

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL

ART CURRICULUM

GRADE 7 ART

AUGUST 2019

Grade 7 Art Course Overview

7th Grade Art Class meets as part of a marking period cycle for approximately 45 days, 40 minutes per class. This course builds upon the skills developed in the K through 6 art programs. The course focuses on three key areas of instruction including drawing, painting and ceramics.

At the culmination of the course, students will exhibit proficiency in line and value drawing, introductory painting concepts, design skills and essential clay techniques. Students in 7th Grade will begin to verbalize and put into writing, their responses to artwork following specific guidelines to complete a critique. Enrichment opportunities are available through exhibits and competitions at the county level, state level and through district art show participation.

The New Jersey Core Curriculum Content Standards and National Standards are addressed through activities and projects specifically designed to enhance student skills and understandings within the standards and concepts. All projects introduce and incorporate the Elements of Design: line, shape, form, texture, color, value, space, as well as, the Principles of Design: contrast, harmony, movement, rhythm, balance, dominance, gradation, unity, and proportion. Corresponding cultural and historical perspectives are incorporated.

2019 HTPS Visual Arts Curriculum Map – Grade 7 Art

| Unit of Study | Pacing | NJCCC Standards | Essential Questions | Enduring Understandings | Learning Targets | Assessment: Formative & Summative | Interdisciplinary Connections | 21 st Century Life & Career Standards |
|----------------|---------|---|---|--|---|---|--|--|
| Drawing | 15 days | <p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge</p> | <p>What role does composition play in contour drawing?</p> <p>How can an artist show contour and depth of an object in their view using only a single line approach?</p> <p>Why is “seeing” and object essential to a drawing?</p> <p>How is a contour line drawing a “true to life” drawing?</p> | <p>The ability to see and record line and form from observation allows ideas to be shared.</p> <p>Artists apply the Elements of Art and Principles of Design to two-dimensional and three-dimensional works in art for expressive purposes.</p> <p>Creativity and problem solving are essential life skills that can be developed.</p> <p>Artists continually develop their work and skills through practice, critique, constructive feedback,</p> | <p>Students are learning to exercise their observational skills, attempting to draw only what they see, not pre-conceived notions of what they believe should be there.</p> <p>Students are learning to use and understand basic vocabulary pertaining to drawing from observation such as: line, observation, blind contour, modified contour, continuous line, sighting and proportion, overlapping.</p> <p>Students are learning to be aware of and begin to use composition</p> | <p>Formative:</p> <ol style="list-style-type: none"> 1. Pre-instruction portrait drawing 2. Pre-instruction butterfly drawing 3. Upside-Down, left brain drawing exercise 4. Blind Contour line drawing exercise 5. Modified Contour Line drawing exercise <p>Summative:</p> <ol style="list-style-type: none"> 1. Completed Contour Drawing from observation that avoids preconceived image associations and includes the following: | <p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> |

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| | <p>to the creation of original art works.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> | | <p>reflection and revision.</p> <p>Artists create and experiment with a variety of tools, media, and techniques to communicate ideas and express emotions.</p> <p>Viewing and critiquing work of various artists can help us not only understand, but appreciate a variety of cultures, backgrounds and styles.</p> | <p>considerations in organizing all art works.</p> <p>Students are learning to examine the contour line work of artists throughout history and today.</p> <p>Students are learning to identify perspective in photos, in students' surroundings and in art works.</p> <p>Students are learning to use drawing skills and tools to create the illusion of a three-dimensional form on a two-dimensional surface.</p> <p>Students are learning to complete an exercise in chiaroscuro, learning the</p> | <p>- accuracy of line and proportion, avoidance of symbols -use of one continuous detailed line - illusion of a three-dimensional form on a two-dimensional surface -a basic awareness of composition including overlapping to show depth, balance between positive and negative space, and depiction of foreground, middle-ground and background -an understanding of cylindrical perspective through use of curved lines when drawing a round object -graded value in chiaroscuro</p> | <p>responsible world citizens in the 21st century.</p> <p>Mathematics: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> | |
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| | | | | | <p>five values employed in the system (highlight, low light, core shadow, reflected light and cast shadow).</p> <p>Students are learning to use vocabulary and apply it to compositional concepts, such as positive and negative space, overlapping, foreground, middle-ground and background.</p> <p>Students are learning to use vocabulary: perspective, viewpoint, planes, cylindrical perspective, contour, left and right sides of the brain when discussing art.</p> <p>Students can identify chiaroscuro in</p> | | | |
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| | | | | | art works in history. Suggested Artists to study: -Leonardo DaVinci -Michelangelo - -Merisi da Caravaggio -Johannes Vermeer -Rembrandt Harmenszoon van Rijn -Albrecht Dürer -Ansel Adams | | | |
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2019 HTPS Visual Arts Curriculum Map – Grade 7 Art

