

# Clinton-Glen Gardner School District



## Curriculum Management System

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Visual Arts

Grade 7

October 18, 2017

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 23, 2011  
Revised: October 18, 2017**

## **CLINTON-GLEN GARDNER SCHOOL DISTRICT**

### **ADMINISTRATION**

**Dr. Seth Cohen, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Mrs. Jenine Kastner, Director of Special Services**

### **BOARD OF EDUCATION**

**Mr. Brendan McIsaac, President**  
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**Mrs. Lorraine Linfante**

## Acknowledgments

The following individual is acknowledged for assistance in the preparation of this Curriculum Management System:

**Writer's Name: Suzanne Lauricella**

**21<sup>st</sup> Century Life and Careers Integration: Jessica Latanzio Crespo  
Barbara Shaffer**

# **Clinton-Glen Gardner School District**

## **Mission**

The Clinton-Glen Gardner School District, a community who values traditions, nurtures and cultivates each child to be a compassionate, curious, and creative thinker entrusted and empowered to build and lead the future.

## **Philosophy**

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the visual art program is to contribute to students' regular, sequential arts instruction.

As with any language, artistic literacy provides the tools necessary to express one's self. The visual arts curriculum provides the tools with which students can become artistically literate and fosters students who:

- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

**New Jersey State Department of Education  
New Jersey Student Learning Standards**

**A note about Visual and Performing Arts Standards and Cumulative Progress Indicators.**

In view of the pending publication of the [National Coalition of Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

**Grade 7  
Visual Art**

**Scope and Sequence**

<b>Quarter I</b>	
<b>Topic: Elements and Media</b> <ul style="list-style-type: none"><li>I. Media, technique and art elements<ul style="list-style-type: none"><li>a. Explore various media and technique</li><li>b. Line</li><li>c. Value</li><li>d. Texture</li><li>e. Form</li></ul></li></ul>	<b>Topic: Color and Abstraction</b> <ul style="list-style-type: none"><li>II. Color, emphasis and compositional abstraction<ul style="list-style-type: none"><li>a. Color theory</li><li>b. Color wheel</li><li>c. Complex compositions<ul style="list-style-type: none"><li>i. Line</li><li>ii. Shape</li></ul></li><li>d. Technical and problem solving skills</li></ul></li></ul>
<b>Topic: Sculptural Forms and Our Environment</b> <ul style="list-style-type: none"><li>III. Media, tool, and technique exploration through environmental reflections<ul style="list-style-type: none"><li>a. Cultural three-dimensional art forms</li><li>b. Environment and nature as inspiration for three-dimensional forms</li><li>c. Explore various art media and art materials in the creation of three-dimensional sculptures</li></ul></li></ul>	

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Visual Art</b>	<b>Topic: Elements and Media</b>	
		<b>Goal 1:</b> The student will be able to utilize the art elements of line, texture, shape, and value as well as various media, mediums and techniques to develop complex compositions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
8-15	<p>1.1. Examine how artists have utilized elements, symbolism, and thematic content through historical and cultural eras, and utilize knowledge as inspiration to generate original works of art. (1.3.8.D.5)</p> <p>1.2. Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras. (1.4.8.A.3)</p> <p>1.3. Apply various art media, art mediums, and processes in the creation of two-dimensional art works. (1.3.8.D.2)</p> <p>1.4. Analyze and describe emotional significance conveyed by the application of the art elements in historical and cultural references. (1.1.8.D.1)</p>	<p><b>Essential Questions:</b> How does knowledge of the art elements enhance your own artwork? How do artists select their materials? How can the use of specific elements and mediums create emotional responses?</p> <p><b>Conceptual Understandings:</b> Learning about and being exposed to a variety of artistic styles and techniques develops an understanding and appreciation of art.  Art may embrace multiple solutions to a problem.  The elements of art can be used to create meaning in the artwork.  Art can be evaluated by the way the parts are arranged, composed or formed.  Emphasis on one or more element can create an emotional response.</p>	<p><b>Learning Activities:</b> Value Study - Cubist renderings Scratch Art – animal studies focusing on line, texture, value and form O'keeffe watercolor/pastel renderings focusing on form and value</p> <p><b>Assessment Models:</b> Teacher observation Class critique Self-assessment Rubric Group/individual assessment Class participation</p> <p><b>Additional Resources:</b> Smart Board presentations Fine art reproductions Durer visuals Scratch art visuals O'keeffe DVD/You Tube</p>

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	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>1.5. Differentiate among formal structures and technical proficiency of artworks. (1.4.8.B.2)</p> <p>1.6. Differentiate between “traditional” works of art and artworks that do not use conventional elements of style to express new ideas. (1.4.8.A.6)</p> <p>1.7. Analyze the form, function, originality and craftsmanship of visual artworks. (1.4.8.A.7)</p> <p>1.8. Generate observational and emotional responses to diverse culturally and historically works of art. (1.4.8.A.1)</p> <p>1.9. Incorporate various art elements and principles of design in the creation of two-dimensional artworks using a variety of art media and art mediums. (1.3.8.D.1)</p> <p>1.10. Identify genres of art</p>		

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		<b>Goal 1:</b> The student will be able to utilize the art elements of line, texture, shape, and value as well as various media, mediums and techniques to develop complex compositions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>(including realism, abstract, conceptual art and others) using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles. (1.3.8.D.3)</p> <p>1.11. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>1.12. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.13. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>1.14. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from</p>		

