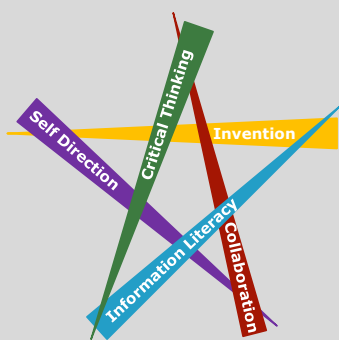


**Curriculum Development Course at a Glance  
Planning for 7<sup>th</sup> Grade Visual Arts**

| Content Area                               | Visual Arts   | Grade Level         | 7 <sup>th</sup> Grade |
|--|---|---------------------|-----------------------|
| Course Name/Course Code                    | Seventh Grade Visual Arts   |                     |                       |
| Standard                                   | Grade Level Expectations (GLE)  | GLE Code            |                       |
| 1. Observe and Learn to <b>Comprehend</b>  | 1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art | VA09-GR.7-S.1-GLE.1 |                       |
|  | 2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time                    | VA09-GR.7-S.1-GLE.2 |                       |
|  | 3. Knowledge of art vocabulary is important when critically analyzing works of arts   | VA09-GR.7-S.1-GLE.3 |                       |
| 2. Envision and Critique to <b>Reflect</b> | 1. Visual literacy skills are used to create meaning from a variety of information  | VA09-GR.7-S.2-GLE.1 |                       |
|  | 2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines                    | VA09-GR.7-S.2-GLE.1 |                       |
| 3. Invent and Discover to <b>Create</b>    | 1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art                        | VA09-GR.7-S.3-GLE.1 |                       |
|  | 2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art           | VA09-GR.7-S.3-GLE.2 |                       |
|  | 3. Use of various media, materials, and tools to express specific meaning in works of art   | VA09-GR.7-S.3-GLE.3 |                       |
|  | 4. Utilize current, available technology as a primary medium to create original works of art  | VA09-GR.7-S.3-GLE.4 |                       |
| 4. Relate and Connect to <b>Transfer</b>   | 1. Critical thinking in the arts transfers to multiple uses in life   | VA09-GR.7-S.4-GLE.1 |                       |
|  | 2. The visual arts community messages its cultural traditions and events  | VA09-GR.7-S.4-GLE.2 |                       |
|  | 3. Art and design strategies can solve environmental problems   | VA09-GR.7-S.4-GLE.3 |                       |

**Colorado 21<sup>st</sup> Century Skills**



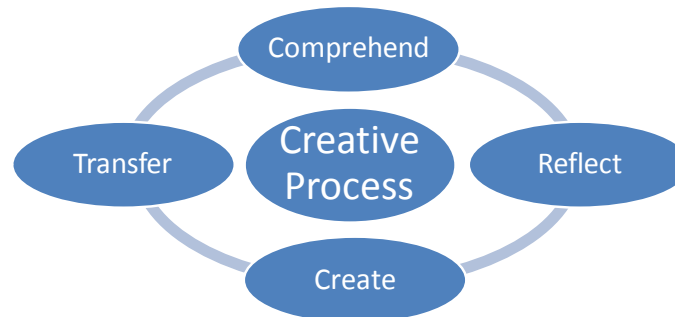
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

| Unit Titles                                  | Length of Unit/Contact Hours | Unit Number/Sequence |
|--|------------------------------|----------------------|
| Ways of Seeing: The Power of Visual Literacy | Instructor Choice            | Instructor Choice    |
| Personal Geographies                         | Instructor Choice            | Instructor Choice    |

**Curriculum Development Overview**  
**Unit Planning for 7<sup>th</sup> Grade Visual Arts**

| Unit Title                              | Ways of Seeing: The Power Visual Literacy  |   | Length of Unit   | Instructor Choice |
|---|--|---|--|-------------------|
| Focusing Lens(es)                       | Intention  | Standards and Grade Level Expectations Addressed in this Unit | VA09-GR.7-S.1-GLE.1, VA09-GR.7-S.1-GLE.2, VA09-GR.7-S.1-GLE.3<br>VA09-GR.7-S.2-GLE.1, VA09-GR.7-S.2-GLE.2<br>VA09-GR.7-S.3-GLE.1, VA09-GR.7-S.3-GLE.2, VA09-GR.7-S.3-GLE.3, VA09-GR.7-S.3-GLE.4<br>VA09-GR.7-S.4-GLE.1, VA09-GR.7-S.4-GLE.2, VA09-GR.7-S.4-GLE.3 |                   |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> <li>Should one consider the origins of a particular image as well as the intended audience? Why? (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.4-GLE.2)</li> <li>Why can some works of art be considered dangerous? Does art always tell the truth? Explain.</li> <li>Why does one need to learn about visual literacy?</li> </ul> |   |  |                   |
| Unit Strands                            | Comprehend/Reflect/Create/Transfer   |   |  |                   |
| Concepts                                | Symbols, Culture, Metaphor, Style, Influence, Expression, Design Systems, Truth, Perception, Image, Ideas  |   |  |                   |

