

National:

# 7th Grade Scope and Sequence

---

## TABLE OF CONTENTS

<b>7th Grade Course Overview</b>	<b>2</b>
<b>UNIT 1: Imaging and Creating in 3D</b>	<b>3</b>
<b>UNIT 2: Persistence Through Problem-Solving</b>	<b>5</b>
<b>UNIT 3: Revise and Reflect Through Printmaking</b>	<b>7</b>
<b>UNIT 4: Exploring Mixed Media</b>	<b>9</b>
<b>UNIT 5: Influencing Interpretation</b>	<b>11</b>
<b>UNIT 6: Exploring Traditions Through Fibers</b>	<b>13</b>
<b>UNIT 7: Setting Standards With Sculpture</b>	<b>15</b>
<b>UNIT 8: Visual Connections of Home and Community</b>	<b>17</b>
<b>UNIT 9: Relating the Past and Present Using Ceramics</b>	<b>19</b>

## 7th Grade Course Overview

### Course Description

7th grade students will explore how artists make meaning and how they can create personal meaning across diverse contexts and media. Through research, experimentation, innovation, collaboration, reflection, revision, and presentation, students will investigate the connections between art and history, social identity, cultural identity, and personal narratives. Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, space, value, and texture, as well as principles of design that include repetition, movement, rhythm, balance, pattern, and contrast. Students will explore diverse concepts such as architectural engineering, stop-motion animation, ancient Japanese vessels, endangered species, chalk graffiti, Navajo weaving, and symbols of home and community. They will identify how art is used to reflect, inform, and influence beliefs and values of individuals, communities, and cultures. They will evaluate artwork across a variety of criteria and analyze media and artwork for intention, context, messages, and mood. Students will present their artwork, curate artworks in collections, explain their artistic decisions in writing and in critiques, offer constructive criticism to peers, and thoughtfully revise their works in response to in-progress critiques.

### Demonstration Time

12 hours and 30 minutes

### Student Work Time

79 hours

### Elements of Art:

Line, Color, Form, Shape, Texture, Value, Space

### Principles of Design:




Repetition, Movement, Rhythm, Balance, Pattern, Contrast


















### Media:

Drawing, Painting, Printmaking, Mixed Media, Sculpture, Digital Art, Mixed Media, Digital, Collage, Fibers, Sculpture, Ceramics

### Course Notes:

## UNIT 1: Imaging and Creating in 3D

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>1.1 Enduring Understanding:</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Essential Questions:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><b>1.2 Enduring Understanding:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p><b>Essential Questions:</b> How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p>Students will practice creativity and innovative thinking while developing their sculpture and 3D building skills. Students will apply their knowledge to imagine, plan, and create three original sculptures while exploring engineering and mathematical principles.</p>		
	Media Focus	Processes and Skills	Anticipatory Set
	Sculpture	Imagine, Make, Plan	<a href="#">Anticipatory Sets With FLEX</a>
	Elements of Art and Principles of Design		
<ul style="list-style-type: none"> <li>• Form</li> <li>• Color</li> </ul>			
Demonstration Time	Student Work Time		
2 hours	12 hours		
Focus Standards	Unit Essential Questions		
<b>VA:Cr1.1.7a</b> Apply methods to overcome creative blocks.	What strategies do artists use to overcome creative blocks and develop ideas? How do artists get inspiration from other disciplines?		
<b>VA:Cr1.2.7a</b> Develop criteria to guide making a work of art or design to meet an identified goal.	How do artists set goals and determine the criteria needed to meet the goal?		
<b>VA:Cr2.1.7a</b> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	What techniques do artists use to develop their skills, and how can you apply that to your work?		
Anchor Resources			
<b>VA:Cr1.1.7a</b> Apply methods to overcome creative blocks.	 <a href="#">10 Creative Things To Try</a>		
<b>VA:Cr1.2.7a</b> Develop criteria to guide making a work of art or design to meet an identified goal.	 <a href="#">Developing Personal Criteria</a>  <a href="#">Developing Criteria: Building a Class Rubric</a>		