| Unit of Study | Pacing | NJCCC Standards | Essential Questions | Enduring Understandings | Learning Targets | Assessment: Formative & Summative | Interdisciplinary Connections | 21 st Century Life & Career Standards |
|-----------------|---------|---|---|--|--|---|--|--|
| Painting | 15 days | <p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art</p> | <p>How have tools, techniques or concepts in painting been used illustrate depth in art throughout history?</p> <p>How does the direction and intensity of light play an important role in depicting form using value?</p> <p>How can an artist manipulate color to suggest depth?</p> <p>How can artists use color to depict emotion?</p> <p>How can an understanding of the color wheel be applied when</p> | <p>Artists use specific tools and techniques to paint even flat brush strokes when using acrylic paints.</p> <p>Artists use color theory and the color wheel as a tool to implement individual style and emotion in their paintings.</p> <p>Artists apply the Elements of Art and Principles of Design to two-dimensional and three-dimensional works in art for expressive purposes.</p> <p>Creativity and problem solving are essential life skills that can be developed.</p> | <p>Students are learning to distinguish between paint applications: opaque, transparent and translucent.</p> <p>Students are learning to use color theory vocabulary to assist in completing an opaque paint color wheel, utilizing only the primary colors.</p> <p>Students are learning to create values in paint, using white to create tints and a complement to create shades.</p> <p>Students are learning to use analogous colors to enhance a basic color.</p> | <p>Formative:</p> <p>1. Google Form with questions to gauge student understanding of color theory and the color wheel</p> <p>2. Match a color swatch using various acrylic paints.</p> <p>Summative:</p> <p>1. Completed color wheel using opaque acrylic paint</p> <p>2. Completed value and analogous scales</p> <p>3. Completed painting demonstrating the following: -a range of values and colors -depth -opacity of paint</p> | <p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Mathematics 7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. Example: When the student creates a grid for enlarging the artwork, what size should the grid be? What percentage should the student increase the image to fit on the art paper?</p> <p>Science: 5.1.8.C.1 Scientific models and</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> |

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| | | <p>vocabulary and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4 Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media) and apply this knowledge to the creation of original art works.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.</p> <p>1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.7 Analyze the form, function,</p> | <p>creating a painting?</p> | <p>Artists continually develop their work and skills through practice, critique, constructive feedback, reflection and revision.</p> <p>Artists create and experiment with a variety of tools, media, and techniques to communicate ideas and express emotions.</p> <p>Viewing and critiquing work of various artists can help us not only understand, but appreciate a variety of cultures, backgrounds and styles.</p> | <p>Students are learning to create a painting applying color-mixing skills to suggest the illusion of depth.</p> <p>Suggested Artists to study: -Joseph Albers -Wayne Thiebaud -Claude Monet -Henri Matisse <i>-also use a variety of current advertisements</i></p> | <p>-craftsmanship (clean edges, no whites remain, careful outlining)</p> | <p>understandings of fundamental concepts and principles are refined as new evidence is considered.</p> <p>Technology: 8.1.8.B.1 The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> | |
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| | | craftsmanship, and originality of representative works of visual art. 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art. | | | | | | |
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2019 HTPS Visual Arts Curriculum Map – Grade 7 Art

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|---------------|---------|---|---|---|---|---|---|--|
| Clay | 10 days | <p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.</p> <p>1.2.8.A.1 Map historical innovations in visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.3. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity,</p> | <p>What are the special qualities of clay that allow it to be both sculptural and functional?</p> <p>How does a form in clay become suitable for its function or purpose?</p> <p>How do artists make decisions regarding form, subject and method in their clay works?</p> <p>How are the different methods of clay techniques evident in a finished piece?</p> <p>How are the properties of clay emphasized when building using this medium?</p> | <p>Artists use specific tools and hand building techniques to create three-dimensional artwork.</p> <p>Artists apply the Elements of Art and Principles of Design to two-dimensional and three-dimensional works in art for expressive purposes.</p> <p>Ceramics can be both sculptural and functional.</p> <p>Creativity and problem solving are essential life skills that can be developed.</p> <p>Artists continually develop their work and skills through practice, critique,</p> | <p>Students are learning to examine the work of artists who worked or work currently in the clay medium.</p> <p>Students are learning to use the vocabulary and tools of the clay medium.</p> <p>Students are learning to differentiate between relief and sculpture-in-the-round.</p> <p>Students are learning to create a freestanding sculpture-in-the-round.</p> <p>Students are learning to apply hand-building techniques: slab-rolling, score, slip, coil, smoothing and hollowing, when applicable.</p> | <p>Formative:</p> <ol style="list-style-type: none"> 1. Create a pinch pot 2. Roll a coil 3. Slip and score the coil to the “lip” (top) or “foot” (bottom) of the pinch pot <p>Summative:</p> <ol style="list-style-type: none"> 1. Finished slab piece with an emphasis on the following: <ul style="list-style-type: none"> -construction -Use of clay techniques -creativity -attention to details -neatness & craftsmanship | <p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Literacy: SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>Mathematics: 7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</p> <p>Science:</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> |

