efforts in all aspects of school.
- Produce products they are proud of.

### Character Attributes

- Perseverance
- Courage
- Integrity
- Citizenship
- Loyalty

### Technology Competencies

- Students use various forms of technology as a means to research, plan and illustrate ideas throughout the course where appropriate.
- Students are provided demonstrations by school expert(s) introducing cutting edge technology that advance 3D digital art.

### Develop Teaching and Learning Plan

**Teaching Strategies:**
- Teacher hands out art room policy sheet and guides students in a discussion on the expectations of the course, their importance, and the student’s role as a worker.
- Teacher provides overview of course with time frame, displays artwork and

**Learning Activities:**
- Students discuss the expectations of the course.
- Students observe and question possible future projects.
- Students take home art room policy to be reviewed and signed by a parent/guardian and returned.
describes material and tool usage.
- Teacher provides tour of the art room and its resources.
- Teacher discusses and provides examples of character traits as they relate to successful participation in class.

- Students practice character trait standards in class (embedded throughout the course).

<table>
<thead>
<tr>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td><strong>Performance Task(s)</strong></td>
</tr>
<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
</tr>
</tbody>
</table>

**Goal:** Your task is to use your critical visual thinking skills along with appropriate behavior to produce art work in a timely manner throughout the course.

**Role:** Art Student

**Audience:** Teacher, administration, classmates, parents/guardian.

**Situation:** The challenge involves being prepared for each art class; displaying good citizenship, persevering while applying the skills, techniques and processes, following directions; showing respect for media, tools and the subject matter as a whole.

**Product or Performance:** Producing artwork that shows respect for the artistic process and the courage to express your inner creative spirit.

**Standards for Success:** Personal attitude and behavior demonstrating your best effort in discussions, critiques and end products.

- Student produces acceptable artwork applying visual thinking skills and using proper techniques and processes.
- Student intentionally strives to be prepared and to do their best visual work in a timely manner.
- Student self evaluates and contributes to others and the class dynamics as a whole.
- Student strives to value art as a key element of 21st Century global culture that enriches their lives and that of the community.
<table>
<thead>
<tr>
<th>Suggested Resources</th>
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New Milford Public Schools

<table>
<thead>
<tr>
<th>Committee Member(s):</th>
<th>Course/Subject: Art</th>
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<tr>
<td>Eileen Cooper</td>
<td>Grade Level: 7</td>
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<tr>
<td>Unit 2: Basic Drawing</td>
<td># of Weeks: 2</td>
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</table>

### Identify Desired Results

#### Common Core Standards

- **Media**: Student will understand, select and apply media, techniques and processes within a drawing that reflects a variety of complex shapes and proportions.
- **Element and Principles**: Students will recall, understand, state, and produce the elements and principles in their drawings (Line, shape, texture, value, space, balance, pattern, unity).
- **Connections**: Students will make connections among the arts and other disciplines—geometry, measurement, estimation and scientific observation.

### Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Students will understand that …)

- Drawing is a foundation of art.
- Successful composition observes, records and communicates the human experience.
- Proficient representational art is based in scientific and mathematical thinking.
- Visual thinking uses the elements and principles of art as building blocks to imagine and create compositions that communicate meaning to the viewer.

### Essential Questions

**Inquiry used to explore generalizations**

- What is still life?
- What is composition?
- Guess which principle(s) of art are important to good composition.
- Why are proportion, balance, form, shape and line so important in drawing a still life?
- Explain how the thinking process of observation is critical to good composition in a drawing.
- Name an example of a drawing that exhibits good representational composition.
- Name several basic shapes contained in most still life drawings. (Circle, triangle, square, sphere, cone, box.)
- How do artists use the elements and principles of design to achieve good composition and design in a drawing?
- What are the differences and similarities between representational and abstract or non-representational
drawings?
- How does drawing enrich our lives?
- What is visual thinking? What part does it play in school work? (Art, reading, geometry, envisioning history, the structures of science, building in practical arts, etc.)
- How is drawing like problem solving in math?
- Why is drawing an important thinking skill? In which careers do you use visual thinking?
- To what degree are you a visual thinker? (Mental imagery is used extensively in reading, writing, artwork, model building.)

## Expected Performances
What students should know and be able to do

Students will know the following:
- Drawing is a foundation of art.
- Visual thinking is tied to the scientific process of observation and necessary for all subjects in school.
- Representational drawing has a mathematical basis.
- Visual thinking is critical to solving problems in art, science, math, etc.

Students will be able to do the following:
- Develop hand-eye coordination to produce a desired drawing.
- Render drawings that accurately reflect representational views of objects within a still life.
- Incorporate the elements and principles of design into a drawing by practicing technical and expressive skills.
- Use visual thinking to increase both their drawing and problem solving ability.

## Character Attributes
- Perseverance
- Courage
- Integrity
### Technology Competencies

- Students use technology as a means to research, plan and illustrate ideas.

### Develop Teaching and Learning Plan

<table>
<thead>
<tr>
<th>Teaching Strategies:</th>
<th>Learning Activities:</th>
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</thead>
<tbody>
<tr>
<td>Teacher uses prints or takes students on a virtual art gallery tour illustrating examples of contemporary and historical drawings of merit.</td>
<td>Students question, debate and evaluate the examples of contemporary and historical drawings from the prints or virtual art tour.</td>
</tr>
<tr>
<td>Teacher provides grading sheet to students to grade drawings on virtual art tour.</td>
<td>Students select prepared questions to rehearse their understanding of art vocabulary by questioning how paintings on the virtual tour express art principles/elements and demonstrate scientific/mathematical observations by the artist.</td>
</tr>
<tr>
<td>Teacher has students randomly pick and ask prepared questions on the elements/principles of art during the virtual art tour.</td>
<td>Students grade each drawing on a handout based on the drawing’s compositional proficiency and their personal likes.</td>
</tr>
<tr>
<td>Teacher instructs students in how to use mathematical measuring techniques with a pencil for assessing correct proportions and placement of still life objects on paper.</td>
<td>Students observe and mentally visualize the key elements/principles of art during the teacher’s demonstration of drawing a still life.</td>
</tr>
<tr>
<td>Teacher demonstrates how to draw a still life using key elements and principles of art-line, shape, negative &amp; positive space, etc.</td>
<td>Students produce several preliminary drawings employing direct observation combined with mental imagery.</td>
</tr>
<tr>
<td>Teacher engages each student in mentally visualizing what they are drawing while encouraging their creative process to unfold.</td>
<td>Students produce a final still life drawing applying the elements and principles of art (Line, shape, texture, value, space, balance, pattern, unity).</td>
</tr>
</tbody>
</table>
### Assessments

<table>
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<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
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<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results.</td>
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</tbody>
</table>

**Goal:** Your task is to increase your proficiency in observing what you see and to draw it on paper.

**Role:** Artist. Your job is to draw a still life that is realistic.

**Audience:** You need to convince classmates and the teacher that you are proficient in observing and using drawing techniques to render a realistic drawing.