Lesson	Key Resource	Artist Connection	
<a href="#"> Four on the Floor</a>	<a href="#"> <u>Constructing an Axle</u></a>	<a href="#"> <u>Artists Who Have Made Art Out of Cars</u></a>	
<a href="#"> <u>Architectural Engineering</u></a>	<a href="#"> <u>Architects &amp; Engineers</u></a>	<a href="#"> <u>Frank Lloyd Wright</u></a>	
<a href="#"> <u>Complementary Icosahedron Forms</u></a>	<a href="#"> <u>Icosahedrons Assembling Map</u></a>	<a href="#"> <u>Theo Jansen</u></a>	
Anchor Charts		Video	Suggested Assessments
<a href="#"> <u>Basic Sculpture Vocabulary</u></a>	<a href="#"> <u>Engineering Design Process Steps</u></a>	<a href="#"> <u>What is Architecture?</u></a>	<a href="#"> <u>Teacher/Student Conference Questionnaire</u></a>
<a href="#"> <u>Engineering Design Process Visual</u></a>		<a href="#"> <u>What is Space? (Advanced)</u></a>	<a href="#"> <u>Artmaking Process Checklist</u></a> <a href="#"> <u>Creative Process Reflection</u></a>
Notes and Adjustments			
Reflections on Instruction			









## UNIT 2: Persistence Through Problem-Solving

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.</p> <p><b>2.1 Enduring Understanding:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p><b>Essential Questions:</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><b>2.2 Enduring Understanding:</b> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p><b>Essential Questions:</b> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p> <p><b>2.3 Enduring Understanding:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b>Essential Questions:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	<p>Students will explore how artists persist and problem-solve through challenges to produce digital works of art that communicate clear ideas and meet ethical guidelines. Students will apply their understanding by creating unique digital animations, paintings, and posters.</p>		
	Media Focus	Processes & Skills	Anticipatory Set
	Digital Art	Investigate	<a href="#">Anticipatory Sets With FLEX</a>
<b>Elements of Art and Principles of Design</b>			
<ul style="list-style-type: none"> <li>• Color</li> <li>• Contrast</li> <li>• Movement</li> </ul>		<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Shape</li> </ul>	
Demonstration Time	Student Work Time		
2 hours	11 hours		
Focus Standards	Unit Essential Questions		
<b>VA:Cr2.1.7a</b> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	What techniques do artists use to develop their skills, and how can you apply that to your work?		
<b>VA:Cr2.2.7a</b> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.	What ethical concerns do artists need to be aware of, and how does that apply to your work?		
<b>VA:Cr2.3.7a</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	How can you intentionally communicate ideas through your artwork?		

Anchor Resources			
<b>VA:Cr2.1.7a</b> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	<a href="#">Practicing Persistence</a> <a href="#">Reflection: Experiment and Apply</a>		
<b>VA:Cr2.2.7a</b> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.	<a href="#">Image Responsibility</a>		
<b>VA:Cr2.3.7a</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	<a href="#">Analyzing Symbols and Messages</a> <a href="#">Stop Motion Animation Planning</a>		
Lesson	Key Resource	Artist Connection	
<a href="#">Stop-Motion Paper Animation</a>	<a href="#">Storyboard Brainstorming</a>	<a href="#">20 Digital Artists</a>	
<a href="#">Digitizing Portraits</a>	<a href="#">Compare and Contrast Portraits</a>	<a href="#">David Hockney</a>	
<a href="#">Motivational Poster Design</a>	<a href="#">Plan a Poster</a>	<a href="#">Jason Naylor</a>	
Anchor Charts		Video	Suggested Assessments
<a href="#">Types of Fonts</a> <a href="#">Basic Photography Tips</a>	<a href="#">Tips for Using Apps to Manipulate Artwork</a>	<a href="#">What is Digital Art?</a>	<a href="#">Artmaking Process Reflection</a> <a href="#">First, Then, Next, Finally</a> <a href="#">Reflective Artist Statement Guide</a>
Notes and Adjustments			
Reflections on Instruction			