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| | | <p>emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual</p> | <p>How are the Elements of Art and Principles of Design incorporated into the design of a work in clay?</p> | <p>constructive feedback, reflection and revision.</p> <p>Artists create and experiment with a variety of tools, media, and techniques to communicate ideas and express emotions.</p> <p>Viewing and critiquing work of various artists can help us not only understand, but appreciate a variety of cultures, backgrounds and styles.</p> | <p>Students are learning to add surface embellishment, when texture is desired.</p> <p>Students are learning to apply learned concepts and skills to the creation of a functional or non-functional piece.</p> <p>Students are learning the basic chemistry behind the kiln firing process.</p> <p>Students are learning to apply two even layers of glaze.</p> <p>Suggested Artists to study: -Maria Martinez -Paul Voulkos -Beatrice Wood <i>-various artists today who sculpt clay figures for animation/movies</i></p> | | <p>5.2 Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.</p> <p>B. Changes in Matter: Substances can undergo physical or chemical changes to form new substances. Each change involves energy.</p> <p>5.2.8.B.2 Content Statement: Chemical changes can occur when two substances, elements, or compounds react and produce one or more different substances. The physical and chemical properties of the products are different from</p> | |
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| | <p>communication in multiple art media (including digital media) and apply this knowledge to the creation of original art works.</p> <p>1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency</p> | | | | | <p>those of the reacting substances.</p> <p>Social Studies: 1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. 1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>21st Century Life & Careers: 9.1.8.B.1 Use multiple points of view to create alternative solutions. 9.3.8.B.7 Explain what is meant by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally.</p> | |
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| | | and the work's content or form. 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art. | | | | | | |
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BIBLIOGRAPHY

“Drawing on the Right Side of your Brain” Betty Edwards

“How to Draw what you See “ Rudy De Ryna

“Drawing Dimension” Catherine V Holmes

“Colored Pencil Step by Step” Pat Averil

“Acrylic Painting” Lee Hammond

“An Introduction to Acrylics” Ray Smith

“The Ceramics Bible” Louise Taylor

“Mastering Handbuilding” Sunshine Cobb

WEBLIOGRAPHY

General resource

<https://theartofeducation.edu/>

Drawing Resource

<http://www.griddrawingtool.com/>

Painting Resource

<https://www.mybluprint.com/article/acrylic-painting-techniques-all-beginners-should-try>

Clay Formation

<http://www.brentelemetary.org/uploads/6/8/5/8/68589867/basic-clay-sculpture-techniques.pdf>

<http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm>

<https://kilnarts.org/education/ceramic-pottery/the-basics-of-clay/>

ASSOCIATED JOBS LIST BY UNIT

| | |
|-----------------------------------|---|
| <p>Unit 1 Drawing</p> | <p>Graphic designer Illustrator Fashion Designer Industrial Designer Animator Landscape Architect Architect</p> |
| <p>Unit 2 Painting</p> | <p>Fine Artist Illustrator Animator Curator Art Restoration</p> |
| <p>Unit 3 Clay</p> | <p>Pottery Sculpture Fine Artist Model maker Animation/film Costume/mask making</p> |

Common Assessments for Grade 7 Art

Drawing- Unit 1

- Formative Assessment #1: Students will complete a pre-instruction portrait drawing (2 points).
- Formative Assessment #2: Students will complete a pre-instruction butterfly drawing.
- Formative Assessment #3: Students will create an upside-down, left brain drawing (10 points) demonstrating the following:

| Formative Assessment: Upside Down Left Brain Drawing | |
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| Accuracy of Line (5 points) | |
| Accuracy of Proportion (2 points) | |
| Avoidance of Symbols (3 points) | |
| TOTAL→ 10 points | |