**Situation:** The challenge involves using the principles and elements of art and the process of drawing to render a well designed work that you or someone else might want to own and hang on their wall.

**Product or Performance:** You will create a drawing that shows effort and demonstrates that you have carefully observed the objects in the still life.

**Standards for Success:** A successful result comes from your personal evaluation, that of your classmates, and your teacher.

- Student practices and produces a well drawn still life by using proper techniques and processes.
- Student intentionally strives to do their best visual analysis of the work.
- Student provides a written self evaluation or checklist.
- Student reflects on the quality and effectiveness of their own and others work using specific criteria (techniques, formal and expressive qualities, content) during class critique.
- Teacher provides feedback on composition.

### Suggested Resources

### Identify Desired Results

**Common Core Standards**

- Elements and Principles: Students will understand and apply the elements and principles of art throughout the course.
- History and Culture: Students will understand the visual arts in relation to history and cultures.
- Analysis, Interpretation, Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate historical works of art and cultures.
- Connections: Student will make connections among the visual arts, other disciplines and daily life.

### Enduring Understandings

<table>
<thead>
<tr>
<th>Generalizations of desired understanding via essential questions (Students will understand that …)</th>
<th>Essential Questions Inquiry used to explore generalizations</th>
</tr>
</thead>
</table>
| - The arts serve the purpose to enlighten, educate and entertain.  
- The elements and principles of art are building blocks that unify and give artwork visual order.  
- Art vocabulary develops aesthetic appreciation providing a vehicle to discuss personal and historical works of art.  
- Artwork allows the artistic spirit and visual voice to express and communicate ideas and emotions that travel through time and cultures. | - Why is art created?  
- How can we understand and read a work of art?  
- What are the building blocks in the production of art?  
- How do artists combine these elements and principles to express their ideas and communicate with the viewer?  
- What happens when these elements and principles are absent from artwork?  
- How does the manipulation of these elements and principles change the artist's intended communication?  
- What can historical artwork tell us about the artistic spirit and visual voice of a particular culture or society?  
- What is art? |
Expected Performances
What students should know and be able to do

Students will know the following:
- Visual arts serve a cultural purpose expressing and recording how members of the society view themselves.
- Works of art can live “forever” in history expressing the meanings of a culture.
- The elements and principles of art are the building blocks of good art and original creations.
- The building blocks of art express an artist’s artistic voice.

Students will be able to do the following:
- Use key terms to describe, analyze, interpret and evaluate personal and historical works of art.
- Develop an understanding how artists manipulate the elements and principles of art to create and convey personal and social meaning.
- Increase proficiency in discussions and critiques that compare and contrast works of art.
- Become aware of, sensitive to, and value key aesthetic ideas from art history and cultures.

Character Attributes
- Compassion
- Integrity
- Respect
- Cooperation

Technology Competencies
- Students use digital resources to complete assignments and solve problems.
- Students use Internet browsers, search engines, book marking feature and advanced search techniques to gather information while evaluating data for validity, bias, appropriateness, content and usefulness.

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher introduces the elements and principles of art through a general survey of art history (posters, slides, video, virtual museum tours) that cover, but are not limited to Japanese, European, Contemporary American and

Learning Activities:
- Students analyze and discuss contemporary and historic artworks using key art vocabulary guided by the teacher.
- Students sketch key elements and principles on note taking sheets.
Hispanic cultures.
- Teacher provides sketch/note taking sheets to sketch key terms and to classify elements that are present in works of art.
- Teacher guides students to mentally visualize key elements and principles of art within the ‘mind’s eye’ during the virtual tour of historic examples of art.

- Students practice the skill of mental visualization as part of storing visual information and expressing their “artistic voice”.
- Students work in groups and apply new knowledge by evaluating an art print. Students fill in a Venn diagram noting which elements and principles are present and which are absent.
- Sped Ed: Students select their favorite piece of art from works displayed by the teacher and decide: Would you hang this work of art in your home, why or why not?

### Assessments

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**Goal:** Students demonstrate knowledge and understanding of proper art vocabulary by identifying and distinguishing among the elements and principles of art.

**Role:** Art teacher

**Audience:** Class

**Situation:** Students correct and grade bogus elements/principles art quiz belonging to a fictitious student that contains both correct and incorrect answers.

**Performance:** Small group and class discussion analyzing, interpreting and evaluating artistic vocabulary to be used throughout the course.

**Standards for Success:** Students show proficiency by correctly using key artistic terms during class discussion and sufficiently correcting the bogus quiz.

- Student works cooperatively within small group while “correcting” samples of teacher made fictitious quiz containing errors and poor examples of the principles/elements of art.
- Student makes decisions, explains, justifies or disputes which elements/principles are correct or incorrect.
- Advanced: Student is provided a worksheet of half finished sketches and must add or subtract an element/principle of design to produce an effective work of art.
<table>
<thead>
<tr>
<th>Suggested Resources</th>
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</table>
New Milford Public Schools

Committee Member(s): Eileen Cooper
Unit 4: Art History I: Painting a la Georgia O’Keeffe

Course/Subject: Art
Grade Level: 7
# of Weeks: 4

### Identify Desired Results

<table>
<thead>
<tr>
<th>Common Core Standards</th>
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</thead>
<tbody>
<tr>
<td>• Media: Students will understand, select and apply media, techniques and processes to develop their skill in painting.</td>
</tr>
<tr>
<td>• Element and Principles: Students will understand and apply elements and organizational principles of art (form, color, scale, emphasis).</td>
</tr>
<tr>
<td>• History and Cultures: Students will understand the visual arts in relation to history and cultures.</td>
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<tr>
<td>• Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and others work.</td>
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### Enduring Understandings

Generalizations of desired understanding via essential questions (Students will understand that …)

<table>
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<td>Inquiry used to explore generalizations</td>
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- Painting is a foundation of art that expresses and records culture, history and beauty.
- Painting is understood in different ways by different people and artists.
- Fine artists apply media, techniques and processes to communicate personal experience and ideas.
- Art is sometimes driven by the process rather than the product.
- The process of abstraction is an organizing structure in art.
- Color is used as a powerful form of artistic expression in both representational and abstract works of art.
- Art is a universal language that expresses a variety of viewpoints, ideas and feelings.

