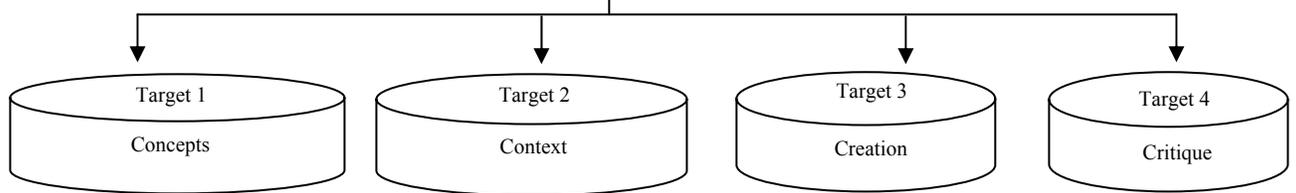


Grade 7

# Visual Art



*Strand 1, Standard 1:1*  
Analyze the elements of visual art including color, line, shape, value, form, texture and space and principles such as repetition, pattern, emphasis, contrast and balance.

*Strand 1, Standard 1:2*  
Analyze how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation and response to visual artworks.

Students will analyze:

Elements

- Line
- Shape
- Form
- Color
- Value
- Texture
- Space
- 3-D shape and form

Principles of Design

- Balance
- Movement
- Rhythm
- Contrast
- Emphasis
- Repetition
- Unity
- Pattern

Vocabulary

- Art room procedures, i.e., recycling, leather hard, greenware, etc.
- Tools, i.e., wire, fettling knife, etc.
- Techniques, i.e., score, slip
- Firing terms, i.e., bisqueware, etc.
- Line
- Shape
- Form
- Balance
- Rhythm
- Contrast
- Templates
- Color harmonies
- Color vocabulary
- Emphasis

*Strand 1, Standard 1:3*  
Describe characteristics of Western and non-Western styles, movements and genres in art.

Students will describe characteristics of:

Historical

- Students will see many examples of pottery from ancient to contemporary through powerpoints
- Mark Toby
- Pablo Picasso
- Ernst Krichner
- Stuart Davis
- Marc Chagall
- Albrecht Durer
- Vincent Van Gogh
- Hercules Segers
- Leonardo De Vinci

Cultural

- Expressionists
- Realists
- Abstractionists
- Fantasy
- Many art works are created for social, civic, political, and economic purposes
- Students will see many examples of pottery from many civilizations through powerpoints

Personal

- Developing a liking for art
- Developing eye and hand coordination skills
- Self-exploration
- Growth in 3-D work

Aesthetic

- Use the vocabulary of design to describe artworks
- Recognize important features of art
- Subject matter in artwork
- A theme in artwork
- Develop aesthetic perceptions of the world around us
- Students will have a greater appreciation and understanding of the artistic skill needed to produce quality ceramics

*Strand 1, Standard 3:1*  
Compare and contrast the connections among visual artworks, their purposes, and the personal, social, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.

*Strand 1, Standard 3:2*  
Analyze the meanings and functions of visual art.

*Strand II, Standard 1:1*  
Create original two and three dimensional artworks in a variety of artistic contexts.

*Strand II, Standard 1:2*  
Revise artworks based feedback of others, self-reflection and artistic intention.

*Strand II, Standard 1:3*  
Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

Skills/Concepts

Choices of:

- Technique
  - Shading
  - Blending/color mixing
  - Painting
  - Soft pencil blending
  - Color pencil blending
  - Wet brush
  - Controlled wash
  - Acrylic web brush blend
  - Coil pots
  - Recycling of clay
  - Importance of cleaning up
- Style
  - Realistic
  - Abstract
  - Primitive to modern

*Strand III, Standard 1:1*  
Assemble and prepare personal artwork for exhibit.

*Strand III, Standard 1:2*  
Revise presentation based on feedback of others, self-reflection and artistic intention.

*Strand III, Standard 1:3*  
Explain statement of artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

*Strand IV, Standard 1:1*  
Analyze and interpret a variety of visual artworks using established criteria.

Skills/Concepts:

Language of Critique:

- Describe
- Take time to look at the work
  - Describe details
  - Gather visual evidence
  - Look for the most important features
- Analyze
  - Analyze the evidence
  - Look for similarities
- Interpret
  - Interpret the evidence: In this step you develop a hypothesis (a good guess) about the meaning of the work
- Judge
  - A critical judgment can be made after you have interpreted an artwork
  - Judging art is always a matter of being fair and logical

