***MISSION***

***The Faculty and staff of Chadwick R-1 Schools in partnership with parents and the community, will establish high standards of learning and high expectations for achievement while providing comprehensive guidance for success****.*

*Subject:*

*Art Explore*

*Grade Level:*

*7th-8th*

*Grade: 7th-8th Su*bject: Art Explore

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| **Time Period** | **GLE/****MO Standard/****Common Core** | **Description and Assessments**  | **Notes--** |
| **Quarter: Only have these students for one quarter so assignments are completed in this order every quarter.**  |
|  | **GLEs:**Strand I: 1C, Grade 7, 8Strand II: 1A, Grade 8 Strand II: 1B, Grade 8 Strand II: 1D, Grade 7,8 **MO Standards:** FA 1 FA 2 **DOK:** Level 1Level 2Level 4 **CC Standards for English/Writing:** SL 1,2,6 | *Computerized Artwork* * + Create a composition of lines and shapes using general software – [www.sumopaint.com](http://www.sumopaint.com/)
	+ Differentiate between geometric and organic shapes
	+ Use a variety of lines and line quality, shapes, textures, tools, values, etc. to create non-objective artwork

**Pre-Project Assessment:** * Pre-test on lines, shapes, texture and value
* Question/Answer
* Group discussion

**Mid-Project Assessment:** * Conference with students individually as they work

**Post-Project Assessment:** * Finished project
* Conference with students individually about project
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|  | **GLEs:**Strand I: 1A, Grade 8 Strand I, 3A, Grade 7 Strand II: 1C, Grade 8 Strand II: 1F, Grade 8 Strand II: 2C, Grade 8Strand II: 2F, Grade 8 **MO Standards:** FA 1 FA 2 **DOK:** Level 1Level 2**CC Standards for English/Writing:** SL 1,2,6 | *Value Scale/Shaded Form Still Life* * + Create continuous, graduated and even tones using pencil and colored pencil
	+ Identify and use a range of values to create value contrast
	+ Create a still life from observation
	+ Identify and use a range of values to create the illusion of form
	+ Use appropriate scale relationship
	+ Differentiate between shapes and forms.

**Pre-Project Assessment:** * Question/Answer
* Value Scale Example completion

**Mid-Project Assessment:** * Conference with students individually as needed during work time

**Post-Project Assessment:** * Finished project
* Question/Answer
* Conference with students individually as needed
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|  | **GLEs:**Strand I: 1A, grade 7 Strand I: 3A, grade 8 Strand I: 3C, grade 7,8Strand II: 1D, grade 7 **MO Standards:** FA1 FA 2 **DOK:** Level 1Level 2Level 4**CC Standards for English/Writing:** SL 1,2,6 | *Outdoor Textured Landscape Drawing* * + Use a pencil to create simulated/implied textures
	+ Create a realistic drawing of a landscape
	+ Observe and draw nature/environment
	+ Define and differentiate between implied, simulated, real and invented textures.
	+ Understand and Use foreground, middle ground, background and space in artwork

**Pre-Project Assessment:** * Question/Answer as group

**Mid-Project Assessment:** * Conference with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished project
* Quesiton/Answer
* Class critique/discussion
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|  | **GLEs:**Strand I: 3A Strand I: 3C Strand V: 1A **MO Standards:** FA 1 FA 5 **DOK:** Level 1Level 2Level 3 **CC Standards for English/Writing:** SL 1,2,6 | *Abstract Landscape* * Design a landscape using an abstract method

**Pre-Project Assessment:** * Questionnaire on abstract vs. realistic
* Question/Answer as group

**Mid-Project Assessment:** * Conference with students individually as needed during work time

**Post-Project Assessment:** * Finished project
* Question/Answer
* Class critique/discussion
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|  | **GLEs:**Strand II: 1G, grade 8 Strand V: 1A, grade 7, 8 **MO Standards:** FA 2 FA 5 **DOK:** Level 1Level 2Level 3Level 4**CC Standards for English/Writing:** SL 1,2,6 | *One Point Perspective Room Drawing* * + Create a one point perspective drawing of a room
	+ Use converging lines, vertical and horizontal lines, vanishing point
	+ Use ruler to create straight lines and precise angles
	+ Define vanishing point, converging line, horizon line, parallel and perpendicular

**Pre-Project Assessment:** * Pre-project quiz on perspective drawing
* Question/Answer
* Individual students complete perspective drawing example sheet as class before starting project

**Mid-Project Assessment:** * Consult with individual students as needed during work time
* Question/answer

**Post-Project Assessment:** * Finished project
* Class critique/discussion
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|  | **GLEs:**Strand II: 1A, grade 8Strand II: 1B, grade 8 Strand II: 2A, grade 7 Strand II: 2B, grade 7 **MO Standards:** FA 2 **DOK:** Level 1 Level 2Level 3Level 4**CC Standards for English/Writing:** SL 1,2,6 | *Mandalas (Symmetrical and Radial Design)* * Identify and use radial balance, symmetrical balance
* -Identify and use focal point
* -Identify and use varied line quality
* -Identify and use varied shapes, lines, patterns to create repetition
* Define symmetry, radial balance, central axis, radius, diameter, circumference

 **Pre-Project Assessment:** * Have students complete questionnaire on balance before starting lesson to find out what they know
* Question/Answer

**Mid-Project Assessment:** * Conference with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished project
* Quiz on balance
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|  | **GLEs:**Strand II: 2A, grade 8 **MO Standards:** FA 2 **DOK:** Level 1Level 2Level 3Level 4**CC Standards for English/Writing:** SL 1,2,6 | *Asymmetrical Fashion Design* * Design a fashion item that shows asymmetrical balance.