- Arrange these 20-30 prints of famous paintings in an accurate timeline from prehistoric to modern day.
- How does place, time, location or technologies influence art?
- Compare/contrast how caveman viewed him/herself as an artist as opposed to Leonardo DaVinci or Georgia O’Keeffe.
- Who is Georgia O’Keeffe?
- What media, techniques and processes did she choose to use?
- How was her process different from other painters?
- What are naturalism and abstraction?
- Explain scale and emphasis used in O’Keeffe’s paintings.
What skills and techniques are necessary for a successful painting? (Careful applications, subtle blending, mixing variations of hues and values).

Why is color so important in paintings?

Why are there so few great woman artists?

What makes art modern?

What is an art theory and how do theories change?

Why do judgments about paintings differ?

How do artists use the language of art to communicate their ideas?

<table>
<thead>
<tr>
<th>Expected Performances</th>
<th>What students should know and be able to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know the following:</td>
<td></td>
</tr>
<tr>
<td>• Painting is at the heart of art history and visual communication.</td>
<td></td>
</tr>
<tr>
<td>• The basic color harmonies are: Primary, secondary, monochromatic, complementary and analogous.</td>
<td></td>
</tr>
<tr>
<td>• Georgia O'Keeffe is one of the few great woman artists in history.</td>
<td></td>
</tr>
<tr>
<td>• Artistic expression is tied to time, location and place.</td>
<td></td>
</tr>
<tr>
<td>Students will be able to do the following:</td>
<td></td>
</tr>
<tr>
<td>• Paint using proper techniques: careful applications, subtle blending, mixing variations of hues and values.</td>
<td></td>
</tr>
<tr>
<td>• Use subjects, symbols and themes to communicate intended meaning.</td>
<td></td>
</tr>
<tr>
<td>• Produce a painting that expresses its meaning through color, space, contrast, emphasis and unity.</td>
<td></td>
</tr>
<tr>
<td>• Recognize that art history includes the study of artists, styles, themes, techniques and cultural traditions during different time periods.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Character Attributes | |
|---------------------| |
| • Respect | |
| • Courage | |
| • Cooperation | |
| • Perseverance | |</p>
<table>
<thead>
<tr>
<th>Technology Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer Software is used as an art medium that can be integrated with traditional art media.</td>
</tr>
<tr>
<td>• Strong digital art is produced by understanding the elements and principles of art.</td>
</tr>
<tr>
<td>• Advanced Research: Question: Can art theory change with technology? If so, how? Provide main argument and examples in a power-point presentation for class.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Develop Teaching and Learning Plan</th>
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<tbody>
<tr>
<td><strong>Teaching Strategies:</strong></td>
</tr>
<tr>
<td>• Teacher introduces the unit by having students critically exam 20-30 prints of famous historical paintings and arrange them accurately in a timeline.</td>
</tr>
<tr>
<td>• Teacher guides students in using their art vocabulary to discuss, contrast and compare various historical and cultural periods.</td>
</tr>
<tr>
<td>• Teacher has students view O'Keeffe's flower paintings, read the handout bio and discuss scale and proportion as it relates to abstract art.</td>
</tr>
<tr>
<td>• Teacher guides students in discussion on color theory with color wheel.</td>
</tr>
<tr>
<td>• Teacher administers O'Keeffe quiz.</td>
</tr>
<tr>
<td>• Teacher has students select a laminated flower picture/print to work from.</td>
</tr>
<tr>
<td>• Teacher has students make viewfinder to focus on a section within the flower print selecting an abstract/non-objective quality for the painting.</td>
</tr>
<tr>
<td>• Teacher explains proper way to hold and use paint brushes and applies paint while demonstrating proper painting techniques-wet in wet.</td>
</tr>
<tr>
<td>• Extension: Teacher has speaker (botanist, gardener) identify and provide science lesson on flowers used in O'Keeffe's paintings.</td>
</tr>
</tbody>
</table>

| **Learning Activities:** |
| • Students work cooperatively, analyze and decide how to arrange historical paintings in an accurate visual timeline. They defend their choices. |
| • Students read the O'Keeffe bio and take the quiz. |
| • Students engage in discussion analyzing, describing and demonstrating how factors of time and place influence color theory, techniques, media and painting styles. |
| • Students use view finder on flower print to intentionally select and plan their painting with particular color schemes to communicate the meaning in their painting. |
| • Students practice using painting tools and techniques. |
| • Students apply their painting skills to produce a proficient painting. |
| • Extensions: Students apply their skills and knowledge in using the view finder, color theories and techniques of abstraction to paint an animal eye. |
## Assessments

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> Student produces a painting using the process of abstraction that employs scale to create emphasis.</td>
<td><strong>Other Evidence</strong> Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
<tr>
<td><strong>Role:</strong> Abstract painter</td>
<td><strong>Other Evidence</strong> Student work demonstrates proper use of painting materials, tools, techniques and processes with sufficient skill.</td>
</tr>
<tr>
<td><strong>Audience:</strong> Art client</td>
<td><strong>Other Evidence</strong> Student displays confidence and sensitivity in carrying out their assignment.</td>
</tr>
<tr>
<td><strong>Situation:</strong> Student paints a series of abstract flowers for a client who loves very large flower illustrations that are abstract.</td>
<td><strong>Other Evidence</strong> Student displays knowledge of painting techniques in the process of describing, analyzing, interpreting and evaluating artwork of self and others during class critiques.</td>
</tr>
<tr>
<td><strong>Product:</strong> Abstract painting a la Georgia O’Keeffe.</td>
<td><strong>Other Evidence</strong> Student models respect for one’s own expression and those of others.</td>
</tr>
<tr>
<td><strong>Standards for Success:</strong> Finished painting demonstrates careful application of paint, subtle blending, mixing variations of hues and values in at a proficient level.</td>
<td></td>
</tr>
</tbody>
</table>