## UNIT 3: Revise and Reflect Through Printmaking

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 3:</b> Refine and complete artistic work.</p> <p><b>Enduring Understanding:</b> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b>Essential Questions:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>		<p>Students will explore the way artists reflect on and explain their creative process. Students will create original monoprints and reduction linocuts through the media of printmaking. Students will revise and reflect on the process and artwork in written statements.</p>		
		<b>Media Focus</b>	<b>Processes &amp; Skills</b>	<b>Anticipatory Set</b>
		Printmaking	Reflect, Refine, Revise	<a href="#">Anticipatory Sets With FLEX</a>
		<b>Elements of Art and Principles of Design</b>		
		<ul style="list-style-type: none"> <li>• Color</li> <li>• Texture</li> </ul>		
<b>Demonstration Time</b>	<b>Student Work Time</b>			
1 hour and 30 minutes	6 hours			
Focus Standards		Unit Essential Questions		
<p><b>VA:Cr3.1.7a</b> Reflect on and explain important information about personal artwork in an artist statement or another format.</p>		<p>What ideas, processes, and stories do you hope to convey in your artwork? How does writing about your ideas and process further communicate your ideas?</p>		
<p><b>VA:Cr2.3.7a</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p>		<p>How can you intentionally communicate ideas through your artwork?</p>		
Anchor Resources				
<p><b>VA:Cr3.1.7a</b> Reflect on and explain important information about personal artwork in an artist statement or another format.</p>		<p><a href="#">Artist Statement Flow Chart</a></p> <p><a href="#">Reflective Artist Statement Guide</a></p> <p><a href="#">How to Make a Reflective Video</a></p>		
Lesson	Key Resource	Artist Connection		
<a href="#">Monoprint Color Mixing</a>	<a href="#">Conveying a Message</a>	<a href="#">Classic &amp; Contemporary Printmakers</a>		
<a href="#">Printing and Kerry James Marshall</a>	<a href="#">Reduction Printing</a>	<a href="#">Kerry James Marshall</a>		

Anchor Charts	Video	Suggested Assessments
<a href="#"> How to Make a Gelatin Printing Plate</a> <a href="#"> Expanded Color Wheel</a>	<a href="#"> <u>Linoleum Block Safety</u></a> <a href="#"> <u>Basic Printmaking Vocabulary</u></a>	<a href="#"> <u>What is Printmaking?</u></a> <a href="#"> <u>What is Color?</u></a> <a href="#"> <u>Color Theory Pre-Test</u></a> <a href="#"> <u>Artmaking Process Reflection</u></a>
Notes and Adjustments		
Reflections on Instruction		



## UNIT 4: Exploring Mixed Media

### NCAS Anchor Standards, Enduring Understandings, and Essential Questions

**Anchor Standard 4:**

Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:**

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

**Essential Questions:**

How are artworks cared for and by whom?  
 What criteria, methods, and processes are used to select work for preservation or presentation?  
 Why do people value objects, artifacts, and artworks, and select them for presentation?

**Anchor Standard 5:**

Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:**

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Questions:**

What methods and processes are considered when preparing artwork for presentation or preservation?  
 How does refining artwork affect its meaning to the viewer?  
 What criteria are considered when selecting work for presentation, a portfolio, or a Collection?

**Anchor Standard 6:**

Convey meaning through the presentation of artistic work.

**Enduring Understanding:**

Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Questions:**

What is an art museum?  
 How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?  
 How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

### Description

Students will analyze how artists select artwork for a collection or presentation. Students will create and present three unique mixed media artworks. Students will compare and contrast the viewer's interpretation based on the media presentation.

Media Focus	Processes and Skills	Anticipatory Set
Mixed Media	Select, Analyze, Prepare, and Present	<a href="#">Anticipatory Sets With FLEX</a>



### Elements of Art and Principles of Design




















Form

Demonstration Time	Student Work Time
1 hour and 30 minutes	10 hours








Focus Standards		Unit Essential Questions	
<b>VA:Pr4.1.7a</b> Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.		What role does technology play in how an artwork is experienced?	
<b>VA:Pr5.1.7a</b> Based on criteria, analyze and evaluate methods for preparing, preserving, and presenting art.		What role does the presentation play in artwork intended for advocacy and awareness?	
<b>VA:Pr6.1.7a</b> Compare and contrast viewing and experiencing collections and exhibitions in different venues (physical and/or virtual).		How does technology impact the way a viewer understands information presented in an artwork?	
Anchor Resources			
<b>VA:Pr4.1.7a</b> Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.		<a href="#">Considering Conservation</a>	
<b>VA:Pr5.1.7a</b> Based on criteria, analyze and evaluate methods for preparing, preserving, and presenting art.		<a href="#">Four Criteria for Successful Art Exhibit</a>	
<b>VA:Pr6.1.7a</b> Compare and contrast viewing and experiencing collections and exhibitions in different venues (physical and/or virtual).		<a href="#">Experiencing Art</a>	
Lesson	Key Resource	Artist Connection	
<a href="#">Giuseppe Arcimboldo Food Collage</a>	<a href="#">Artwork That Rots</a>	<a href="#">Giuseppe Arcimboldo</a>	
<a href="#">Keystone Animal Sticker</a>	<a href="#">What is a Keystone Species?</a>	<a href="#">Artists Inspired by Nature</a>	
<a href="#">Before They Disappear</a>	<a href="#">What is Mixed Media?</a>	<a href="#">Michel Tuffery</a>	
Anchor Charts		Video	Suggested Assessments
<a href="#">Found Objects Materials Menu</a>	<a href="#">Basic Collage Vocabulary</a>	<a href="#">What is Collage?</a>	<a href="#">#ArtistStatement</a>
<a href="#">Collage Center</a>			<a href="#">Creative Process Reflection</a>
			<a href="#">Connect Reflection Rubric</a>
Notes and Adjustments			
Reflections on Instruction			








