

***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, 8  Strand II: 1A, Grade 8  Strand II: 1B, Grade 8  Strand II: 1D, Grade 7,8  **MO Standards:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 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 |  |
|  | **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 8  Strand II: 2F, Grade 8  **MO Standards:**  FA 1  FA 2  **DOK:**  Level 1  Level 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 |  |
|  | **GLEs:**  Strand I: 1A, grade 7  Strand I: 3A, grade 8  Strand I: 3C, grade 7,8  Strand II: 1D, grade 7  **MO Standards:**  FA1  FA 2  **DOK:**  Level 1  Level 2  Level 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 |  |
|  | **GLEs:**  Strand I: 3A  Strand I: 3C  Strand V: 1A  **MO Standards:**  FA 1  FA 5  **DOK:**  Level 1  Level 2  Level 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 |  |
|  | **GLEs:**  Strand II: 1G, grade 8  Strand V: 1A, grade 7, 8  **MO Standards:**  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 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 |  |
|  | **GLEs:**  Strand II: 1A, grade 8  Strand II: 1B, grade 8  Strand II: 2A, grade 7  Strand II: 2B, grade 7  **MO Standards:**  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 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 |  |
|  | **GLEs:**  Strand II: 2A, grade 8  **MO Standards:**  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 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 |  |
|  | **GLEs:**  Strand I: 1D, grade 7,8  Strand I: 3B, grade 8  Strand II: 1B, grade 7,8  Strand II: 2D, grade 7,8  **MO Standards:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 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 |  |
|  | **GLEs:**  Strand I: 2A  **MO Standards:**  FA 1  **DOK:**  Level 1  Level 2  Level 3  Level 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 |  |
|  | **GLEs:**  Strand I: 1D, Grade 7,8  Strand II: 1E, Grade 7,8  **MO Standards:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 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 |  |
|  | **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 1  Level 2  Level 3  Level 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 |  |
|  | **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 |  |
|  | **GLEs:**  Strand IV: 2A, Grade 7  Strand V: 1A, Grade 7  **MO Standards:**  FA 4  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 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 |  |
|  | **GLEs:**  Strand IV: 1A, Grade 8  **MO Standards:**  FA 4  **DOK:**  Level 1  Level 2  Level 3  **CC Standards for English/Writing:**  RI 1  W 1,2,4  SL 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 |  |
|  | **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 1,2,4  SL 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 |  |