### Grade 7 Visual Art

#### Target 1: Concepts

**Strand I, 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 I, 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

#### Target 2: Context

**Strand I, 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

#### Target 3: Creation

**Strand I, 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 I, 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.

**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
- 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

**Skills/Concepts**
- 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

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Northfield Public Schools
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Target 1
Concepts

Structure
- The class will follow a chronological order to create a coil pot

Styles
- Abstract
- Realism

Other
(Determined by instructor.)

Target 2
Context

Students will create 2- and 3-D art such as:
- Technology Skills
  - Illustrate a drawing just using line
  - Illustrate a drawing just using shape
  - Illustrate a drawing just using form
  - Learn about firing techniques
  - Learn various glazing techniques
- Clay Unit

Target 3
Creation

- Tools/Medium
  - Pencils
  - Rulers
  - Color pencils
  - Kiln
  - Graphite
  - Acrylic paint
  - Watercolor
  - Crap-pas
  - Color chalk
  - Clay
  - Glazes
- Audience
  - Classmates
  - Parents
  - Art teacher
  - Other adults
  - Community members

Development of Idea:
- Conceptual
- Perceptual

Target 4
Critique

Types of Critique:
- End of assignment critique
- Teacher critique
- Tests
- Daily monitoring of student work
- Being able to use the knowledge of aesthetic perceptions and art criticism while creating art
- Art criticism is more than saying “I like it” or “I don’t like it”
- Step-by-step process of logical thinking