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Conference with students individually as needed during work time

**Post-Project Assessment:** * Finished project
* Self-critique and discussion
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|  | **GLEs:**Strand I: 1D, grade 7,8Strand I: 3B, grade 8Strand II: 1B, grade 7,8Strand II: 2D, grade 7,8**MO Standards:** FA 1 FA 2 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** SL 1,2,6 | *Recycled Magazine Coiled Pot** Create a functional fiber made vessel using recycled materials
* Identify and use rhythmic lines and shapes
* Understand the Importance of Recycling materials for art instead of polluting environment

**Pre-Project Assessment:** * Questionnaire about recycled art
* Question/Answer
* Class discussion

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished project
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|  | **GLEs:**Strand I: 2A**MO Standards:** FA 1 **DOK:** Level 1 Level 2Level 3Level 4**CC Standards for English/Writing:** SL 1,2,6 | *Soap Carving* * Use proper techniques to create a sculpture from a subtractive carving process.-soap carving

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished project
* Question/Answer
* Self-critique and discussion
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|  | **GLEs:**Strand I: 1D, Grade 7,8Strand II: 1E, Grade 7,8**MO Standards:** FA 1FA 2 **DOK:** Level 1Level 2Level 3Level 4**CC Standards for English/Writing:** SL 1,2,6 | *Printmaking* * + 8th grade
		- -Demonstrate a printmaking process using a variety of ink colors- styrofoam relief prints
		- Use complementary colors
	+ 7th grade
		- -Demonstrate a type of relief block printmaking- styrofoam relief prints
		- Use analogous colors
		- Differentiate between high low relief

**Pre-Project Assessment:** * Pre-test on printmaking
* Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished project
* Printmaking quiz
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|  | **GLEs:**Strand I: 2A, grade 7,8 Strand I: 3B, grade 8 Strand II: 1G, grade 7 Strand V: 1A, grade 7, 8**MO Standards:** FA 1 FA 2 FA 5 **DOK:** Level 1Level 2Level 3Level 4**CC Standards for English/Writing:** SL 1,2,6 | *Clay Project* * + 7th grade
		- Create an in-the-round artwork by joining two or more surfaces
		- Identify and use positive and negative forms in three-dimensional work
		- Identify artwork from Europe, United States
		- 8th grade
			* Modeling with clay or similar material: create a 3D artwork demonstrating appropriate joining techniques
			* Create an original functional object
			* Identify artwork from United States, Native American culture

**Pre-Project Assessment:** * KWL Chart as class
* Pre-test on clay and clay building processes
* Question/Answer

**Mid-Project Assessment:** * Question/Answer
* Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished project
* Class critique and discussion
* Question/Answer
* Ceramics test
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|  | **GLEs:**Strand I: 2A Strand I: 3C Strand II: 2D **MO Standards:** FA 2 **DOK:** Level 1 Level 2 Level 4**CC Standards for English/Writing:** SL 1,2,6 | *Duct Tape Project** Create a sculpture in the round by using an additive process
* Layer materials to create more thickness
* Identify and use regular and progressive rhythm

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time
* Question/Answer

**Post-Project Assessment:** * Finished project
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|  | **GLEs:**Strand IV: 2A, Grade 7 Strand V: 1A, Grade 7**MO Standards:** FA 4FA 5 **DOK:** Level 1Level 2Level 3Level 4**CC Standards for English/Writing:** SL 1,2,6 | *Text and Illustration* * + 6th grade
		- Illustrate text
		- Using opaque paint, overlap brush strokes to create a smooth and even area of color
		- Identify and use complex shapes such as people, animals, vehicles
	+ 7th grade
		- Explain the relationship between illustration and written text.
		- Identify works of art from Europe

**Pre-Project Assessment:** * Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during work time

**Post-Project Assessment:** * Finished project
* Share time with class and discussion
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|  | **GLEs:**Strand IV: 1A, Grade 8**MO Standards:** FA 4 **DOK:** Level 1Level 2Level 3**CC Standards for English/Writing:** RI 1 W 1,2,4SL 1,2,6 | *Music and Art Connection* * + 8th grade-
		- Compare and contrast examples of American art and music

**Pre-Project Assessment:** * Compare and contrast example as class on board
* Question/Answer

**Mid-Project Assessment:** * Consult with students individually as needed during project

**Post-Project Assessment:** * Finished chart and explanation
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|  | **GLEs:**Strand III: 2A Strand V: 1A Strand V: 1B **MO Standards:** FA 3 FA 5**DOK:** Level 1 Level 2 Level 3 Level 4 **CC Standards for English/Writing:** RI 1 W 1,2,4SL 1,2,6 | ***Art Criticism**** Describe the artwork and the subject matter in detail
* Analyze the use of Elements and Principles in artwork
* Interpret the meaning of an artwork
* Judge and artwork
* Identify works of art from the United States and Europe
* Compare and Contrast 2 artworks on : time, place, theme, subject matter, materials, characteristics and cultural contexts

**Pre-Project Assessment:** * Do example as class

**Mid-Project Assessment:** * Consult students individually as needed during work time

**Post-Project Assessment:** * Finished Art Criticism
* Question/Answer
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