## UNIT 5: Influencing Interpretation

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 7:</b> Perceive and analyze artistic work.</p> <p><b>7.1 Enduring Understanding:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b>Essential Questions:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><b>7.2 Enduring Understanding:</b> Visual imagery influences understanding of and responses to the world.</p> <p><b>Essential Questions:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p>Students will analyze and explore the world around them and consider the ways images can influence audiences. Students will apply their understanding to create original drawings that consider the audience.</p>		
	Media Focus	Processes and Skills	Anticipatory Set
	Drawing	Perceive, Analyze	<a href="#">Anticipatory Sets With FLEX</a>
	Elements of Art and Principles of Design		
	<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Balance</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Color</li> <li>• Shape</li> </ul>	
Demonstration Time	Student Work Time		
1 hour	9 hours		
Focus Standards	Unit Essential Questions		
<b>VA:Re.7.1.7a</b> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	How does an artwork's location influence its interpretation?		
<b>VA:Re.7.2.7a</b> Analyze multiple ways that images influence specific audiences.	What can be learned by a viewer's response to an artwork?		
<b>VA:Cr2.1.7a</b> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	What techniques do artists use to develop their skills, and how can you apply that to your work?		
Anchor Resources			
<b>VA:Re.7.1.7a</b> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	 <a href="#">Perception and Value</a>		
<b>VA:Re.7.2.7a</b> Analyze multiple ways that images influence specific audiences.	 <a href="#">The Influence of Images</a>		

Lesson	Key Resource	Artist Connection	
<a href="#"> Chalk Graffiti Illusions</a>	<a href="#"> Guiding Questions for Graffiti Art</a>	<a href="#"> 56 Graffiti and Street Artists</a>	
<a href="#"> Abstract Oil Pastel Animal</a>	<a href="#"> What is Fauvism?</a>	<a href="#"> Henri Matisse</a>	
<a href="#"> Radial Stained Glass</a>	<a href="#"> Radial Symmetry in Art and Nature</a>	<a href="#"> History of Notre Dame</a>	
Anchor Charts		Video	Suggested Assessments
<a href="#"> Graffiti &amp; Street Art Vocabulary</a>	<a href="#"> The Emotion of Color</a>	<a href="#"> What is Drawing?</a>	<a href="#"> Graffiti Critique</a>
<a href="#"> Using Oil Pastels</a>	<a href="#"> Basic Drawing Vocabulary</a>	<a href="#"> What is Shape? (Advanced)</a>	<a href="#"> Oil Pastel Techniques Pre-Test</a>
<a href="#"> What is Radial Symmetry?</a>			<a href="#"> Creative Process Reflection</a>
Notes and Adjustments			
Reflections on Instruction			