## Suggested Resources

New Milford Public Schools

<table>
<thead>
<tr>
<th>Committee Member:</th>
<th>Course/Subject: Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eileen Cooper</td>
<td>Grade Level: 7</td>
</tr>
<tr>
<td>Unit 5: Art History II: Medieval Skilled</td>
<td></td>
</tr>
<tr>
<td>Craftsman - Illuminations</td>
<td># of Weeks: 2</td>
</tr>
</tbody>
</table>

**Identify Desired Results**

<table>
<thead>
<tr>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Media: Students will understand, select and apply media, techniques and processes.</td>
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<tr>
<td>• Element and Principles: Students will understand and apply elements and organizational principles of art (line, form, color, space, balance, emphasis, pattern, unity).</td>
</tr>
<tr>
<td>• Content: Students will consider, select and apply a range of subject matter, symbols and ideas.</td>
</tr>
<tr>
<td>• History and Cultures: Students will understand the visual arts in relation to Medieval history and culture.</td>
</tr>
<tr>
<td>• Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and other’s work.</td>
</tr>
<tr>
<td>• Connections: Students will make connections among the arts and other disciplines-language arts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
<td>Interdisciplinary questions: Who, what, where, when and how did people live during the Middle Ages?</td>
</tr>
<tr>
<td></td>
<td>• What characterized the Medieval art period?</td>
</tr>
<tr>
<td></td>
<td>• What major change took place during the Medieval art period that altered the role of artists in society? (Artists changed from working as skilled craftsmen for a professional body or guild to being perceived as social and intellectual equals of aristocrats and scholars.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• The role of the artist changes with time.</td>
<td></td>
</tr>
<tr>
<td>• Art supports literature through decoration and illustration providing better understanding and added value to the written word.</td>
<td></td>
</tr>
<tr>
<td>• Design enhances and communicates the meaning of texts.</td>
<td></td>
</tr>
<tr>
<td>Expected Performances</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>What students should know and be able to do</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Students will know the following:**
- The Medieval art period saw a major change in the role of the artist from skilled craftsman to respected intellectual.
- Illustration and the decorative crafts enhance our lives.
- Illuminated texts combine verbal and visual thinking.
- The history of book making is a highly valued art form in modern day art.

**Students will be able to do the following:**
- Produce an illuminated letter following in the practices of Medieval media, techniques and processes.
- Increase their understanding of the artistic principles of emphasis, pattern and unity.
- Critique the value of their work and others.
### Character Attributes

- Respect
- Responsibility
- Honesty
- Cooperation

### Technology Competencies

- Students select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### Develop Teaching and Learning Plan

#### Teaching Strategies:

- Teacher displays several examples of illuminations and illustrated contemporary young adult fiction and non-fiction texts for students to examine.
- Students contrast/compare and evaluate each example against its time period and cultural context.
- Teacher provides the assignment for illuminating a student’s initial.
- Teacher demonstrates visual brainstorming for producing thumbnail sketches combining letters and graphics while asking students to review key element/principles of art pertinent to illuminations.
- Teacher provides lettering styles for reference.
- Individual progress is monitored and instruction adjusted to the needs of the learner.
- Advanced: Teacher demonstrates how to add a 3D quality to illuminations.

#### Learning Activities:

- Students observe, compare and contrast the illustrated and illuminated texts and examples of art.
- Students sketch several thumbnail images and symbols they might include on their illumination depicting a letter of their name.
- Students incorporate the images and symbols creating an arrangement. Embellish the border. Paint with tempera or watercolor.
- Basic: Students are instructed to outline their art work in dark ballpoint/felt pen ink to enhance shapes and edges.
- Advanced: Students are encouraged to employ techniques of over-lap, cross hatch/parallel line shading, and complex color schemes to enhance the 3D qualify of their illuminations.
<table>
<thead>
<tr>
<th><strong>Assessments</strong></th>
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<tr>
<td><strong>Performance Task(s)</strong></td>
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<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
</tr>
<tr>
<td><strong>Other Evidence</strong></td>
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<tr>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
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</tbody>
</table>

**Goal:** Your task is to illuminate a letter of one of your initials.

**Role:** Medieval Craftsperson

**Audience:** Class

**Situation:** You have become an illustrator who is designing the very first letter of book to be published. The book will make it to the New York Times Best Seller List. Its sales will be dependent on your illumination.

**Standards for Success:** Your design must meet the following standards:
1. Good use of line, shape, pattern, and color. Symbols and imagery must be unified and express personal meaning.
2. Viewer can determine which element(s) have been emphasized to unify the work.

**Suggested Resources**
# New Milford Public Schools

<table>
<thead>
<tr>
<th>Committee Member(s):</th>
<th>Course/Subject: Art</th>
<th>Grade Level: 7</th>
<th># of Weeks: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eileen Cooper</td>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 6: Portrait Drawing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Identify Desired Results

### Common Core Standards

- **Media:** Students will apply media, techniques and processes of drawing to a variety of complex shapes and proportions.
- **Element and Principles:** Students will recall, understand, state, and produce selected key principles in their drawings.
- **Connections:** Students will make connections among the arts and other disciplines—math.

## Enduring Understandings

### Generalizations of desired understanding via essential questions

(Students will understand that …)

- Portraits capture the uniqueness of the human face.
- Mastering the artistic process of portrait drawing involves experimentation, exploration and repetition with materials and techniques.
- Artists observe, interpret and record what they see during the drawing process to communicate meaning about the human experience.
- Artists produce portraits to answer the philosophical question: “Who am I?”.
- Through reflection and discussion, viewers learn to critique and respond to all themes in art.

