

VISUAL ARTS

Grade 7

Unit of Credit: One Quarter

Course Overview:

In 7th grade art, students continue to develop artistic processes that use a wide range of media involving the elements and principles of design. Both 2-D and 3-D art works that promote imagination and individuality are created. Students continue to explore art from many nations, cultures, and time periods. Students also learn how art plays an important part in society and an enriched future of life long learning.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students select media, techniques, and processes: analyze what makes them effective or not effective in communicating ideas: and reflect upon the effectiveness of their choices.

Learning Targets (Type):

- 1) I can express my original ideas in a work of art. (P)
- 2) I can apply my ideas to various drawings, paintings, printmaking and sculpture. (S)
- 3) I can create various types of drawings, paintings, printmaking and sculpture. (P)
- 4) I can demonstrate my ability to use conceptual ideas. (S)
- 5) I can achieve clarity of expression by experimenting and practicing with a variety of media. (P)
- 6) I can choose a course of action using two-dimensional processes to create a work of art. (K)
- 7) I can choose a course of action using three-dimensional processes to create a work of art. (K)

Benchmark 2: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

Learning Targets (Type):

- 1) I can describe how my ideas relate to various media in art. (K)
- 2) I can generate ideas with other students. (R)
- 3) I can formulate art products with my peers. (R)
- 4) I can demonstrate responsible behavior regarding materials and tool safety in the art room. (S)
- 5) I can exhibit my artwork that demonstrates my understanding of art concepts. (S, P)
- 6) I can demonstrate the elements of art in a variety of media. (S)
- 7) I can compare and contrast various media and processes. (R)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students generalize about the effects of visual structures and functions and reflect upon these effects in their work.

Learning Targets (Type):

- 1) I can recognize and classify the elements of art. (K)
- 2) I can recognize and classify the principles of art. (K)

Benchmark 2: Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

Learning Targets (Type):

- 1) I can demonstrate the principles of art in a variety of media. (S)
- 2) I can evaluate the quality and effectiveness of my own artwork and the work of others. (R)
- 3) I can offer suggestions for improvement that reflect specific criteria appropriate to the style of work. (K)

Benchmark 3: Students select and use the qualities of structures and functions of art to improve communication of their ideas.

Learning Targets (Type):

- 1) I can build a collection of artwork that represents a range/variety of experiences. (P)
- 2) I can prepare and or revise works for presentation. (P)

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.

Learning Targets (Type):

- 1) I can use various forms of technology and processes to convey meanings in art. (S)

Benchmark 2: Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

Learning Targets (Type):

- 1) I can explain my use of subject matter, symbols and ideas. (K)
- 2) I can demonstrate the use of various symbols in art. (S)
- 3) I can identify various types of subject matter in art. (K)
- 4) I can differentiate components of various subject matter in art. (R)
- 3) I can analyze how artworks communicate meaning using problem solving, personal decisions and expression. (R)
- 4) I can devise multiple solutions to any given art problem. (P)

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know and compare the characteristics of artworks in various eras and cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can recognize and compare the characteristics of artworks in various eras. (K)

- 2) I can identify and compare the characteristics of artworks in various cultures. (K)
- 3) I can demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art. (S)
- 4) I can compare various reasons for creating works of art. (R)

Benchmark 2: Students describe and place a variety of art objects in historical and cultural contexts, including Montana American Indian historical and cultural contexts.

Learning Targets (Type):

- 1) I can infer the purpose of art objects in historical and cultural contexts. (R)

Benchmark 3: Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can critique and evaluate a variety of responses to my own artwork. (R)
- 2) I can determine and describe how a work of art shows connection to societal, cultural change or preservation, including American Indian culture and art. (K)
- 3) I can identify how works of art reflect the environment in which they are created. (K)

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students compare multiple purposes for creating works of art.

Learning Targets (Type):

- 1) I can compare multiple purposes for creating works of art. (R)
- 2) I can describe artistic choices in my own artwork and the artwork of others. (K)

Benchmark 2: Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

Learning Targets (Type):

- 1) I can interpret contemporary meaning in specific art works through critical and aesthetic inquiry process. (R)
- 2) I can analyze historical meanings in specific artworks through critical and aesthetic inquiry process. (R)
- 3) I can differentiate a variety of art objects in historical and cultural contexts. (R)
- 4) I can analyze artistic choices in my own artwork and the artwork of others. (R)

Benchmark 3: Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Learning Targets (Type):

- 1) I can demonstrate appropriate audience behavior for the context and style of art presented. (S)
- 2) I can understand how emotion and expression are implicit in creating art. (K)
- 3) I can apply criticism to my own artwork. (S)
- 4) I can use art materials and techniques to create specific responses. (S)
- 5) I can explore and examine possible responses presented by various media and media techniques. (R)

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

Learning Targets (Type):

- 1) I can compare and explain how aspects of the different Arts correlate to similar events, scenes, emotions, or ideas. (*R*)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Learning Targets (Type):

- 1) I can connect art with other academic curricula. (*R*)
- 2) I can state how art is inherent in other academic disciplines. (*K*)
- 3) I can name a variety of careers in the visual arts and related fields. (*K*)
- 4) I can investigate the variety of careers in art and related fields. (*S & R*)
- 5) I can generate a lifetime of learning in the arts built on my own current skills. (*P*)
- 6) I can have an awareness of the potential of lifetime learning in the arts. (*R*)