

Roanoke County Schools

Seventh Grade Art Curriculum

[Overview](#) * [Emphasis](#) * [SOL](#) * [Instructional Units](#)

Overview:

Upon completion of the Seventh Grade Art Program the student will:

- I. Perceive and understand:
 - A. contour drawing
 - B. how movement and linear direction is created by an art element
 - C. linear density
 - D. color schemes of analogous, complementary, warm and cool, and monochromatic color relationships
 - E. how value, color and line are used to create depth
 - F. the color wheel
 - G. variety, interest and focal points
 - H. aerial and linear perspective
 - I. natural forms in proportions
 - J. picture plane
 - K. the illusion of action in two dimensions or three dimensions
- II. Appreciate and be aware of:
 - A. the role of art careers
 - B. the aesthetics of art
- III. Possess a knowledge of:
 - A. color schemes
 - B. art careers
- IV. Create:
 - A. innovative and original solutions to design problems
 - B. two and three dimensional works of art
- V. Produce art work and demonstrate skills of:
 - A. drawing, painting, sculpture, printmaking, crafts, ceramics, and graphic art
 - B. proper use and care of tools and materials
 - C. visual communication of information and ideas

- VI. Develop evaluative processes by:
 - A. communicating ideas and information visually
 - B. critiquing artwork

Emphasis:

The standards for grade seven continue to emphasize exploration, analysis, and investigation of the creative process. Students develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students acquire knowledge that permits them to identify art styles and the periods to which they belong. In addition, they become aware of a variety of art careers that they may consider. They develop inquiry skills and vocabulary as they explore the meaning of works of art through analysis of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

Standards of Learning Objectives:

Visual Communication and Production

- 7.1 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.
- 7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.
- 7.3 The student will apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.
- 7.4 The student will use line variations, including directionality, width, and implied line to create contrasting qualities in a composition.
- 7.5 The student will communicate information and ideas through illustration.
- 7.6 The student will create the illusion of depth in two-dimensional works of art using a variety of the following devices: overlapping, atmospheric perspective, diminishing size and detail, and object placement in the picture plane.

- 7.7 The student will create contour line drawings that demonstrate perceptual skill.
- 7.8 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.
- 7.9 The student will create two-dimensional and three-dimensional works of art emphasizing one of the elements of art.
- 7.10 The student will create three-dimensional works of art using geometric forms.
- 7.11 The student will create works of art by representing and interpreting ideas from other fields of knowledge.
- 7.12 The student will use mechanical graphic arts instruments and devices to solve commercial design problems.
- 7.13 The student will create original works of art using computer design programs.
- 7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.

Cultural Context and Art History

- 7.15 The student will identify styles and themes in works of art from historical times and places.
- 7.16 The student will compare and contrast the characteristics of public art and monuments.
- 7.17 The student will compare various art careers and the methods of preparing for them.

Judgment and Criticism

- 7.18 The student will identify and examine the uses and impact of persuasive techniques in print and electronic media.
- 7.19 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.20 The student will identify and examine criteria for judging works of art.

- 7.21 The student will identify and examine ethical and legal considerations in the use of appropriated images and information.
- 7.22 The student will analyze, interpret, and judge works of art based on the organization and manipulation of the elements of art and the principles of design using appropriate art vocabulary.
- 7.23 The student will compare and contrast the life experiences depicted in works of art from other cultures with personal experiences.
- 7.24 The student will identify the processes artists use to create works of art by analyzing rough sketches, drafts, and series.

Aesthetics

- 7.25 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 7.26 The student will generate questions and possible answers to questions about works of art.
- 7.27 The student will describe ways that social and cultural beliefs can influence responses to works of art.
- 7.28 The student will describe personal sensory responses to the visual qualities of a work of art.