## Essential Questions

Inquiry used to explore generalizations

- Survey several historical and contemporary portraits. Quickly judge their value and whether or not you like them.
- Name several famous portrait artists in history and various cultural traditions.
- Why is observation essential when learning to draw portraits?
- What is good representational composition in a portrait drawing?
- How does an artist communicate meaning through drawing portraits?
- Do artists have a responsibility to their audiences? (To produce work that always pleases, or not further prejudices?)
- How do artists get better at what they do? (Apply the elements and principles of art.)
- Can other subjects like math help me understand portrait drawing?
• How is the viewer an essential part of art aesthetics?
• How does drawing portraits answer the question: “Who am I?” and help explain our lives?
• Debate the meaning of: Beauty is in the eye of the beholder.
• Are you a portrait artist?
• Which themes in art are you most loyal to (portraits, still life, landscape, T-shirt art, etc.)?

Expected Performances
What students should know and be able to do

Students will know the following:
• The seven billion people on Planet Earth each have unique faces.
• Artists paint portraits in order to capture unique human experience hidden in faces.
• Portraits are an historical art tradition that answers the key philosophical question: “Who am I?”
• Artists know, practice, repeat and apply the elements and principles of art in portraits to achieve their desired results.

Students will be able to do the following:
• Build proficiency in drawing a portrait using a variety of artistic problem solving methods through repeated practice with materials, tools and technology that influences visual thinking.
• Develop sufficient hand-eye coordination to produce a desired drawing.
• Communicate ideas by synthesizing personal expression through preliminary sketches, drafts and final drawings.
• Use art vocabulary to describe personal responses to the visual qualities of one’s own and others’ drawings.
• Judge and evaluate meaning and value in portraits.

Character Attributes
• Perseverance
• Courage
• Citizenship
• Compassion
### Technology Competencies

- Applies technology in a safe and responsible manner in doing classroom assignments.
- Uses technology as a means to research, plan and illustrate ideas.

### Develop Teaching and Learning Plan

<table>
<thead>
<tr>
<th>Teaching Strategies</th>
<th>Learning Activities</th>
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<tr>
<td>Teacher hangs posters (or uses slides) of historical and contemporary portraits around the room and has students judge their value and degree to which they like them aesthetically.</td>
<td>Students make judgments and decisions on the value and likeability of the portraits. Students open up envelopes revealing the actual worth of the artwork on the market.</td>
</tr>
<tr>
<td>Teacher lectures and leads students in a discussion of how portraiture communicates history, culture and the ideas of the times.</td>
<td>Students intentionally select methods, techniques and draw several preliminary portraits to bypass left hemisphere thinking and focus their spontaneous non-verbal thinking (1 minute, 2 minute, 5 minute sketches to loosen up).</td>
</tr>
<tr>
<td>Teacher instructs students in how to use mathematical measuring techniques with a pencil for assessing correct angles, proportions and placement of the human face on paper.</td>
<td>Students draw representational views of the human face demonstrating proper use of drawing materials and tools.</td>
</tr>
<tr>
<td>Teacher demonstrates on the board how to draw a portrait using key elements and principles of art--line, shape, negative &amp; positive space.</td>
<td>Students observe and mentally visualize the geometrical features of the human face while drawing.</td>
</tr>
<tr>
<td>Teacher determines method of drawing process: work from photograph, live model, internet printout of student’s choosing.</td>
<td>Students produce a portrait.</td>
</tr>
<tr>
<td>Teacher reviews necessity of using the mental imagery process while drawing the portrait with students.</td>
<td></td>
</tr>
<tr>
<td>Teacher engages with each student encouraging their creative process and visual thinking skills.</td>
<td></td>
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## Assessments

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**Goal:** Produce a representational portrait using your best drawing skills.

**Role:** Artist

**Audience:** Classmates

**Situation:** The challenge involves using the principles and elements of art to draw a well proportioned portrait.

**Product or Performance:** You will create a drawing that has the proper proportions and demonstrates good observation and visual thinking skills.

**Standards for Success:** A successful result will result from your personal evaluation, that of your classmates, and your teacher.

- **Other Evidence:**
  - Student responds to, forms and expresses artistic judgments during class critique.
  - Student self evaluates the degree to which they are a portrait artist in comparison to drawing still life or landscape.
  - Teacher evaluates portrait using rubric.

## Suggested Resources

New Milford Public Schools

Committee Member(s):
Eileen Cooper
Unit 7: Art History III: Medieval Heraldry – Symbolic Coat of Arms Project

Course/Subject: Art
Grade Level: 7
# of Weeks: 2

Identify Desired Results

Common Core Standards

- Media: Students will understand, select and apply media, techniques and processes.
- Element and Principles: Students will understand and apply elements and organizational principles of art (line, form, color, space, balance, emphasis, pattern, unity).
- Content: Students will consider, select and apply a range of subject matter, symbols and ideas placing emphasis on the meaning of color.
- History and Cultures: Students will understand the visual arts in relation to Medieval history and culture.
- Analysis, Interpretation and Evaluation: Students will reflect upon, analyze, interpret and evaluate their own personal goals and design them visually in images and symbols.

Enduring Understandings
Generalizations of desired understanding via essential questions
(Students will understand that …)

- Art is an important aspect of culture and social studies.
- The images and symbols of art are a reflection of the time and place where they were created.
- Humans throughout history desire to reflect their individual personality, nature and circumstances in symbolic representations of art such as a coat of arms.
- Color is a powerful expressive force in art and communicates ideas.
- Art is a force that shapes cultures.

Essential Questions
Inquiry used to explore generalizations

- Interdisciplinary questions: Who, what, where, when and how did people live during the Middle Ages?
  - What is heraldry?
  - What is a coat of arms and how was it used?
  - What common symbols are used to express the status, wishes and goals of people during Medieval times?
  - How are symbols used on a coat of arms to communicate meaning?
  - How can modern images and symbols be used to create a personal coat of arms?
**What are common color meanings in various cultures?**
**How can color be used symbolically?**
**What purpose might a coat of arms serve today? Is there a present day equivalent to a coat of arms? (Car, pocket book, costly sneakers, jeans, digital gadgets?)**
**How might a coat of arms express character attributes?**
**Which elements/principles of design are important in designing a coat of arms?**
**What symbols, images, colors best represent your goals and answers the question that each of us must investigate in our lives: “Who am I?”**

### Expected Performances
**What students should know and be able to do**

Students will know the following:
- The Medieval period of art history communicates its ideas through text, images and symbols such as illuminations and coats of arms.
- A coat of arms expresses who we are—our goals and likes.
- Color is used symbolically to represent ideas and emotions.
- There are common color meanings among different cultures.