## UNIT 6: Exploring Traditions Through Fibers

<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>		
<p><b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p> <p><b>Enduring Understanding:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Essential Questions:</b> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>		<p>Students will explore and interpret the ways artists create meaning in their work. Students will create a weave and cross-stitch that expresses meaning and responds to traditions using fiber art.</p>		
		<b>Media Focus</b>	<b>Processes and Skills</b>	<b>Anticipatory Set</b>
		Textiles	Interpret	<a href="#">Anticipatory Sets With FLEX</a>
		<b>Elements of Art and Principles of Design</b>		
		<ul style="list-style-type: none"> <li>• Balance</li> <li>• Pattern</li> <li>• Texture</li> </ul>		
		<b>Demonstration Time</b>	<b>Student Work Time</b>	
		1 hour	8 hours	
<b>Focus Standards</b>		<b>Unit Essential Questions</b>		
<p><b>VA:Re8.1.7a</b> Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p>		<p>How does culture influence artwork? How does the material, technique, and process impact the meaning of the artwork?</p>		
<p><b>VA:Cn11.1.7a</b> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>		<p>What can we learn from artworks made in different time periods? How does understanding historical and cultural contexts of artwork influence viewer response?</p>		
<b>Anchor Resources</b>				
<p><b>VA:Re8.1.7a</b> Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p>		<p> <a href="#">Approaches to Making Art</a></p>		
<b>Lesson</b>	<b>Key Resource</b>	<b>Artist Connection</b>		
 <a href="#">Inspired by Navajo Weaving</a>	 <a href="#">Understanding Navajo Weaving</a>	 <a href="#">Traditional Navajo Weaving</a>		
 <a href="#">Cross-Stitch Cards</a>	 <a href="#">Embroidery Stitches</a>	 <a href="#">20 Contemporary Fiber Artists</a>		

Anchor Charts	Video	Suggested Assessments
<a href="#"> How to Weave</a> <a href="#"> Weaving Vocabulary</a>	<a href="#"> Hand Sewing Supplies</a> <a href="#"> What is Pattern?</a> <a href="#"> What is Texture? (Advanced)</a>	<a href="#"> Identity Artist Statement</a> <a href="#"> Creative Process Reflection</a>
Notes and Adjustments		
Reflections on Instruction		

## UNIT 7: Setting Standards With Sculpture










NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.</p> <p><b>Enduring Understanding:</b> People evaluate art based on various criteria.</p> <p><b>Essential Questions:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>		<p>Students will examine the purpose and process of evaluating works of art. Students will create and evaluate a memory-inspired air-dry clay sculpture and a science-inspired soft sculpture. Students will compare and evaluate artwork based on a set of standards and established criteria.</p>		
		Media Focus	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> <li>• Sculpture</li> <li>• Fibers</li> </ul>	Evaluate	<a href="#">Anticipatory Sets With FLEX</a>
		Elements of Art and Principles of Design		
		<ul style="list-style-type: none"> <li>• Value</li> <li>• Form</li> </ul>		
Demonstration Time	Student Work Time			
1 hour and 30 minutes	9 hours			
Focus Standards		Unit Essential Questions		
<p><b>VA:Re9.1.7a</b> Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p>		<p>What role do personal preferences play in artwork evaluation? How and why might criteria in artwork vary?</p>		
<p><b>VA:Cr3.1.7a</b> Reflect on and explain important information about personal artwork in an artist statement or another format.</p>		<p>What ideas, processes, and stories do you hope to convey in your artwork? How does writing about your ideas and process further communicate your ideas?</p>		
Anchor Resources				
<p><b>VA:Re9.1.7a</b> Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p>		<p><a href="#">Personal vs. Established Criteria</a></p>		
Lesson	Key Resource		Artist Connection	
<p><a href="#">Memorabilia</a></p>	<p><a href="#">What is Memorabilia?</a></p>		<p><a href="#">Katharine Morling</a></p>	
<p><a href="#">Life Science Stitchery</a></p>	<p><a href="#">Creating Science Connections</a></p>		<p><a href="#">David S. Goodsell</a></p>	

Anchor Charts	Video	Suggested Assessments
<ul style="list-style-type: none"><li> <a href="#">Air-Dry Clay Finishes</a></li><li> <a href="#">How to Make Air-Dry Clay Slip</a></li><li> <a href="#">5 Tips for Using Air-Dry Clay</a></li></ul>	<ul style="list-style-type: none"><li> <a href="#">Hand Sewing Supplies</a></li><li> <a href="#">Sewing Safety</a></li><li> <a href="#">Needle &amp; Knot Basics</a></li></ul>	<ul style="list-style-type: none"><li> <a href="#">What is Sculpture?</a></li><li> <a href="#">What is Form? (Advanced)</a></li><li> <a href="#">Learning Goals Self Assessment Rubric</a></li><li> <a href="#">How to Write an Exhibition Label</a></li><li> <a href="#">Science Stitchery Self-Assessment</a></li></ul>
Notes and Adjustments		
Reflections on Instruction		
