Drawing- Unit 1

Formative Assessment #4

Students will create Blind Contour line drawing (10 points) demonstrating the following:

| Formative Assessment: Blind Contour Drawing | |
|---|--|
| Detailed Contours (4 points) | |
| Avoidance of Symbols (3 points) | |
| Use of One Continuous Line (3 points) | |
| TOTAL→ 9 points | |

Drawing- Unit 1

Formative Assessment #5

Students will create Modified Contour line drawing (10 points) demonstrating the following:

| Formative Assessment: Blind Contour Drawing | |
|---|--|
| Excellent Line Detail (4 points) | |
| Avoidance of Symbols (3 points) | |
| Accuracy of Proportion (3 points) | |
| TOTAL→ 10 points | |

Drawing- Unit 1

Summative Assessment #1

Final Drawing (50 points)

Students will complete a Contour Drawing from observation that avoids preconceived image associations and includes the following:

- Accuracy of line and proportion, avoidance of symbols
- Use of one continuous detailed line
- Illusion of a three-dimensional form on a two-dimensional surface
- A basic awareness of composition including overlapping to show depth, balance between positive and negative space, and depiction of foreground, middle-ground and background
- An understanding of cylindrical perspective through use of curved lines when drawing a round object
- Graded value in chiaroscuro

| Unit 1: Grade 7 Visual Arts - Final Drawing | | | | | | | | | | | |
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| | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| Contour Line Drawing Overall | | | | | | | | | | | |
| Evidence of Observation | | | | | | | | | | | |
| Details in Line | | | | | | | | | | | |
| Avoidance of Symbols | | | | | | | | | | | |
| Accuracy of Proportion | | | | | | | | | | | |
| TOTAL → | | | | | | | | | | | |

Painting- Unit 2

Formative Assessment #1

Students will complete a Google Form with questions to gauge student understanding of color theory and the color wheel.

Link to Google Form: [Color Theory Formative Assessment #1- Grade 8 Visual Arts](#)

Questions on the Google Form:

1. The primary colors are: _____
2. The secondary colors are: _____
3. Primary + Primary = _____
4. A tint is when you add _____ to a color.
5. A shade is when you add _____ to a color.
6. The _____ is a tool used to organize color. It is used to help us understand color mixing and the relationship of colors to one another.
7. VALUE refers to _____ and _____ in a work of art.
8. Red + Yellow = _____.
9. Red + Blue = _____.
10. Blue + Yellow = _____.

Painting- Unit 2

Formative Assessment #2

Students will be given a color swatch and will be asked to match the color using various acrylic paints.

Name: _____

Formative Assessment #2 Color Matching

1. Glue the color swatch in this box-

2. Use a magazine sheet to mix the color. Once you have the color matched, paint the color in this box.

Reminder: Use the color's complement to darken the color. (shade)

Summative Assessment #1

Students will complete a color wheel using opaque acrylic paint.

