

Topic	Culture in Art - Art Appreciation (Grade Seven)
Big Idea	
Artists teach about cultural beliefs.	
Essential Questions	
<ul style="list-style-type: none"> • How can artists incorporate cultural beliefs into their art work? • How do groups pass down their traditions through artwork? • How do artists incorporate religious ideas and ideals into their art work? • What ideals do you hold true? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Artists use images, symbols, and words to teach about tradition and beliefs. • Ideals can come from many places including family, religion, and politics. • Art is a universal language. • Groups use art as a means of expressing culture. • People can communicate ideas and ideals through art. 	
NJCCCS	Aesthetics: 1.1; Creation and Performance: 1.2; Elements and Principles: 1.3; Critique: 1.4; World Cultures, History and Society: 1.5
Key Concepts and Skills	
<p>Aesthetics: 1.1 A1; 1.1 B2; 1.5 B1</p> <ul style="list-style-type: none"> • Describe ways that social and cultural beliefs can influence responses to works of art • Ability to understand how various cultures and styles influence responses to works of art • Examine works of art that communicate significant cultural beliefs or set of values • Distinguish among artistic styles, trends, and movements in various art forms in various cultures • Ability to identify the characteristics of artistic styles, trends and movements in various art forms <p>Creation and Performance: 1.2 D2</p> <ul style="list-style-type: none"> • Explore various media, technologies and processes in the production of two and three-dimensional art based on culture and history • Students will be able to demonstrate the ability to create two-dimensional and three-dimensional art work that shows the unique characteristics of particular media, techniques, or tools <p>Elements and Principles: 1.3 D2</p> <ul style="list-style-type: none"> • Apply the principles of design to interpret various masterworks of art • Students will be able to identify and understand all of the elements and principles of design and be able to interpret their use in master art works based on historical context <p>Critique: 1.4 A2</p> <ul style="list-style-type: none"> • Compare artistic content among contrasting art works in the same domain • Students will understand and/or utilize form, function, craftsmanship and originality in a work of art. • Demonstrate analytical skills and appropriate vocabulary for understanding art using the Feldman method of art criticism (description, analysis, interpretation and evaluation) 	

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Key Concepts and Skills continued	
World Cultures, History and Society: 1.5 A2, B1	
<ul style="list-style-type: none"> • Examine how the social and political environment influences artists in various social/historical/political contexts. • Identify political and social influences and discern the evidence of these influences in art work 	
Learning Activities	
<ul style="list-style-type: none"> • 1.1: View videos, DVD's, internet images and websites; art making activities in response to presented or researched information that communicates cultural beliefs and values • 1.2: Compositional exercises for the use of elements and principles and thematic content; experimentation with media and techniques to learn their properties; use of appropriate vocabulary during construction of art work, all culminating in the creation of art work in such categories as realistic, abstract, non-objective and conceptual • 1.3: Students will utilize prints, postcards or internet images to identify elements and principles of design in master art works; investigational art making experiences that are influenced by the historical context of the use of elements and principles of design depicted in master works of art • 1.4: View a selection of two dimensional and three-dimensional art works of different artistic styles, trends, and movements in various art forms from prints, postcards, slides, videos, DVDs, internet images and PowerPoint presentations; individual or cooperative identification activities; art-making activities evidencing understanding of characteristics of different artistic styles, trends, and movements in various art forms • 1.5: Utilize prints, postcards or internet images to identify social, historical and political influences in art work (i.e. subject matter, object symbolism, composition); research how art making relates to it's historical context; view videos and/or visual presentations 	
Assessments	
<ul style="list-style-type: none"> • Artwork; Rubrics; In-process Behavior; Guided Discussions; Planning, Media Experiments; Journal Entries; Essays; Tests; Worksheets. 	

Topic	Identity in Art - Art Appreciation (Grade Seven)
Big Idea	
Identity is revealed through art	
Essential Questions	
<ul style="list-style-type: none"> • How does experience shape identity? • How can membership in a group contribute to personal identity? • How is identity exemplified in art work? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Artists create artworks that reflect and preserve ideals that people hold together. • Identity is formulated by life experiences. • Art is often shaped by the people around us and from the groups to which we belong. • The era in which we live defines our identity to future generations. • Social and personal experience is reflected in art. 	
NJCCCS	Aesthetics: 1.1; Creation and Performance: 1.2; Elements and Principles: 1.3; Critique: 1.4; World Cultures, History and Society: 1.5
Key Concepts and Skills	
<p>Aesthetics: 1.1 B2,4</p> <ul style="list-style-type: none"> • Communicate ideas about the social and personal value of art and how personal life experiences influence an aesthetic response to an art work • Ability to identify social and personal opinions regarding the role of art in society <p>Creation and Performance: 1.2 D3</p> <ul style="list-style-type: none"> • Identify and utilize form, function, craftsmanship and originality in a work of art • Students will be able to understand form, function, craftsmanship and originality in a work of art <p>Elements and Principles: 1.3 D2</p> <ul style="list-style-type: none"> • Apply the principles of design to interpret various masterworks of art • Students will be able to identify and understand the elements and principles of design and be able to interpret their use in master art works based on historical context <p>Critique: 1.4 A2,3:B3/ 1.1 B3,4</p> <ul style="list-style-type: none"> • Context, historical background, cultural and artistic tradition of an art work is applied in the art critique process; consideration of technique and craftsmanship is introduced in critique process; the relationship between process and meaning is explored • Ability to research or apply presented information to understand the process of critique <p>World Cultures, History and Society: 1.5 A2</p> <ul style="list-style-type: none"> • Interpret and analyze the meaning and content of artistic works of significant artists from a historical period and/or culture • Ability to analyze art works for use of elements and principles, content, as well as the relationship to historical context, relevant cultures, and aesthetic qualities 	

