DVUSD Visual Arts Objectives

Seventh Grade

**Media, Techniques and Processes**

1. Uses sculpture and materials (e.g. cardboard, plaster, clay) to create a 3-dimensional sculpture)

2. Selects color schemes (e.g. analogous, complementary) to apply to a painting (e.g. tempera, watercolor, under glaze)

3. Incorporates the use of technology as a tool in the creation of a project

4. Employs a broader variety of drawing media in line drawings (e.g. thick marker, felt tip, 6b drawing pencils, computer)

5. Uses the grid method to develop drawing skills

6. Uses a variety of brush techniques relating to cultural areas studied in academic areas (e.g.

Japanese brushwork, French Impressionist)

7. Uses oil pastel techniques or tempera paint (e.g. color mixing, blending, layering) to create a composition   
8. Cleans and cares for art tools, materials, and space independently and completely

**Elements and Principals**

1. Uses balance, proportion, and texture to create a sculpture (e.g. functional form or decorative object)

2. Uses color theory (e.g. warm, cool, analogous, complementary) to create a realistic or abstract painting

3. Uses repetition and balance (e.g. symmetrical, asymmetrical, radial) to create a design

4. Uses space (i.e.1- point perspective) to create a drawing (e.g. lettering design, architectural landscape, city buildings)

5. Recognizes and discusses line, shape, color, balance, and space used in different cultures (e.g.

French Impressionism, Japanese printmaking, African artifact)

6. Uses color theory (e.g. complementary colors, warm, cool, intensity, value) to create an impressionism inspired composition

7. Utilizes line, shape, color, space, and balance to create stained glass, painting, printmaking

8. Applies an understanding of varied line quality (e.g. thick, thin, directional, dark, light) by creating a representational contour line drawing

**Content**

1. Completes contour line drawings from observation with the addition of value and color (e.g. still life portrait, landscape, photo reference)

2. Discusses the use of color and its impact on a work of art

3. Understands and discusses the art forms of the middle ages (e.g. gargoyles, castles, chalices)

4. Plans a composition using borders and/or cropping (e.g. view finder)

**History and Cultures**

1. Discusses two periods of art: “Middle Ages and Impressionism”

2. Selects a famous artist and researches their style and techniques

3. Writes a paragraph describing their understanding and feelings about collage and its importance in contemporary art

4. Compares and contrasts the works of two or more artists within the period studied

5. Creates a time line of periods of art and significant artists and their relationship to major historical events

6. Participates in a group critique discussing their own work and the work of fellow students based on the philosophy of the period studied

7. Views and discusses masterpiece reproductions: Claude Monet, Edgar Degas, Georges Seurat

**Evaluation**

1. Identifies style and themes in a variety of works in historical and cultural context

2. Identifies and labels the art elements utilized within their own work and the art of others

3. Evaluates their own work based on a rubric

4. Describes and explains the characteristics of a particular period of art or specific artist

**Connections**

1. Plans and creates artwork that combines technology, digital images and cultural symbols as both reference and design elements in a mixed media painting (e.g. What America means to me painting)

2. Discusses clay artifact influenced by relief sculpture and architectural embellishments (e.g. middle ages, renaissance, contemporary influences

3. Incorporates symbols of contemporary visual culture in their artwork (e.g. T.V. film, logos, fashion, graffiti and computer graphics)

4. Recognizes the roles of artists in numerous and varied careers (e.g. landscape architects, computer designers, food and fashion stylists and film images)

5. Uses 2 or 3-dimensional media (e.g. papier-mache, clay, cardboard, pariscraft) to design artworks (masks, gargoyles, castles) relating to the social studies curriculum (e.g. Africa, Medieval Europe)

**Aesthetic Appreciation**

1. Wants to increase technical skills and artistic abilities

2. Appreciates the contributions of the artists of the Middle Ages

3. Enjoys examining the visual arts of other cultures as a way to appreciate their artistic accomplishments

4. Enjoys and identifies a variety of art forms present in their everyday life (e.g. media, school, home, community, museums)

5. Respects and understands that artistic tastes and abilities vary among peers