

Seymour Public Schools Curriculum

Visual Arts **GRADES 6, 7, 8**

Description

This Unified Arts class introduces students to Visual Arts through the Elements of Art, which are Line, Texture, Color, Value, Shape, Form, and Space; as well, as how they are applied to art using the Principles of Design, which are Balance, Movement, Pattern, Rhythm, Unity, Emphasis, and Contrast. Through Visual Arts projects, students will develop problem solving and collaboration skills while using media and techniques from art experiences such as design, drawing, painting, printmaking, and sculpture.

Seymour Public Schools Curriculum

Visual Arts Curriculum Unit #1: Introduction to Art

What makes the Visual Arts classroom different from other classes? Why is it important to care for and maintain media and materials? How do artists use safety and procedures in the art room? What is the Artistic/Creative Process? Why is it important to collaborate with others? How do artists become talented in their skills? What are the Elements of Art and the Principles of Design?

| | |
|---|--|
| Grade: 6, 7, 8 | Unit #1: Introduction to Art |
| National Standards for Visual Arts | VA: Cr1 Generate and conceptualize artistic ideas and work. VA: Cr2 Organize and develop artistic ideas and work. VA: Cr3 Refine and complete artistic work. |
| Enduring Understanding | <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. |
| Essential Questions | <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, equipment? |

Seymour Public Schools Curriculum

| | |
|---------------------------------|---|
| | <ul style="list-style-type: none"> • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely? |
| Performance Expectations | <p>VA:Cr1.1 Generate and Conceptualize artistic ideas and work</p> <p>6th Grade: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>7th Grade: Apply methods to overcome creative blocks.</p> <p>8th Grade: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr2.1 Organize and develop artistic ideas and work</p> <p>6th Grade: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>7th Grade: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>8th Grade: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.</p> <p>VA:Cr2.2 Organize and develop artistic ideas and work</p> <p>6th Grade: Explain environmental implications of conservation, care, and clean up of art materials, tools, and equipment.</p> <p>7th Grade: Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.</p> |

Seymour Public Schools Curriculum

| | | |
|---|--|---|
| | <p>8th Grade: Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.</p> <p>VA:Cr3.1 Refine and complete artistic work</p> <p>6th Grade: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p>7th Grade: Reflect on and explain important information about personal artwork in an artist statement or another format.</p> <p>8th Grade: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> | |
| <p>Strategies/Modes (examples) Intro to the following: Environment and Safety Artistic Freedom and Responsibility Artistic/Creative Process Collaboration Reflection Revision Elements of Art: Line, Texture, Color, Value, Shape, Form, Space Principles of Design: Balance, Pattern, Movement, Rhythm, Emphasis, Contrast, Unity</p> | <p>Materials/Resources/Suggested Media Crayon Color Pencil Marker Oil Pastel Watercolor Paint Student Made Exemplars Teacher Made Exemplars</p> | <p>Assessments (examples) Formative Assessment: Completion of Homework, Teacher Observations, Teacher Feedback, One-on-One Instruction, Completion of the Artistic/Creative Process Self-Monitoring Checklist Summative Assessment: Final Art Project and Student Self Reflection Rubric</p> |

Seymour Public Schools Curriculum

Visual Arts Curriculum Unit #2: Line & Texture

What are the different types of line? What is a contour line? How can lines express emotions? What are the different types of texture? How can lines be used to create implied texture? How can line and texture be used with the Principles of Design?

| | |
|---|---|
| Grade: 6, 7, 8 | Unit #2: Line & Texture |
| National Standards for Visual Arts | VA: Cr1 Generate and conceptualize artistic ideas and work. VA: Cr2 Organize and develop artistic ideas and work. VA:Re7 Perceive and analyze artistic work VA:Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding |
| Enduring Understanding | <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. |
| Essential Questions | <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do life experiences influence the way you relate to art? |

Seymour Public Schools Curriculum

| | |
|---------------------------------|--|
| | <ul style="list-style-type: none"> • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? • How does art help us understand the lives of people of different times, places, and cultures? • How is art used to impact the views of society? • How does art preserve aspects of life? |
| Performance Expectations | <p>VA:Cr1.1 Generate and Conceptualize artistic ideas and work</p> <p>6th Grade: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>7th Grade: Apply methods to overcome creative blocks.</p> <p>8th Grade: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr2.1 Organize and develop artistic ideas and work</p> <p>6th Grade: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>7th Grade: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>8th Grade: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.</p> <hr/> <p>VA:Re7.1 Perceive and analyze artistic work</p> <p>6th Grade: Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p>7th Grade: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p> <p>8th Grade: Explain how a person’s aesthetic choices are influenced by culture and environment and impact the</p> |