Students will be able to do the following:
- Produce and explain the intent and meaning of a coat of arms that reflects personal imagery, goals and symbolism.

### Character Attributes
- Perseverance
- Courage
- Integrity
- Respect
### Technology Competencies

- Students use current technology to research symbols, color meanings and colors that reflect their likes and goals as references for their end product.
- Technology demonstration using media in art. Students probe the question: How can artists create a work of art using traditional media and then enhance it with digital media? Students examine the questions: Why would an artist choose to use digital media to create or enhance a work of art: What are the benefits to digital media? What are its detractors?

### Assessments

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</table>

#### Goal:
Your task is to design a coat of arms by analyzing your goals and likes.

#### Role: Designer

#### Audience: Classmates/Parent/Guardian

#### Situation: The challenge involves using symbols and imagery to draw and paint a coat of arms that reflects meaning in your life.

#### Product or Performance: Coat of Arms

#### Standards for Success:
A successful result will come from your personal evaluation, feedback from your classmates and your parent.

- During planning stages, students orally share their coat of arms explaining their intent, imagery and symbols to the class.
- Critique: Class discusses how unique messages are created by combining and altering various images, symbols and colors.
- Parent/guardian uses simple rubric to provide feedback to the student.
- Student evaluates the unit using barometer voting technique indicating the degree to which the unit was valuable, likable and meaningful to them.

### Suggested Resources

New Milford Public Schools

Committee Member(s):  
Eileen Cooper  
Unit 8: Architecture: Stilt Houses

Course/Subject: Art  
Grade Level: 7  
# of Weeks: 2

<table>
<thead>
<tr>
<th>Identify Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core Standards</strong></td>
</tr>
<tr>
<td>• Media: Students will understand, select and apply media, techniques and processes to develop their three dimensional (3D) visual thinking.</td>
</tr>
<tr>
<td>• Element and Principles: Students will understand and apply elements and organizational principles of art (form, color, spatial 3D thinking, balance and unity).</td>
</tr>
<tr>
<td>• History and Cultures: Students will understand the visual arts in relation to the basic needs of all humans—&quot;home&quot;.</td>
</tr>
<tr>
<td>• Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate art forms (houses) within the context of geography and climate.</td>
</tr>
<tr>
<td>• Connections: Students will make connections among the arts and other disciplines—construction trades, engineering, architecture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
<td>Inquiry used to explore generalizations</td>
</tr>
<tr>
<td>• Architecture expresses culture, history and beauty.</td>
<td></td>
</tr>
<tr>
<td>• Architecture is influenced by geographic location and available resources.</td>
<td></td>
</tr>
<tr>
<td>• Fine arts and commercial artists use all the elements and principles of art to express specific ideas. Their ideas may be meant to satisfy project/client/purpose.</td>
<td></td>
</tr>
<tr>
<td>• Engineers use the elements and principles of art in architecture to express 3D ideas.</td>
<td></td>
</tr>
<tr>
<td>• Discuss: What is the purpose of architecture? (Shelter, beauty.)</td>
<td></td>
</tr>
<tr>
<td>• Use your art vocabulary to describe the elements and principles of architecture.</td>
<td></td>
</tr>
<tr>
<td>• Can art be created from any media (building materials, interior decorative materials)?</td>
<td></td>
</tr>
<tr>
<td>• What are the components of a house? What is meant by “home”? What’s the difference?</td>
<td></td>
</tr>
<tr>
<td>• What is a stilt house? Where and why does it fit into architecture?</td>
<td></td>
</tr>
<tr>
<td>• What considerations are needed for building stilt houses in areas of water with simple resources?</td>
<td></td>
</tr>
</tbody>
</table>
**Expected Performances**

What students should know and be able to do

- Architecture surrounds our lives providing shelter and beauty.
- Geography and climate influences home building, how and where we live.
- Three dimensional thinking is central to many careers including building houses.
- Interior design reflects our personality and choices in beauty by using the elements and principles of design.

Students will be able to do the following:

- Produce a stilt house that is suitable for a particular geographic location.
- Develop 3D visual thinking to design and decorate a model stilt house.
- Understand and describe how factors of time and place (climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a 3D project—a house.

**Character Attributes**

- Citizenship
- Loyalty
- Compassion

**Technology Competencies**

- Extra credit independent study: Students research, make a power-point to report to class on architectural styles of houses in the 20th Century, or architectural styles through history, or architectural styles of Connecticut and New Milford.
- Explain: How can the computer aid the 3D artistic process?
- Computer tech gives demonstration of recent 3D computer programs.
**Develop Teaching and Learning Plan**

<table>
<thead>
<tr>
<th>Teaching Strategies:</th>
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</tr>
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<tbody>
<tr>
<td>Teacher introduces the unit by having the students work a 3D architectural problem solving activity: Build a cantilever from 10 pieces of dry spaghetti and 10 inches of masking tape as far out from the table edge as you can with only a 1” droop off the edge of the table. Work within a 4” square.</td>
<td>Students learn to think in 3D through hands-on problem solving.</td>
</tr>
<tr>
<td>Teacher surveys the history of architecture introducing students to place, time and climate (Caveman, Greek, Gothic, Baroque, modern architecture). Or student presents power-point.</td>
<td>Students reflect on how the architectural features of houses differ visually, spatially, temporally and functionally depending on geographic location and climate.</td>
</tr>
<tr>
<td>Teacher shows students a short clip of the movie ET or Wizard of Oz to introduce the concept of “home” as fundamentally connected to all life--architecture, engineering design, literature, movies, etc.</td>
<td>Students analyze, describe and demonstrate how factors of time and place (climate, resources, ideas, technology) influence visual characteristics that give meaning and value to homes.</td>
</tr>
<tr>
<td>Teacher shows video of examples of stilt houses from around the world that are built in areas of various land formations including sites with little dry land formations---Scandinavia, South America, North East Asia, Western Africa and South East America (Florida) emphasizing that styles and building materials are both simple and sophisticated.</td>
<td>Students plan a stilt house, select media, techniques and processes to build a stilt house mindful of location, economics and life styles of the inhabitants.</td>
</tr>
<tr>
<td>Teacher provides handout to organize and sketch preliminary stilt house. Teacher demonstrates drawing 3D sketches in perspective.</td>
<td>Students communicate their personal aesthetic tastes by choosing the interior design features of their stilt house.</td>
</tr>
<tr>
<td>Teacher demonstrates 3D building techniques.</td>
<td>Students describe how the architectural arts are related to other disciplines taught in school.</td>
</tr>
<tr>
<td>Teacher monitors the individual progress of students asking volunteers to help those who need assistance.</td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
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**Goal:** Design and build a stilt house.

