

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
7th Grade Art

Name of Unit Weeks	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p style="text-align: center;">Introduction to Perception & Drawing</p> <p style="text-align: center;">3 weeks</p>	<p>3. Content Students will consider, select and apply a range of subject matter, symbols and ideas.</p>	<ul style="list-style-type: none"> • Understand characteristics of right and left brain (in relation to perception) and techniques for shifting. • Apply contour and gesture drawing skills from direct observation to develop eye/hand coordination. • Utilize sighting techniques to determine angles, proportions and spatial relationships. (in relationship to observed figures) 	<p>Students will be involved with the teacher and peers in ongoing observation and oral critique of the visual development of figure studies.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of completed figure studies.</p>	<p><u>Drawing on the Right Side of the Brain</u> by: Betty Edwards</p> <p><u>Keys to Drawing</u> by: Bert Dodson</p> <p>Demonstrations of techniques/processes</p> <p>anatomy/figure reference illustrations</p>
<p style="text-align: center;">Elements of Art and Color Drawing Media</p> <p style="text-align: center;">Visual Response to Music</p> <p style="text-align: center;">3 weeks</p>	<p>1. Media Students will understand, select and apply media, techniques and processes.</p> <p>6. Connections Students will make connections between the visual arts, other disciplines and daily life.</p>	<ul style="list-style-type: none"> • Experiment with multiple marker and colored pencil application techniques. • Explore line quality and texture pattern variations. (change the size, shape, spacing, thickness, value, & direction). • Create value variation utilizing hatching and cross-hatching techniques. 	<p>Students will be involved with the teacher and peers in ongoing observation and oral critique of the visual development of drawing studies.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of completed element/media studies.</p>	<p>Worksheets and visual references related to the elements of art and drawing techniques.</p> <p>Demonstrations of techniques/processes</p> <p>Variety of music CDs</p>

		<ul style="list-style-type: none"> • Explore color interaction. • Respond to a variety of music creating line, texture, color and value patterns. 		
<p>Visual Composition</p> <p>Figure in Motion Composition</p> <p>3 weeks</p>	<p>2. Elements And Principles Students will understand and apply elements and organizational principles of art.</p> <p>3. Content Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>5. Analysis, Interpretation Students will reflect upon, describe, analyze, and Evaluation interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Learn to apply the elements and principles of visual composition. • Draw thumbnail sketches to explore a variety of visual compositions representing figures and motion. • Create figure in motion drawing composition. 	<p>Students will be involved with the teacher and peers in ongoing observation and oral critique of the visual composition process.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of completed drawing composition.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p>	<p><u>Art Fundamentals Theory and Practice</u></p> <p><u>Animated Film The Point</u></p> <p>Figure reference photographs</p> <p>Worksheets and visual references related to the elements of art and drawing techniques.</p>

<p>Portrait 3 weeks</p>	<p>1. <u>Media</u> Students will understand, select and apply media, techniques and processes.</p>	<ul style="list-style-type: none"> • Learn the structure and proportional relationships of the human face. • Draw a self-portrait. • Observe a range of portraits from different cultures and periods of history. 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of the design and production process.</p>	<p>Worksheets and visual references related to portrait.</p>
<p>Collage Expressive Self-Portrait 6 weeks</p>	<p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p> <p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>4. <u>History & Culture</u> Students will understand the visual arts in relation to history and culture.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, and <u>Evaluation</u> interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Design a self-portrait collage manipulating the elements of art and facial proportions, features and expression to affect the expressive content of the portrait collage. • Understand the visual characteristics and application process of a variety of collage materials and drawing and painting media. • Use tools and techniques to manipulate materials in a variety of ways to create an expressive self-portrait collage. • Maintain tools, materials and studio environment in proper working order. • Demonstrate respectful attitude toward their own and other's work. 	<p>Students will complete a self-assessment/ teacher assessment rubric of their completed portrait and expressive self-portrait collage.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p>	<p>Demonstrations of techniques/processes.</p> <p>Artist Prints, slides and digital images.</p>