Seymour Public Schools Curriculum

| | | |
|---|---|---|
| | <p>visual image that one conveys to others.</p> <p>VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>6th Grade: Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p>7th Grade: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p> <p>8th Grade: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identify.</p> | |
| <p>Strategies/Modes (examples)</p> <p>Contour line Expressive line Texture Value Composition</p> | <p>Materials/Resources/Suggested Media</p> <p>Crayon Color Pencil Marker Oil Pastel Watercolor Paint Student Made Exemplars Teacher Made Exemplars</p> | <p>Assessments (examples)</p> <p>Formative Assessment: Completion of Homework, Teacher Observations, Teacher Feedback, One-on-One Instruction, Completion of the Artistic/Creative Process Self-Monitoring Checklist</p> <p>Summative Assessment: Final Art Project and Student Self Reflection Rubric</p> |

Seymour Public Schools Curriculum

Visual Arts Curriculum Unit #3 Color & Value

What is color? What is value and how is it created? What is color theory? What are the different ways color can be used in artwork? How can color and value be used to convey mood or feeling in artwork? How can color and value be used with the Principles of Design?

| | |
|---|---|
| Grade: 6, 7, 8 | Unit #3: Color & Value |
| National Standards for Visual Arts | VA: Cr1 Generate and conceptualize artistic ideas and work. VA: Cr2 Organize and develop artistic ideas and work. VA: Re9 Apply criteria to evaluate artistic work. VA: Cn10 Synthesize and relate knowledge and personal experiences to make art. |
| Enduring Understanding | <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. • People evaluate art based on various criteria. • Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. |
| Essential Questions | <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different from an evaluation? |

Seymour Public Schools Curriculum

| | |
|---|---|
| | <ul style="list-style-type: none"> • How does engaging in creating art enrich people’s lives? • How does making art attune people to their surroundings? • How do people contribute to awareness and understanding of their lives and the lives of their communities through art making? |
| <p>Performance Expectations (Student outcomes)</p> | <p>VA:Cr1.1 Generate and Conceptualize artistic ideas and work</p> <p>6th Grade: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>7th Grade: Apply methods to overcome creative blocks.</p> <p>8th Grade: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr2.1 Organize and develop artistic ideas and work</p> <p>6th Grade: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>7th Grade: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>8th Grade: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.</p> <p>VA: Re9.1 Apply Criteria to evaluate artistic work.</p> <p>6th Grade: Develop and apply relevant criteria to evaluate a work of art.</p> <p>7th Grade: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p> <p>8th Grade: Create a convincing and logical argument to support an evaluation of art.</p> |

Seymour Public Schools Curriculum

| | | |
|---|--|---|
| | <p>VA: Cn10.1 Synthesize and relate knowledge and personal experiences to make art.</p> <p>6th Grade: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.</p> <p>7th Grade: Individually or collaboratively, create visual documentation of places and times in which people gather to make and experience art or design in the community.</p> <p>8th Grade: Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p> | |
| <p>Strategies/Modes (examples)</p> <p>Color Color Wheel Value Color Theory Color Schemes</p> | <p>Materials/Resources/Suggested Media</p> <p>Crayon Color Pencil Marker Oil Pastel Watercolor Paint Student Made Exemplars Teacher Made Exemplars Color Theory & Vocabulary Posters</p> | <p>Assessments (examples)</p> <p>Formative Assessment: Completion of Homework, Teacher Observations, Teacher Feedback, One-on-One Instruction, Completion of the Artistic/Creative Process Self-Monitoring Checklist</p> <p>Summative Assessment: Final Art Project and Student Self Reflection Rubric</p> |

Seymour Public Schools Curriculum

Visual Arts Curriculum Unit #4: Shape & Form & Space

What is the difference between organic and geometric shapes? What is the difference between shape and form? What is space and how is it used in artwork? How can shape and form be used to create space? How can shape, form, and space be used with the Principles of Design?

| | |
|---|--|
| Grade: 6, 7, 8 | Unit #4: Shape & Form & Space |
| National Standards for Visual Arts | VA: Cr1 Generate and conceptualize artistic ideas and work. VA: Cr2 Organize and develop artistic ideas and work. VA: Re8 Interpret intent and meaning in artistic work. |
| Enduring Understanding | <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • People gain insights into meanings of artworks by engaging in the process of art criticism. |
| Essential Questions | <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate? • What is the value of engaging in the process of art criticism? |

Seymour Public Schools Curriculum

| | |
|--|--|
| | <ul style="list-style-type: none"> • How can the viewer “read” a work of art as text? • How does knowing and using visual art vocabulary help us understand and interpret works of art? |
| <p>Performance Expectations</p> | <p>VA:Cr1.1 Generate and Conceptualize artistic ideas and work</p> <p>6th Grade: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>7th Grade: Apply methods to overcome creative blocks.</p> <p>8th Grade: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr2.1 Organize and develop artistic ideas and work</p> <p>6th Grade: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>7th Grade: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>8th Grade: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.</p> <p>VA:Cr2.3 Organize and develop artistic ideas and work</p> <p>6th Grade: Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p> <p>7th Grade: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p> <p>8th Grade: Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p>VA: Re8.1 Interpret intent and meaning in artistic work.</p> <p>6th Grade: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p> |