## UNIT 8: Visual Connections of Home and Community

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b>Essential Questions:</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>		<p>Students will consider how art is integrated into their homes as well as the local and global community. Students will create unique drawings and paintings to reflect experiences at home and in the community.</p>		
		Media Focus	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> <li>Drawing (crayons, colored pencils, marker)</li> <li>Painting (tempera)</li> </ul>	Synthesize	<a href="#">Anticipatory Sets With FLEX</a>
		Elements of Art and Principles of Design		
		<ul style="list-style-type: none"> <li>Contrast</li> <li>Line</li> </ul>	<ul style="list-style-type: none"> <li>Value</li> <li>Color</li> </ul>	
		Demonstration Time	Student Work Time	
		1 hour	7 hours	
Focus Standards		Unit Essential Questions		
<p><b>VA:Cn10.1.7a</b> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</p>		How is art a reflection of the artist and the community in which they live? How can you use art to document and represent a place, time, and community?		
<p><b>VA:Cr1.1.7a</b> Apply methods to overcome creative blocks.</p>		What strategies do artists use to overcome creative blocks and develop ideas? How do artists get inspiration from other disciplines?		
Anchor Resources				
<p><b>VA:Cn10.1.7a</b> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</p>		<a href="#">Art All Around Me</a>		
Lesson	Key Resource	Artist Connection		
<a href="#">Home and School Diptych</a>	<a href="#">Hatching and Cross-Hatching Practice</a>	<a href="#">Do Ho Suh</a>		
<a href="#">Painted Worlds</a>	<a href="#">Tempera Plus</a>	<a href="#">Grant Wood</a>		
<a href="#">Symbols of Home and Community</a>	<a href="#">All About Community</a>	<a href="#">Faith Ringgold</a>		
<a href="#">Paint Swatch Architecture</a>	<a href="#">Survey of Architectural Structures</a>	<a href="#">Zaha Hadid</a>		

Anchor Charts	Video	Suggested Assessments
<a href="#"> Techniques to Try with Crayon</a> <a href="#"> Color Theory Basics</a> <a href="#"> How to Make Batik</a>	<a href="#"> Basic Drawing Vocabulary</a> <a href="#"> Basic Painting Vocabulary</a> <a href="#"> What is Value? (Advanced)</a> <a href="#"> What is Line? (Advanced)</a>	<a href="#"> Tempera Techniques Pre-Test</a> <a href="#"> 4-3-2-1 Reflection</a>
Notes and Adjustments		
Reflections on Instruction		

## UNIT 9: Relating the Past and Present Using Ceramics

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Enduring Understanding:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b>Essential Questions:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>		Students will consider how works of art are connected to the time and place in which they were created. Students will apply their understanding by creating a slab and coil ceramic artwork that is inspired by artworks of the past.		
		Media Focus	Processes and Skills	Anticipatory Set
		Ceramics	Relate	<a href="#">Anticipatory Sets With FLEX</a>
		Elements of Art and Principles of Design		
		<ul style="list-style-type: none"> <li>• Texture</li> <li>• Form</li> </ul>		
Demonstration Time	Student Work Time			
1 hour	7 hours			
Focus Standards		Unit Essential Questions		
<p><b>VA:Cn11.1.7a</b> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>		<p>What can we learn from artworks made in different time periods? How does understanding historical and cultural contexts of artwork influence viewer response?</p>		
<p><b>VA:Cr2.1.7a</b> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>		<p>What techniques do artists use to develop their skills, and how can you apply that to your work?</p>		
Anchor Resources				
<p><b>VA:Cn11.1.7a</b> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>			<p> <a href="#">Face Jug Form and Function</a></p>	
Lesson	Key Resource	Artist Connection		
 <a href="#">Ornate Vessels</a>	 <a href="#">Coil Styles</a>	 <a href="#">Dave the Potter</a>		
 <a href="#">Prehistoric Ceramic Tiles</a>	 <a href="#">What is Sgraffito?</a>	 <a href="#">Artists Inspired by Sgraffito</a>		

Anchor Charts	Video	Suggested Assessments
<a href="#"> How to Join Clay</a> <a href="#"> How to Roll a Coil</a>	<a href="#"> The 6 Stages of Clay</a> <a href="#"> Basic Ceramics Vocabulary</a>	<a href="#"> Learning Goals Self Assessment Rubric</a> <a href="#"> Artmaking Process Reflection</a>
Notes and Adjustments		
Reflections on Instruction		