Instructional Units:

Includes Art SOL, correlation with core subject SOL, vocabulary, program of study and book reference (example images and Internet resources to be added)

Aesthetics | Art Careers | Ceramics | Color Schemes | Contour Drawings | Drawing and Painting | Two-Point Perspective | Sculpture

INSTRUCTIONAL UNIT:

Aesthetics

SOL:

7.27 The student will describe ways that social and cultural beliefs can influence responses to works of art.

State Core SOL Correlation: None

7.28 The student will describe personal sensory responses to the visual qualities of a work of art.

State Core SOL Correlation: None

VOCABULARY:

Aesthetics

Cultural

Social sensory response

Claude Monet – Impressionism

George Seurat – Pointillism

Vincent van Gogh – Post Impressionism

Paul Gauguin – Expressionism

PROGRAM OF STUDY:

View master works on WWW

Discussion

BOOK REFERENCE (Barrett Kendall *Portfolios M*):

Unit 4 Lesson 9, 11,12,13,16

INSTRUCTIONAL UNIT:

Art Careers

SOL:

- 7.12 The student will use mechanical graphic design instruments and devices to solve commercial design problems.

State Core SOL Correlation: English 7.3, 7.8, 7.9, 7.10

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 7.13 The student will create original works of art using computer design programs.

State Core SOL Correlation: None

- 7.17 The student will compare various art careers and the methods of preparing for them.

State Core SOL Correlation: Math 7.13

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 7.18 The student will identify and examine the uses and impact of persuasive techniques in print and electronic media.

State Core SOL Correlation: None

- 7.21 The student will identify and examine ethical and legal considerations in the use of appropriated images and information.

State Core SOL Correlation: None

- 7.26 The student will generate questions and possible answers to questions about works of art.

State Core SOL Correlation: None

VOCABULARY:

Educator

Graphic design

Cartoonist

Fashion designer

Product design illustrator

Industrial Designer

Legal ethical copyright laws

PROGRAM OF STUDY:

Internet research

Paper with illustrations on career exploration

Field trip

Cover design for careers on computer

Newspaper/ photography, layout, graphic design

Fabric Design

Jewelry Design

BOOK REFERENCE:

Careers In Art – pages 300-305

INSTRUCTIONAL UNIT:

Ceramics

SOL:

7.9 The student will create two-dimensional and three-dimensional works of art emphasizing one of the elements of art.

State Core SOL Correlation: None

7.23 The student will compare and contrast the life experiences depicted in works of art from other cultures with personal experiences.

State Core SOL Correlation: None

7.26 The student will generate questions and possible answers to questions about works of art.

State Core SOL Correlation: None

VOCABULARY:

Pottery/ functional/ sculptural	Green ware
Slab	Bisque ware
Drape	Glaze ware
Coil	Analyze
Slip	Process
Score	Elements of art
Plastic/ wet	Tactile texture
Leather hard	Visual texture

PROGRAM OF STUDY:

Clay project: castles, boxes, mugs, vases, fish, bowls

BOOK REFERENCE (Barrett Kendall *Portfolios M*):

Unit 4 Lesson 6

Technique pages 261 - 262

INSTRUCTIONAL UNIT:

Color Schemes

SOL:

- 7.1 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.

State Core SOL Correlation: English 7.1, 7.2, 7.3, 7.6, 7.8, 7.9, 7.10

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 7.13 The student will create original works of art using computer design programs.

State Core SOL Correlation: None

- 7.20 The student will identify and examine criteria for judging works of art.

State Core SOL Correlation: None

- 7.26 The student will generate questions and possible answers to questions about works of art.

State Core SOL Correlation: None

VOCABULARY:

Color schemes

Analogous

Monochromatic

Complementary

Color schemes

Values/ Tints

Shades

Critique

Collage

Warm and Cool

M.C. Escher

PROGRAM OF STUDY:

Stenciling

Tissue paper collage

Origami paper collage

Computer generated art

Value paintings

Tessellations

BOOK REFERENCE (Barrett Kendall *Portfolios M*):

Unit 1 Lesson 10

Unit 2 Lesson 7

Talk about Art

INSTRUCTIONAL UNIT:

Contour Drawings

SOL:

- 7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.

State Core SOL Correlation: None

- 7.4 The student will use line variations, including directionality, width, and implied line to create contrasting qualities in a composition.

State Core SOL Correlation: Math 7.7, 7.10, 7.11, 7.12

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 7.7 The student will create contour line drawings that demonstrate perceptual skill.

State Core SOL Correlation: Science LS.5

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 7.26 The student will generate questions and possible answers to questions about works of art.

