



# West Windsor-Plainsboro Regional School District Cycle Art 7

<b>Unit 1: Review of Elements &amp; Principles of Design</b>	
<b>Content Area: Visual Art</b>	
<b>Course &amp; Grade Level: Cycle Art 7</b>	
<b>Summary and Rationale</b>	
Art Cycle 7 is an activity centered course that builds upon and reinforces the basics of art learned at the 6th grade level. Our course will begin with a review of the Elements and Principles of Design while referencing historical and contemporary works of art. Students will explore with art-making materials to demonstrate an understanding of the building blocks of art-making. Through this process, students will have an opportunity for self-expression and collaborative work while the teacher assesses students' retention of the Elements and Principles of Design.	
<b>Recommended Pacing</b>	
5 days	
<b>New Jersey Student Learning Standards for Visual &amp; Performing Arts</b>	
<b>Creating</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
<b>Presenting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re8a	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.
1.5.8.Re9	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (Social Studies)</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The Elements of Art are the building blocks for the creation of art.</li> <li>● The Principles of Design are the arrangement of the Elements of Art in an original and effective composition.</li> <li>● The Elements and Principles are used in all forms of art-making (painting, sculpture, photography, etc.).</li> <li>● Artists get ideas from manipulating and exploring different combinations of Elements and Principles.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What is art?</li> <li>● How do you express your ideas, interests, identity, and/or culture?</li> <li>● How can you use the Elements and Principles of Design to help communicate ideas?</li> <li>● How does knowing the Elements and Principles of Design impact our visual experience?</li> <li>● What do you gain from going through the creative process?</li> <li>● Should you always know what your work will look like in the end?</li> </ul>	
<b>Objectives</b>	

**When CREATING, students will know and be able to:**

- Generate ideas for artmaking through examination of peer, historical and contemporary art exemplars.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists and/or a collection of visual references.
- Experiment with various compositional problems and solutions
- Develop multiple solutions to a single concept or problem.
- Demonstrate safe and respectful practices using all equipment and materials.
- Design an artwork with intent and thoughtfulness behind the application of the Elements of Art and the Principles of Design.
- Recognize and capitalize on possible solutions that develop as part of the working process.

**When RESPONDING, students will know and be able to:**

- Identify how the Elements and Principles of Design influence messages, ideas, and moods conveyed within contemporary, historical or personal works of art.
- Apply art-specific terminology when discussing works of art.

**Evidence of Learning**

**Assessment**

Teacher generated assessments

**Resources**

**Core Text:**

**Unit 2: 2D Art****Content Area: Visual Art****Course & Grade Level: Cycle Art 7****Summary and Rationale**

The 7th grade cycle art course strives to have students cultivate a positive self-image through the visual arts. Students will have a chance to express their feelings, thoughts, and ideas in original works of art and appreciate the expression of others. This includes the recognition of cultural, historical, and/or contemporary influences. Students will be reflective and critical in a positive way in order to promote artistic growth. To understand the artistic process students will discuss, brainstorm, create, critique, and refine their artwork.

This unit will explore two-dimensional mediums in order to create an expressive work of art that communicates mood or emotion while utilizing the Elements and Principles of Design and color theory. Within this unit students will develop the skills and techniques necessary to create an effective composition. Mediums can include but are not limited to: drawing materials, painting medium, printmaking, digital media, and collage. Students will investigate techniques and processes, related to the medium, in order to prepare them for an in depth art experience. Through the creation of this work students will acquire autonomy, self-expression, and a deeper understanding of the application of the Elements and Principles of Design and color theory. A sense of community will be fostered through collaboration in art-making activities, discussion, and critique. Through collaboration and experimentation students will be empowered to take artistic risks that promote their personal growth.

**Recommended Pacing**

12 days

**New Jersey Student Learning Standards for Visual & Performing Arts****Creating**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.

**Presenting**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

**Responding**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re8a	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.
1.5.8.Re9	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (Social Studies)</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The manipulation of the Elements and Principles allows the artist to create meaning and emotional responses.</li> <li>● Personal identity, experiences, and emotions are a resource for original works of art.</li> <li>● During the creative process, students continually reflect and evaluate their artistic decisions.</li> <li>● While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.</li> <li>● Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can you visually express your emotions?</li> <li>● How can color evoke mood and emotion?</li> <li>● How do cultural differences impact the way we interpret color and mood?</li> </ul>	

- How do lines, shapes, colors, and textures imply mood and emotion?

**Objectives**

**When CREATING, students will know and be able to:**

- Generate ideas for artmaking through examination of peer, historical and contemporary art exemplars.
- Brainstorm collaboratively multiple approaches to artmaking with peers and teacher.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists and/or a collection of visual references.
- Experiment with various compositional problems and solutions.
- Shape an artistic investigation and formulate goals based on personal interests and curiosity.
- Explore with a variety of art-making tools.
- Apply multiple skills and techniques, specific to materials, within an original work of art.
- Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc.
- Demonstrate safe and respectful practices using all equipment and materials.
- Design and refine an artwork with intent and thoughtfulness behind the application of the Elements of Art and Principles of Design.
- Review the color wheel including: primary, secondary, and tertiary colors.
- Understand the basics of color theory including: monochromatic, analogous, and complementary color schemes as well as tints and shades.
- Contribute to the design of rubrics used to evaluate two-dimensional works of art.