Seymour Public Schools Curriculum

| | | |
|---|---|---|
| | <p>7th Grade: Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p> <p>8th Grade: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> | |
| <p>Strategies/Modes (examples) Organic and Geometric Shapes Basic 3D forms Space Value Texture Composition</p> | <p>Materials/Resources/Suggested Media Crayon Color Pencil Marker Oil Pastel Watercolor Paint 3D Sculpture Media Student Made Exemplars Teacher Made Exemplars</p> | <p>Assessments (examples) Formative Assessment: Completion of Homework, Teacher Observations, Teacher Feedback, One-on-One Instruction, Completion of the Artistic/Creative Process Self-Monitoring Checklist Summative Assessment: Final Art Project and Student Self Reflection Rubric</p> |

Seymour Public Schools Curriculum

Visual Arts Curriculum Unit #5 Student Led Concentration

What does it mean to have artistic freedom? What does it mean to be responsible when creating artwork? How does artwork influence others? How does sketching, planning, and doing research or artistic investigation improve artwork? Why is the artistic/creative process and collaboration important in art making? How can the elements and principles of art be used together to create visual harmony? What criteria and preparations are necessary for an artwork to be shown in a gallery or art show? Why do we show artwork to the public and how is it important?

| | |
|---|--|
| Grade: 6, 7, 8 | Unit #5: Student Led Concentration |
| National Standards for Visual Arts | VA: Cr1 Generate and conceptualize artistic ideas and work. VA: Cr2 Organize and develop artistic ideas and work. VA: Cr3 Refine and complete artistic work. VA: Pr4 Select, analyze, and interpret artistic work for presentation. VA: Pr5 Develop and refine artistic techniques and work for presentation. VA: Re7 Perceive and analyze artistic work. |
| Enduring Understanding | <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Visual imagery influences understanding of and responses to the world. |

Seymour Public Schools Curriculum

| | |
|---|---|
| <p>Essential Questions</p> | <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? • What criteria, methods, and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining artwork affect its meaning to the viewer? • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an image? • Where and how do we encounter images in our world? • How do images influence our views of the world? |
| <p>Performance Expectations (Student outcomes)</p> | <p>VA:Cr1.1 Generate and Conceptualize artistic ideas and work</p> <p>6th Grade: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>7th Grade: Apply methods to overcome creative blocks.</p> <p>8th Grade: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> |

Seymour Public Schools Curriculum

VA:Cr1.2 Generate and Conceptualize artistic ideas and work

6th Grade: Formulate an artistic investigation of personally relevant content for creating art.

7th Grade: Develop criteria to guide making a work of art or design to meet an identified goal.

8th Grade: Collaboratively shape an artistic investigation of an aspect of the present day life using a contemporary practice of art and design.

VA:Cr2.1 Organize and develop artistic ideas and work

6th Grade: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

7th Grade: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

8th Grade: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.

VA:Cr3.1 Refine and complete artistic work

6th Grade: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

7th Grade: Reflect on and explain important information about personal artwork in an artist statement or another format.

8th Grade: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

VA:Pr4.1 Select, analyze, and interpret artistic work for presentation.

6th Grade: Analyze similarities and differences associated with preserving and presenting two-dimensional, three dimensional and digital artwork.

7th Grade: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Seymour Public Schools Curriculum

| | | |
|---|--|---|
| | <p>8th Grade: Develop and apply criteria for evaluating a collection of artwork for presentation. VA: Pr5.1 Develop and refine artistic techniques and work for presentation.</p> <p>6th Grade: Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p> <p>7th Grade: Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>8th Grade: Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer. VA:Re7.2 Perceive and analyze artistic work</p> <p>6th Grade: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p> <p>7th Grade: Analyze multiple ways that images influence specific audiences.</p> <p>8th Grade: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> | |
| <p>Strategies/Modes (examples) Artistic Freedom and Responsibility Artistic/Creative Process Collaboration Reflection Revision Elements of Art: Line, Texture, Color, Value, Shape, Form, Space</p> | <p>Materials/Resources/Suggested Media Crayon Color Pencil Marker Oil Pastel Watercolor Paint 3D Sculpture Media Student Made Exemplars Teacher Made Exemplars</p> | <p>Assessments (examples) Formative Assessment: Completion of Homework, Teacher Observations, Teacher Feedback, One-on-One Instruction, Completion of the Artistic/Creative Process Self-Monitoring Checklist Summative Assessment: Final Art Project and Student Self Reflection Rubric</p> |

Seymour Public Schools Curriculum

| | | |
|--|--|--|
| Principles of Design: Balance, Pattern, Movement, Rhythm, Emphasis, Contrast, Unity Composition | | |
|--|--|--|