**Role:** Architect. Your job is to consider the geographic location and climate and build a stilt house that suits the needs of the local population. You must consider their economic status and interior design wishes.

**Audience:** Your clients

**Situation:** Your job is to design and build a house that is functional for its geographic location.

**Product:** You will build and interior decorate a 3D stilt house.

**Standards for Success:** Success will be self evaluation/teacher rubric based on the quality of your work integrating visual, spatial and temporal concepts with content to communicate the intended meaning in your artwork.

- Student demonstrates skill in craftsmanship by applying media, techniques, and process with sufficient skill, confidence and sensitivity carrying out their 3D design.
- Student communicates their idea of a home clearly and effectively.
- Student integrates visual, spatial and temporal concepts with content to communicate intended meaning in their art works.
- Class critique: Student reflects on the quality and effectiveness of their own and others work using specific criteria (techniques, formal and expressive qualities, content).
- Teacher evaluates with rubric.

**Suggested Resources**

### New Milford Public Schools

<table>
<thead>
<tr>
<th>Committee Member(s):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Eileen Cooper</td>
<td>Grade Level: 7</td>
</tr>
<tr>
<td>Unit 9: Art Culture I: Japanese Notan</td>
<td># of Weeks: 2</td>
</tr>
</tbody>
</table>

#### Identify Desired Results

**Common Core Standards**

- Media: Students will understand, select and apply media, techniques and processes
- Elements and Principles: Students will understand and apply elements and organizational principles of art.
- History and Cultures: Students will understand visual art in relation to the Japanese Culture.
- Connections: Students compare the characteristics of several artists who share similar techniques in producing artwork.

#### Enduring Understandings

Generalizations of desired understanding via essential questions  
(Students will understand that …)

- Visual arts and crafts record history and culture.
- Japanese arts communicate a need for perfection and neatness within the society and mind.
- Cultural beliefs impact the effectiveness of craftsmanship.

#### Essential Questions

Inquiry used to explore generalizations

- What is a Japanese Notan?
- When was it first produced?
- How is Notan different from other artistic processes such as drawing or painting?
- What does the media and process used in Notan tell us about the Japanese culture? (It values perfectionism and neatness.)
- Can you name other artists from our surveys of art history who are perfectionists or neat?
- Why might neatness be important in the production of artwork?
- Why do you think perfection and neatness are important to the Japanese culture?
- How does media selection influence the outcome of art?
<table>
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<tbody>
<tr>
<td>Compassion</td>
</tr>
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<td>Respect</td>
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<tr>
<td>Citizenship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore/research web links: The Artist’s Toolkit – Positive and Negative Space; The Romare Bearden Foundation; WebMuseum on Matisse for extensions.</td>
</tr>
<tr>
<td>Students receive demonstration in computer lab depicting a variety of computer techniques to create a digital collage, including using layers, cropping, adjusting colors, image selection, cut and paste.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop Teaching and Learning Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Strategies:</td>
</tr>
<tr>
<td>Teacher introduces Notan as a guiding principle of Eastern art/design that uses certain elements/principles of art--space and shape (negative and positive). Examples are displayed.</td>
</tr>
<tr>
<td>Teacher introduces the concepts of symmetry and asymmetry in relation to Notan and Japanese Culture (lecturette, whiteboard virtual tour of art gallery, examples, and art prints).</td>
</tr>
<tr>
<td>Learning Activities:</td>
</tr>
<tr>
<td>Students respond to introduction with discussion.</td>
</tr>
<tr>
<td>Students discuss how the quality of space, shape (negative and positive), line plus the contrast of light and dark affect form, rhythm and balance in Notan. They discuss: How each affect mood.</td>
</tr>
<tr>
<td>Students compare multiple purposes for creating art works.</td>
</tr>
<tr>
<td>Students embed the visual</td>
</tr>
</tbody>
</table>
Teacher guides students in mentally visualizing key Notan concepts.
Teacher demonstrates paper cutting/gluing techniques from simple to complex. Rubric for assessment is developed with students.
Teacher monitors students in producing Notans.

Teacher guides students in mentally visualizing key Notan concepts. Students apply cutting/gluing techniques to produce designs. Basic Modification: Student designs symmetrical Notan. Advanced Modification: #1 Student designs and produces a Notan mask. #2 Independent study/report contrasting/comparing Matisse’s paper cutting works of art with Notan.

### Assessments

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
</tbody>
</table>

**Goal:** Create a Notan you take pride in.

**Role:** Artist

**Audience:** Your client is the teacher.

**Situation:** The challenge is to produce a Notan that shows skill with craftsmanship and reflects creativity using the key elements and principles discussed in the unit.

**Product or Performance:** Notan(s)

**Standards for Success:** Student scores self on rubric, critique.

- Fish bowl discussion: Student discusses how different materials, techniques and processes affect final artwork-meaning, value, success.
- Student participates in critique using art vocabulary correctly.
- Student scores self on student generated rubric for grading.
- Students show pride in and values work.
- Student grows in awareness and tolerance for other cultures.