**When PRESENTING, students will know and be able to:**

- Choose display styles that best highlight the unique qualities of a 2D artwork.
- Determine when a work of art is complete and ready for exhibition.
- Execute a narrative and display style for an artwork, based on the goals of the unit, in the form of critique or class discussion.
- Prepare personal compositions for display in both school and community settings.

**When RESPONDING, students will know and be able to:**

- Discuss how an artist's identity, cultural experiences, and emotions impact and inspire the visual aspects of their artwork.
- Identify how the Elements and Principles of Design influence messages, ideas, and moods conveyed within contemporary, historical or personal works of art.
- Explain personal choices made during the art-making process.
- Identify the goals, techniques, and skills learned when evaluating personal or peer work.

**When CONNECTING, students will know and be able to:**

- Create works of art reflecting on your personal identity, cultural experiences, and emotions.
- Reflect on group identities, emotions, and expressions and how they influence a work of art.

**Evidence of Learning**

**Assessment**

Teacher generated assessments

**Resources**

**Core Text:**

**Unit 3: 3D Art****Content Area: Visual Art****Course & Grade Level: Cycle Art 7****Summary and Rationale**

The 7th grade cycle art course strives to have students cultivate a positive self-image through the visual arts. Students will have a chance to express their feelings, thoughts, and ideas in original works of art and appreciate the expression of others. This includes the recognition of cultural, historical, and/or contemporary influences. Students will be reflective and critical in a positive way in order to promote artistic growth. To understand the artistic process students will discuss, brainstorm, create, critique, and refine their artwork.

This unit will explore three-dimensional mediums in order to create an expressive work of art that communicates mood or emotion while utilizing the Elements and Principles of Design and color theory. Within this unit students will develop the skills and techniques necessary to create an effective sculpture. Mediums can include but are not limited to: clay, papier mache, wire, recycled materials, paper, and fiber arts. Students will investigate techniques and processes, related to the medium, in order to prepare them for an in depth art experience. Through the creation of this work students will acquire autonomy, self-expression, and a deeper understanding of the application of the Elements and Principles of Design and color theory. A sense of community will be fostered through collaboration in art-making activities, discussion, and critique. Through collaboration and experimentation students will be empowered to take artistic risks that promote their personal growth.

**Recommended Pacing**

13 days

**New Jersey Student Learning Standards for Visual & Performing Arts****Creating**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.

**Presenting**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

**Responding**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re8a	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.
1.5.8.Re9	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (Social Studies)</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Artists can express mood and emotion three-dimensionally using the Elements and Principles of Design.</li> <li>● Three-dimensional work begins as two-dimensional drafts.</li> <li>● Personal identity, experiences, and emotions are a resource for original works of art.</li> <li>● Art can be functional or decorative.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do artists begin the creative process when working with sculpture?</li> <li>● Where do artists find inspiration for their work?</li> <li>● How do cultural differences impact the way we interpret color and mood?</li> <li>● How do lines, shapes, colors, and textures imply mood and emotion?</li> <li>● What distinguishes functional art from decorative art? Can it be both?</li> </ul>	
<b>Objectives</b>	

**When CREATING, students will know and be able to:**

- Generate ideas for artmaking through examination of peer, historical and contemporary art exemplars.
- Brainstorm collaboratively multiple approaches to artmaking with peers and teacher.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists and/or a collection of visual references.
- Translate two-dimensional designs into three-dimensional form.
- Experiment with various sculptural concepts including functional, decorative, and gestural designs.
- Shape an artistic investigation and formulate goals based on personal interests and curiosity.
- Explore with a variety of art-making tools.
- Apply multiple skills and techniques, specific to materials, within an original work of art.
- Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc.
- Demonstrate safe and respectful practices using all equipment and materials.
- Design and refine an artwork with intent and thoughtfulness behind the application of the Elements of Art, Principles of Design, and color theory.
- Contribute to the design of rubrics used to evaluate three-dimensional works of art.

**When PRESENTING, students will know and be able to:**

- Choose display styles that best highlight the unique qualities of a 3D artwork.
- Determine when a work of art is complete and ready for exhibition.
- Execute a narrative and display style for an artwork, based on the goals of the unit, in the form of critique or class discussion.
- Prepare sculptures for display in both school and community settings.

**When RESPONDING, students will know and be able to:**

- Discuss how an artist's identity, cultural experiences, and emotions impact and inspire the visual aspects of their artwork.
- Identify how the Elements and Principles of Design influence messages, ideas, and moods conveyed within contemporary, historical or personal works of art.
- Explain personal choices made during the art-making process.
- Identify the goals, techniques, and skills learned when evaluating personal or peer work.

**When CONNECTING, students will know and be able to:**

- Create works of art reflecting on your personal identity, cultural experiences, and emotions.
- Reflect on group identities, emotions, and expressions and how they influence a work of art.

**Evidence of Learning**

**Assessment**

Teacher generated assessments

**Resources**

**Core Text:**