Name: _____

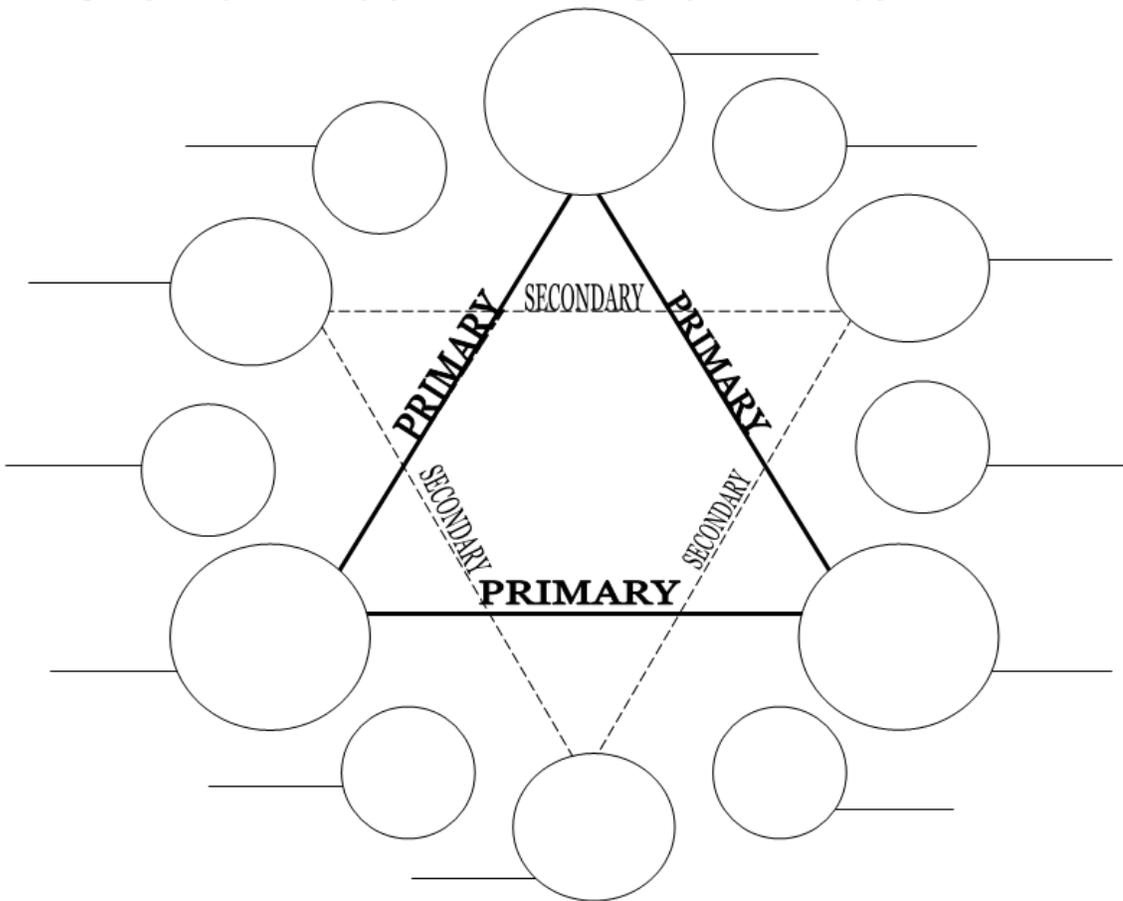
Grade 7 Visual Arts

REMINDER: Properly care for your paint brush

- Try to keep the paint in the hair (not on the handle)
- Rinse your brush in clean water and dry on a paper towel!
- Don't store the brush upside down in water
- Don't smash the brush hair

DIRECTIONS

1. In pencil label each color on the color wheel
2. Using the primary colors carefully paint each circle the correct color
3. Using the primary colors only, paint mix on a mixing tray then carefully paint each circle the correct color



Painting- Unit 2

Summative Assessment #2

Students will complete value and analogous scales for two pure colors (10 points).

| | | | | | | | | | |
|---|---------------------|---------------------|--------------------|-------------------|------------------------|-------------------------|-------------------------|---|----------|
| Create a tint: <i>Add White</i> | | | | Pure Color | | | | Create a shade: <i>Add the complement</i> | |
| Add 4 dots of white | Add 3 dots of white | Add 2 dots of white | Add 1 dot of white | Pure Color | Add 1 dot of the comp. | Add 2 dots of the comp. | Add 3 dots of the comp. | Add 4 dots of the comp. | (5 pts.) |
| Add 4 dots of white | Add 3 dots of white | Add 2 dots of white | Add 1 dot of white | Pure Color | Add 1 dot of the comp. | Add 2 dots of the comp. | Add 3 dots of the comp. | Add 4 dots of the comp. | (5 pts.) |

Painting- Unit 2

Summative Assessment #3

Final Painting

Students will complete an acrylic painting (50 points) demonstrating the following:

- a range of values and colors
- depth
- opacity of paint
- craftsmanship (clean edges, no whites remain, careful outlining)

| Unit 2: Grade 7 Visual Arts - Final Painting | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|--|
| | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| Variation of Color/Value | | | | | | | | | | | |
| Opacity of Paint | | | | | | | | | | | |
| Clean Edges | | | | | | | | | | | |
| No Whites Remain | | | | | | | | | | | |
| Careful Outlining | | | | | | | | | | | |
| TOTAL → | | | | | | | | | | | |

Ceramics- Unit 3

- Formative Assessment #1: Students will be given clay and will be asked to create a pinch pot.
- Formative Assessment #2: Students will be given clay and will be asked to roll a coil.
- Formative Assessment #3: Students will be asked to slip and score the coil to the “lip” (top) or “foot” (bottom) of the pinch pot.

Ceramics- Unit 3

Summative Assessment #1

Final Ceramics Piece

Students will create a finished slab piece (50 points) with an emphasis on the following:

- construction
- use of clay techniques
- attention to details
- neatness & craftsmanship
- creativity

| Unit 3: Grade 7 Visual Arts - Final Ceramics Piece | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|--|
| | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| Construction | | | | | | | | | | | |
| Use of Clay Techniques | | | | | | | | | | | |
| Attention to Detail | | | | | | | | | | | |
| Neatness/ Craftsmanship | | | | | | | | | | | |
| Creativity | | | | | | | | | | | |
| TOTAL → | | | | | | | | | | | |