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Learning Activities	
<ul style="list-style-type: none">• 1.1: Identify personal and aesthetic response experiences; art-making activities dealing with different aesthetic theories.• 1.2: Compositional exercises for the use of elements and principles and thematic content; experimentation with media and techniques to learn their properties; use of appropriate vocabulary during construction of art work, all culminating in the creation of art work in such categories as realistic, abstract, non-objective and conceptual.• 1.3, 1.4: Students will utilize prints, postcards or internet images to identify elements and principles of design in master art works; investigational art making experiences that are influenced by the historical context of the use of elements and principles of design depicted in master works of art.• 1.5: Compare and contrast works from different artists through teacher led student discussion, oral, written response or created art works	
Assessments	
<ul style="list-style-type: none">• Artwork; Rubrics; In-process Behavior; Guided Discussions; Planning, Media Experiments; Journal Entries; Essays; Tests; Worksheets.	

Topic	Nature in Art – Art Appreciation (Grade Seven)
Big Idea	
Art imitates nature.	
Essential Questions	
<ul style="list-style-type: none"> • How can the portrayal of nature in art exemplify culture? • Why are artists attracted to natural forms? • How can natural objects be used in art work? • How does nature reflect the elements and principles of design? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Artists from different parts of the world developed different art making techniques based on their natural surroundings. • Art making tools and technologies all stem from natural objects. • Artists use natural materials as media in their artwork. • Human lives have always been linked to nature. • Artists use the natural world as a subject in their art work. • The elements and principles of design exist in the natural world. • Artists use the elements and principles to help express ideas about nature. 	
NJCCCS	Aesthetics: 1.1; Creation and Performance: 1.2; Elements and Principles: 1.3; Critique: 1.4; World Cultures, History and Society: 1.5
Key Concepts and Skills	
<p>Aesthetics 1.1 B2, 1.5 B1</p> <ul style="list-style-type: none"> • Distinguish among artistic styles, trends, and movements in various art forms • Ability to identify the characteristics of artistic styles, trends, and movements in various art forms <p>Creation and Performance: 1.2 D1,2,3,4</p> <ul style="list-style-type: none"> • Explore various media, technologies and processes in the production of two and three-dimensional art • Students conceive and create works of art that demonstrate an understanding of the elements and principles of art • Students will be able to demonstrate the ability to create two-dimensional and three-dimensional art work that shows the unique characteristics of particular media, techniques, or tools <p>Elements and Principles 1.3 D3</p> <ul style="list-style-type: none"> • Compare and contrast works of art in various media that utilize the same elements and principles of design • Students will be able to identify the elements and principles of design and understand the concept of compare and contrast in works of art <p>Critique 1.4 A1, B2; 1.5 A1</p> <ul style="list-style-type: none"> • Explain how the structure of design, art techniques and technology influence the development of the arts and the meaning of these components in art work. • Demonstrate the inquiry skills and appropriate vocabulary for applying their knowledge of formal structures using the Feldman method of art criticism (description, analysis, interpretation and evaluation); compare and contrast the technical proficiency of artists 	

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Key Concepts and Skills	
<p>Art has Historical and Multicultural Components: 1.5 A1</p> <ul style="list-style-type: none"> • Analyze how technological changes have influenced the development of the arts. • Ability to understand the development of the arts in different cultures and across history based on tools and technology 	
Learning Activities	
<ul style="list-style-type: none"> • 1.1, 1.5: View a selection of two-dimensional and three-dimensional art works of different artistic styles, trends, and movements in various art forms from prints, postcards, slides, videos, DVDs, internet images and PowerPoint presentations; individual or cooperative identification activities; art-making activities evidencing understanding of characteristics of different artistic styles, trends, and movements in various art forms • 1.2: Compositional exercises for the use of elements and principles and thematic content; experimentation with media and techniques to learn their properties; use of appropriate vocabulary during construction of art work, all culminating in the creation of art work in such categories as realistic, abstract, non-objective and conceptual • 1.3: Activities that serve to identify an art element or principle of design that is evident in art of various media; compare and contrast art works • 1.4: Critique activities for criticism structure and identification of elements, principles and arts terminology; select images used, relating to a critique activity; master work critiqued for structure and meaning 	
Assessments	
<ul style="list-style-type: none"> • Artwork; Rubrics; In-process Behavior; Guided Discussions; Planning, Media Experiments; Journal Entries; Essays; Tests; Worksheets. 	