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	<b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Visual Art</b>	<b>Goal 1:</b> The student will be able to utilize the art elements of line, texture, shape, and value as well as various media, mediums and techniques to develop complex compositions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<div data-bbox="268 412 464 480">diverse cultures. (9.1.8.D.3)</div> <div data-bbox="193 529 596 748">1.15. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</div>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Subject Visual Art</b>	<b>Topic: Color and Abstraction</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	8-12	<p>2.1. Utilize a broad array of art media and techniques and incorporate various art elements and principles of design to enhance creative expression of ideas. (1.3.8.D.1)</p> <p>2.2. Apply various art media, processes, technologies and art mediums in the creation of two-dimensional works of art based on themes and goals. (1.3.8.D.2)</p> <p>2.3. Generate emotional and observational responses to selected works of art. (1.4.8.A.1)</p> <p>2.4. Distinguish among artistic styles, trends, and movements in visual art. (1.4.8.A.3)</p> <p>2.5. Compare and contrast how artists have utilized similar elements and principles in masterworks of art. (1.1.8.D.2)</p>	<p><b>Essential Questions:</b> How do artists use color and shape to create unique visual statements? How do artists use color to organize their work? How does understanding color theory enhance your own original work?</p> <p><b>Conceptual Understandings:</b> The elements of color, line, and shape can be used with purpose and meaning in masterworks of art.  Art can be defined by its originality.  Art may embrace multiple solutions to a problem.  Two-dimensional artworks can be rendered using tools, techniques, styles, and materials that are germane to a particular historical and cultural era.  Abstract ideas may be expressed in works of art using a genre's stylistic traits.</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Color and Abstraction</b>	
	<b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Subject Visual Art</b>	<b>Goal 2:</b> The student will be able to further develop complex compositions using applied color theory and utilizing elements of shape and line.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>2.6. Examine the thematic content, symbolism, and characteristics found in masterworks of art and use these visual statements as inspiration for creating original artworks. (1.3.8.D.5)</p> <p>2.7. Compare and contrast changes in the accepted meanings of known artworks over time. (1.4.8.A.4)</p> <p>2.8. Analyze the form, function, craftsmanship, and originality of works of visual art. (1.4.8.A.7)</p> <p>2.9. Evaluate the effectiveness of an artwork by differentiating between the artist's technical proficiency and the work's content or form. (1.4.8.B.1)</p> <p>2.10. Develop strategies to reinforce positive attitudes</p>		

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		<b>Goal 2:</b> The student will be able to further develop complex compositions using applied color theory and utilizing elements of shape and line.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.11. Design and implement a project management plan using one or more problem-solving strategies. (9.1.8.A.4)</p> <p>2.12. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.13. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>2.14. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Sculptural Forms and Our Environment</b>	
	<b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Subject Visual Art</b>	<b>Goal 3:</b> The student will be able to utilize various media, tools, and techniques to explore problem-solving skills in developing three-dimensional sculptural forms.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
8-15	<p>3.1. Incorporate various art elements and principles of design in the creation of three-dimensional artworks using a wide variety of media to enhance creative ideas and expression. (1.3.8.D.1)</p> <p>3.2. Apply various art mediums and processes in the creation of theme based works of art. (1.3.8.D.2)</p> <p>3.3. Solve hands-on visual problems using historical art references as inspiration. (1.3.8.D.3)</p> <p>3.4. Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras. (1.4.8.A.3)</p> <p>3.5. Analyze the form, function, craftsmanship, and originality of works of visual art.</p>	<p><b>Essential Questions:</b></p> <p>How do artists use the elements of art and design principles to communicate ideas in their sculptures?</p> <p>How can the selection and use of certain materials affect the meaning of art?</p> <p><b>Conceptual Understandings:</b></p> <p>The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and movement.</p> <p>Art may embrace multiple solutions to a problem.</p> <p>Abstract ideas may be expressed in works of art using a genre's stylistic traits.</p> <p>Emphasis on one or more element in an artwork can create an emotional response.</p> <p>Art can be evaluated by the way the parts are arranged, composed or formed.</p>	<p><b>Learning Activities:</b></p> <p>Rainforest slab pots using additive/subtractive methods</p> <p>Four sided slab pots using natural textures and pattern</p> <p>Metal Tooling sculptural boxes</p> <p><b>Assessment Models:</b></p> <p>Teacher observation</p> <p>Class participation</p> <p>Self-assessment</p> <p>Rubric</p> <p>Group/individual assessment</p> <p>Peer critique</p> <p><b>Additional Resources:</b></p> <p>Smart Board presentation</p> <p>Fine arts visuals</p> <p>Clay modeling videos</p> <p>Hand-made examples</p> <p>Haitian and Mexican tin art</p>

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	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	(1.4.8.A.7)  3.6. Differentiate between “traditional” works of art, and those that use non-conventional elements of style to express new ideas. (1.4.8.A.6)  3.7. Differentiate among basic formal structures and technical proficiency of artists in works of visual art. (1.4.8.B.3)  3.8. Compare and contrast various masterworks of art from diverse cultures and identify elements that relate to specific cultural heritages. (1.1.8.D.2)  3.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)  3.10. Implement problem-solving strategies to solve a problem in school or the		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Sculptural Forms and Our Environment</b>	
	<b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Subject Visual Art</b>	<b>Goal 3:</b> The student will be able to utilize various media, tools, and techniques to explore problem-solving skills in developing three-dimensional sculptural forms.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>community. (9.1.8.A.2)</p> <p>3.11. Design and implement a project management plan using one or more problem-solving strategies. (9.1.8.A.4)</p> <p>3.12. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>3.13. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>3.14. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

