

Course Outline – Art – Grade 7

Unit Content and Objectives	Time	Activities and Methods	Books and Materials	Biblical Integration
<p><u>Get Acquainted</u> 1. Participate in a class discussion to identify various line types, symmetry, and the descenders of letter anatomy. 2. Create an original crayon monoprint using the items identified in the class discussion, transforming any part of your name into a creature, totem pole or other original art work.</p>	<p>Tri 1, Wk 1</p> <p>Tri 2, Wk14 Wk15</p> <p>Tri 3, Wk28</p>	<p>KWL survey/class introduction, crayon monoprints: crayons, pencils, burnishers (scissor handles)</p>	<p>Teacher-provided lesson Teacher process samples</p>	<p>God gave us unique names.</p>
<p><u>Creative Process</u> 1. Participate in a class discussion about the process of creating, comparing natural and godly viewpoints. 2. Explore the roles of preliminary writing and sketching activities in a final work by answering a journal question and drawing thumbnail sketches based on a specific teacher-provided, inspirational source. 3. Complete an original drawing from the final selected thumbnail sketch, illustrating one of the soil types in the Parable of the Sower.</p>	<p>Tri 1, Wk2</p> <p>Tri 2, Wk15 Wk16</p> <p>Tri 3, Wk29 Wk30</p>	<p>Thumbnail sketches and color drawings: colored pencils, pencils, crayons, markers</p>	<p>Chapman, L. (1992) <i>Art: Images and Ideas</i>, Davis Publications. Chapman, L. (1994) <i>Art: Images and Ideas Teacher Resource Binder</i>, Davis Publications. Bible: Parable of the Sower (Matthew 13), Revelations 4:11, (The Creation) Genesis 1. W., Claire (1991). <i>God Help Me Create</i>, chapter 1, Zondervan Publishing. Teacher process samples</p>	<p>God shows the four steps of the creative process in Genesis 1.</p>

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<p><u>Elements and Principles</u> 1. Participate in a class overview of the Elements of Art (Value, Color, Form, Shape, Line, Space, Texture) and Principles of Design (Contrast, Rhythm, Unity, Emphasis, Pattern, Movement, Balance), the language and grammar of visual art. 2. Create an original artwork using the elements and principles selected. 3. In the class critique, identify the elements and principles in each others' works.</p>	<p>Tri 1, Wk2</p> <p>Tri 2, Wk16 Wk17 Wk18</p> <p>Tri 3, Wk30 Wk31</p>	<p>Color drawings: colored pencils, pencils, crayons, markers</p> <p>(Christmas Break)</p>	<p>Crystal Productions (1995). <i>Elements and Principles posters</i>, Crystal Productions.</p> <p>Crystal Productions (1996). <i>Elements and Principles of Design Posters Teachers Guide</i>, Crystal Publications.</p> <p>Teacher samples, Powerpoint, and posters</p> <p>Lauer, D. (1990). <i>Design Basics</i>, 3rd edition, Harcourt Brace Jovanovich College Publishers.</p> <p>Chapman, L. (1992) <i>Art: Images and Ideas</i>, Davis Publications.</p> <p>Chapman, L. (1994) <i>Art: Images and Ideas Teacher Resource Binder</i>, Davis Publications.</p> <p>Hobbs, J. and Salome, R. (1995). <i>The Visual Experience Teacher's Edition</i>, 2nd edition, Davis Publications.</p> <p>www.artsedconnect.org/toolkits/encyclopedia.html</p> <p>www.sanford-artadventures.com/study/study.html</p> <p>www.lwallace.com</p>	<p>God is a God of order.</p>

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<p><u>Art Philosophies/Styles</u> 1. Participate in a class discussion exploring the viewing and creating of art according to four categories (Imitation/Realism, Formal Order/Abstract, Expression, Instrumental/Functional). 2. Create an original art work that can be placed into one primary category. 3. Write a short essay identifying and explaining the one category selected, giving reasons why the art work fits that category.</p>	<p>Tri 1, Wk3</p> <p>Tri 2, Wk19 Wk20 / Poster Contest Wk21 Poster Contest Wk22 Poster Contest</p> <p>Tri 3, Wk31 Wk32 Wk33 (Easter Break)</p>	<p>Color drawings: colored pencils, pencils, crayons, markers, oil pastels</p>	<p>Web site: www.christcenteredart.com Chapman, L. (1992) <i>Art: Images and Ideas</i>, Davis Publications. Chapman, L. (1994) <i>Art: Images and Ideas Teacher Resource Binder</i>, Davis Publications. Hobbs, J. and Salome, R. (1995). <i>The Visual Experience Teacher's Edition</i>, 2nd edition, Davis Publications. Teacher process samples Art posters</p>	<p>God judges our lives by His criteria in the Bible, showing us that we need a set of criteria by which to categorize and judge. God judges our lives by His criteria in the Bible, showing us that we need a set of criteria by which to categorize and judge.</p>
<p><u>Art Criticism</u> 1. Create an original art book with a consistent theme from cover to cover. 2. Participate in a class discussion about the need for criteria in making and viewing art work. 3. Complete a peer review of a classmate's art book, using the four steps of art criticism (Describe, Analyze, Interpret, Judge) and the teacher provided worksheet.</p>	<p>Tri 1, Wk4 Wk5 Wk6</p> <p>Tri 2, Wk23 Wk24 Wk25</p> <p>Tri 3, Wk34 Wk35 Wk36</p>	<p>Book Making: collage, scrap-booking, crayons, colored pencils, markers, oil pastels, pencils, Internet research Book Making / Peer Reviews</p>	<p>Teacher process samples, handouts LaPlantz, S. (1995). <i>Cover to Cover</i>, Lark Books. (Chapman) <i>Adventures in Art 5, Unit 2, Lesson U2</i>. Chapman, L. (1992) <i>Art: Images and Ideas</i>, Davis Publications. Chapman, L. (1994) <i>Art: Images and Ideas Teacher Resource Binder</i>, Davis Publications.</p>	<p>God judges our lives by His criteria in the Bible, showing us that we need a set of criteria by which to categorize and judge. God judges our lives by His criteria in the Bible, showing us that we need a set of criteria by which to categorize and judge.</p>