### Suggested Resources

Identify Desired Results

<table>
<thead>
<tr>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media: Students will understand, select and apply media, techniques and processes to craft a stab binding book.</td>
</tr>
<tr>
<td>History and Cultures: Students will understand the visual arts in relation to Japanese history and culture.</td>
</tr>
<tr>
<td>Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate art forms (books) within the Japanese culture.</td>
</tr>
<tr>
<td>Connections: Students will make connections among the arts and other disciplines in daily life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
<td>Inquiry used to explore generalizations</td>
</tr>
<tr>
<td>• Book construction expresses culture, history and beauty.</td>
<td>• Discuss: How are books and art related? (Books record culture and history. The beauty of a hand made books brings value to our lives.)</td>
</tr>
<tr>
<td>• Artistic expression and craftsmanship invade every product in every culture</td>
<td>• How is learning a craft important to life?</td>
</tr>
<tr>
<td>• Valuing and mastering a craft increases personal well being.</td>
<td>• What techniques are needed to craft a Japanese stab binding book?</td>
</tr>
<tr>
<td></td>
<td>• What techniques are necessary when binding books? (Hand-eye coordination, the use of tools, skill to follow directions carefully.)</td>
</tr>
</tbody>
</table>
### Expected Performances
What students should know and be able to do

**Students will know the following:**
- Craftsmanship is highly valued in the arts.
- Three dimensional thinking is important in producing skilled crafts.
- Book binding in any culture requires skills that include techniques from science (observation), practical arts (sewing), and math (measurement).

**Students will be able to do the following:**
- Plan and craft a Japanese stab binding book.
- Communicate personal meaning in the end product by intentionally selecting color, words and symbols.
- Discuss the importance of valuing artistic crafts that express culture.

### Character Attributes
- Perseverance
- Cooperation
- Respect

### Technology Competencies
- Students select and use the appropriate technology tools and digital resources to accomplish a variety of tasks and to solve problems.

### Develop Teaching and Learning Plan

**Teaching Strategies:**
- Teacher explains the history of book making and leads discussion on why people create handmade books.
- Teacher shows examples of handmade books.
- Teacher demonstrates how to make a stab binding book.
- Teacher guides students in step by step process and assists students in making books and asks for volunteers to help those needing assistance.
- Teacher holds critique.

**Learning Activities:**
- Students respond to the history of books introduction discussing the meaning of books and the importance of creating them by hand.
- Students design covers for their books.
- Students apply techniques and processes to craft books.
- Students participate in class critiques, evaluate and provide feedback to the teacher on their level of enjoyment of the unit.
### Assessments

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**Goal:** Work cooperatively to craft a Japanese stab binding book.

**Role:** Craftsperson

**Audience:** Classmates

**Situation:** Think of yourself as a young apprentice to a book binding company. You are learning how to use the techniques and processes to hand bind books. Your job is to design a cover that expresses beauty and follow directions for carefully sewing the book together. You must also help others who need help to create their books.

**Product:** Hand crafted Japanese stab bound book.

**Standards for Success:** Your book will show neat craftsmanship, pages evenly sewn and glued and a cover that conveys beauty.

- Students apply media, techniques, and process with sufficient skill, confidence and sensitivity carrying out their design.
- Students decide on a cover design.
- Students demonstrate skill in craftsmanship by using step-by-step directions to sew together parts of the book.
- Students assist those who need help.
- Class critiques: Students reflect on the quality, effectiveness, and creativity of their own and others books.
- Teacher evaluates with rubric.

### Suggested Resources

# Identify Desired Results

<table>
<thead>
<tr>
<th>Common Core Standards</th>
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<tbody>
<tr>
<td>Elements and Principles: Students will understand media, techniques and processes to evaluate historic works of art.</td>
</tr>
<tr>
<td>History and Cultures: Students will understand the visual arts in relation to history and cultures.</td>
</tr>
<tr>
<td>Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate historic pieces of art for aesthetics and value.</td>
</tr>
<tr>
<td>Connections: Students will make connections between the visual arts and art careers.</td>
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</table>

## Expected Performances

**Students will know the following:**
- People purchase and own artwork for its own sake.
- Intuitive understanding of the elements and principles of art, media, techniques and processes give both commercial and personal value plus meaning to artwork.

**Students will be able to do the following:**
- Participate via role-play in a simulated art auction judging the value of art.
- Apply prior art knowledge to evaluate the worth of artwork when role-playing art critic, auctioneer and connoisseur.
- Make personal judgments as to the value of art work.
- Understand the relationships between the visual arts and the daily life of art experts such as critics and auctioneers.

## Character Attributes
- Honesty
- Cooperation
- Citizenship
- Respect

## Technology Competencies
- Homework: Students undertake internet research discovering the reasoning behind the selling prices of famous works of art.
# Develop Teaching and Learning Plan

## Teaching Strategies:
- Teacher introduces simulation by taking students on a virtual tour of an art auction.
- Teacher displays 6-10 works of art on posters to be "sold" at art auction. Some pieces are famous, others are not (may be worth little except for likeability). Students play the roles of art critics, auctioneers and art connoisseurs buying art for a client or personal use.
- Teacher explains how an art auction is run and how to bid.
- Teacher models the role of auctioneer auctioning art posters of famous (plus not so famous) works of art.
- Teacher facilitates the auction.
- Teacher leads students in evaluating the art auction.

## Learning Activities:
- Students view tour of art auction and respond to inquiry questions.
- Students view the art for sale.
- Students compare and contrast works of art as the art critics analyze each piece for sale.
- Student auctioneers are chosen, rehearse roles, undertake auction.
- Students bid with bogus money as the auctioneer auctions each piece of artwork on display.
- Students evaluate the art auction.
- Sealed envelopes containing the value of artworks are opened revealing actual selling price and/or worth of the paintings.

## Assessments

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### Goal:
Student applies knowledge of the elements/principles of art, media, techniques and processes while analyzing and evaluating historical/cultural and recent pieces of art.

### Role:
Art Critic/ Art Auctioneer/ Art Connoisseur

### Audience:
Class

### Situation:
Lived experience simulating an art auction to apply art knowledge and understandings gained through the course of study.

### Standards for Success:
Student evaluation of the activity.

- Student takes a role in the auction.
- Student debates the worth/value of artwork cooperatively during the simulation.
- Student displays intellectual and emotional involvement in the simulation.
- Teacher observation of student participation and interaction that displays cooperation and respect.
### Suggested Resources

- The Scream Sells for $19.9 million. Web. 28 May 2013. [http://www.youtube.com/watch?v=fXePZ1OPl7s](http://www.youtube.com/watch?v=fXePZ1OPl7s).