State Core SOL Correlation:

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

VOCABULARY:

Line variation

Implied line

Contour

Movement

Figure

Cartoon

Walt Disney

PROGRAM OF STUDY:

Figure drawing

Contour drawing

Contour movement drawing

Flip cards

Cartooning

Computer animation

BOOK REFERENCE (Barrett Kendall *Portfolios M*):

Unit 1 Lessons 1 & 2

Unit 6 Lesson 9

Technique page – 255

INSTRUCTIONAL UNIT:

Drawing and Painting

SOL:

- 7.3 The student will apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.
State Core SOL Correlation: Math 7.7, 7.10, 7.11, 7.12
[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)
- 7.6 The student will create the illusion of depth in two-dimensional works of art using a variety of the following devices: overlapping, atmospheric perspective, diminishing size and detail, and object placement in the picture plane.
State Core SOL Correlation: Math 7.9, 7.10, 7.11, 7.12
[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)
- 7.20 The student will identify and examine criteria for judging works of art.

State Core SOL Correlation: None
- 7.22 The student will analyze, interpret, and judge works of art based on the organization and manipulation of the elements of art and the principles of design using appropriate art vocabulary.

State Core SOL Correlation: None
- 7.26 The student will generate questions and possible answers to questions about works of art.

State Core SOL Correlation: None

VOCABULARY:

General Rules of Perspective

Elements of Art – line, shape, form, space, texture, color, value

Principles of Design – emphasis, balance, variety, rhythm, unity, proportion

Overlapping

Perspective

Depth

Shadows/shading

Critique

Aerial perspective

PROGRAM OF STUDY:

General rules of perspective using geometric forms: pencil, colored pencils, pastels, etc.

Still life painting: watercolor, tempera, etc.

Drawing real objects as geometric forms

Mono printmaking

BOOK REFERENCE (Barrett Kendall *Portfolios M*):

Unit 1 Lesson 6

Technique Page 258

INSTRUCTIONAL UNIT:

Two-Point Perspective

SOL:

- 7.8 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.

State Core SOL Correlation: None

- 7.11 The student will create works of art by representing and interpreting ideas from other fields of knowledge.

State Core SOL Correlation: None

- 7.15 The student will identify styles and themes in works of art from historical times and places.

State Core SOL Correlation: None

- 7.16 The student will compare and contrast the characteristics of public art and monuments.

State Core SOL Correlation: Math 7.7, 7.11, 7.12, 7.13

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 7.26 The student will generate questions and possible answers to questions about works of art.

State Core SOL Correlation: None

VOCABULARY:

Linear perspective

One - point perspective

Two - point perspective

Vanishing point

Eye level

Horizon line

Cultural

PROGRAM OF STUDY:

Review one -point perspective

Drawings using two - point perspective: monuments, local buildings, etc.

BOOK REFERENCE (Barrett Kendall *Portfolios M*):

Unit 1 Lessons 6 & 7

Unit 6 Lesson 4

INSTRUCTIONAL UNIT:

Sculpture

SOL:

7.5 The student will communicate information and ideas through illustration.

State Core SOL Correlation: Math 7.7, Science LS.5

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

7.10 The student will create three-dimensional works of art using geometric forms.

State Core SOL Correlation: None

7.12 The student will use mechanical graphic arts instruments and devices to solve commercial design problems.

State Core SOL Correlation: English 7.3, 7.8, 7.9, 7.10

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.

State Core SOL Correlation: English 7.8, 7.9, 7.10

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

7.19 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art.

State Core SOL Correlation: None

7.26 The student will generate questions and possible answers to questions about works of art.

State Core SOL Correlation: None

VOCABULARY:

Sculpture

Commercial design

Three –dimensional	Graphic design
Form	Communication
Relief sculpture	Illustration
Free-standing sculpture	Emotions
Score/ fold/ curl/ crimping	

PROGRAM OF STUDY:

3-D letters

Birdhouses

Containers

Paper pulp relief

Styrofoam

BOOK REFERENCE (Barrett Kendall *Portfolios M*):

Unit 2 Lessons 9 & 10

Unit 5 Lessons 6 & 7