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<p><u>Drawing</u> 1. Complete preliminary drawing exercises in figure proportions and perspective. 2. Create original art work, selecting either a figure in proportion or a scene in 2 point perspective.</p>	<p>Tri 1, Wk6 Wk7</p>	<p>Figure and perspective drawings: pencils, colored pencils, crayons, markers, oil pastels</p>	<p>Chapman, L. (1992) <i>Art: Images and Ideas</i>, Davis Publications. Chapman, L. (1994) <i>Art: Images and Ideas Teacher Resource Binder</i>, Davis Publications.</p>	<p>God's creations are perfect and beautiful.</p>
<p><u>Painting</u> 1. Participate in a class discussion about the properties (pigment, binder, solvent) of 3 different water-based paints (watercolor, tempera, acrylic). 2. Create a preliminary exercise, comparing and contrasting the 3 types of paint, and exploring various mark making possibilities. 3. Create an original, final painting in one of the paints explored.</p>	<p>Tri 1, Wk9 Wk10 Wk11 Wk12 Wk13</p>	<p>Paintings: watercolors, tempera, acrylic</p> <p>KWL survey / class closure (Thanksgiving Break)</p>	<p>Mittler, G. (2007). <i>Introducing Art Teacher Wraparound Edition</i>, McGraw-Hill Companies. Teacher process samples, posters</p>	<p>God's creations are perfect and beautiful.</p>

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<p><u>Printmaking</u> 1. Participate in a class discussion comparing and contrasting 3 printmaking processes (relief, intaglio, serigraph) 2. Prepare an original printing plate in one of the three processes (modified adaptation). 3. Pull at least three prints from the printing plate, properly labeling the printed edition.</p>	<p>Tri 1, Wk8</p>	<p>Modified printmaking: glue line drawings (relief/block/woodcut), crayon etching (intaglio), stencil printing (serigraph)</p>	<p>Chapman, L. (1992) <i>Art: Images and Ideas</i>, Davis Publications. Chapman, L. (1994) <i>Art: Images and Ideas Teacher Resource Binder</i>, Davis Publications. Teacher process samples, posters</p>	<p>God’s creations are one of a kind.</p>
<p><u>Drawing and painting</u> 1. In table groups, brainstorm ideas for a town area to draw and paint collaboratively. 2. Create individual drawings and paintings to form one whole group town area, making sure each panel links to the next. Name your town area. 3. Piece the group town areas together to form one class city mural, to be displayed in the Middle School hall. 4. Participate in a class vote to name the class city mural.</p>	<p>Tri 2, Wk25 Wk26 Wk27 Tri 3, Wk37 <i>Wk38</i> Wk39 Wk40</p>	<p>Cooperative groups, Town murals: watercolor, tempera paint, oil pastels, collage, pencils, colored pencils, markers, crayons KWL survey / class closure <i>(ECT field trip)</i> <u>Evaluation Techniques:</u> Teacher process critique, monitoring and mentoring, scanning, surveys, self evaluations, class discussions and critiques, essay and worksheet assessments, grading rubrics and project checklists, teacher posting of pictures of best examples to Artsonia Websites</p>	<p>Original teacher lesson Teacher process samples Mittler, G. (2007). <i>Introducing Art Teacher Wraparound Edition</i>, McGraw-Hill Companies. Chapman, L. (1992) <i>Art: Images and Ideas</i>, Davis Publications. Chapman, L. (1994) <i>Art: Images and Ideas Teacher Resource Binder</i>, Davis Publications.</p>	<p>God blesses unity (Psalm 133).</p>

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<p><u>Virginia College Savings Plan Poster Contest</u> 1. Create an original poster to the contest theme: “What Do I Want To Be When I Grow Up?,” on one side of a sheet of paper no larger than 17”x22.”</p> <p>Next year’s 7th grade Suggestions: bring back printmaking, include more 3-D, use more of the Mittler curriculum: Introducing, Exploring, and Understanding Art (3 books)</p>	<p>TRI 2 Wk20 Wk21 Wk22</p>	<p>Drawing: crayons, pencils, colored pencils, markers Painting: watercolors, tempera</p> <p>NO photographs or computer-generated art work.</p> <p>NO staples. Glue or tape release forms to the backs.</p> <p><u>Evaluation Techniques:</u> Teacher process critique, monitoring and mentoring, scanning, surveys, self evaluations, class discussions and critiques, essay and worksheet assessments, grading rubrics and project checklists, juried panel selection by faculty, staff, volunteers of NCS, teacher posting of pictures of best examples to Artsonia Websites</p>	<p>Heyman, T. (1998). Posters American Style, Harry N. Abrams, Inc.</p> <p>www.virginia529.com</p>	<p>Where God guides, He provides.</p>