| Generalizations<br>My students will <b>Understand</b> that...   | Guiding Questions   |   |
|---|---|---|
|   | Factual   | Conceptual  |
| Artists frequently employ symbols to create metaphor and influence perception. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.3-GLE.1,2,3,4) and (VA09-GR.7-S.4-GLE.1,2,3)                          | How are symbols effectively used in propaganda?<br>How has the artist used symbol and metaphor to portray an idea in works of art such as <i>Miner's Wives</i> by Ben Shahn, <i>Echo of a Scream</i> by David Alfaro Siqueiros, <i>Untitled Film Still #14</i> by Cindy Sherman, <i>For the City</i> by Jenny Holzer, <i>I Shop Therefore I Am</i> by Barbara Kruger among other works? | Are symbols universal? Explain.<br>How is point of view conveyed in works of art?<br>How does a viewer read an image? |
| Graphic design systems (for example: typography, image and text) convey artistic intent and expression. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.3-GLE.1,2,3,4) and (VA09-GR.7-S.4-GLE.1,2,3) | How is typography effectively used in propaganda posters?<br>What are the main elements that graphic designers use to get attention such as design, message, audience, and purpose?<br>Are newer technologies more effective than traditional art media in influencing perception?  | Where does an artist get inspiration for ideas?<br>What is the relationship between image and text?                   |
| The interpretation of truth is intentionally manipulated by cultural image-makers. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.3-GLE.1,2,3,4) and (VA09-GR.7-S.4-GLE.1,2,3)                      | What devices are used to get a message across to a viewer?<br>What are examples are there of an event or idea being interpreted differently in works of art across time and culture?  | Is the information contained in an image always factual?<br>Can works of art influence a person's actions?            |

**Curriculum Development Overview  
Unit Planning for 7<sup>th</sup> Grade Visual Arts**

| <b>Critical Content:</b><br><b>My students will Know...</b>  | <b>Key Skills:</b><br><b>My students will be able to (Do)...</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Different graphic design systems (art media and technology) that are used to communicate an idea. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.3-GLE.1,2,3,4) and (VA09-GR.7-S.4-GLE.1,2,3)</li> <li>• Examples of cultural influences in design (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.4-GLE.1,2,3)</li> <li>• Examples of persuasive graphic design elements such as hierarchy, scale, proportion, typography, and expressive color (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.3-GLE.1,2,3,4) and (VA09-GR.7-S.4-GLE.1,2,3)</li> <li>• Examples of the effects of time and culture on interpretation of print and electronic images (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.4-GLE.1,2,3-EO.c)</li> <li>• Examples of artists that use symbol and metaphor to convey an idea in a work of art such as Ben Shahn, David Alfaro Siqueiros, Cindy Sherman, Jenny Holzer, and Barbara Kruger among others. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.3-GLE.1,2,3,4) and (VA09-GR.7-S.4-GLE.1,2,3)</li> <li>• The elements involved in reading an image such as: subject matter, cultural context, style and composition, production techniques. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.3-GLE.1,2,3,4) and (VA09-GR.7-S.4-GLE.1,2,3)</li> </ul> | <ul style="list-style-type: none"> <li>• Use graphic design systems (art media and technology) to create a graphic image that persuades. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.3-GLE.1,2,3,4) and (VA09-GR.7-S.4-GLE.1,2,3)</li> <li>• Compare and contrast how graphic images/works of art are perceived by an audience within historical context. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.4-GLE.1,2,3)</li> <li>• Critique how graphic images/works of art can be used as documents to inform viewers about a particular time and culture. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.4-GLE.1,2,3)</li> </ul> |

|   |   |
|---|---|
| <p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.<br/>         EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> |   |
| <p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>  | <p><i>An artist can create an image to intentionally communicate an idea that can be read and interpreted by a viewer or an audience.</i></p>                                       |
| <p><b>Academic Vocabulary:</b></p>  | <p>Symbols, Culture, Metaphor, Style, Influence, Expression, Truth, historical context, persuade, subject matter, propaganda</p>  |
| <p><b>Technical Vocabulary:</b></p>   | <p>Design Systems, critique, typography, hierarchy, scale, proportion, expressive color, interpretation, visual communication, graphic image, composition, production technique</p> |

**Curriculum Development Overview  
Unit Planning for 7<sup>th</sup> Grade Visual Arts**

| <b>Unit Title</b>                              | Personal Geographies   |  | <b>Length of Unit</b>   | Instructor Choice |
|--|--|--|---|-------------------|
| <b>Focusing Lens(es)</b>                       | Origins  | <b>Standards and Grade Level Expectations Addressed in this Unit</b> | VA09-GR.7-S.1-GLE.1, VA09-GR.7-S.1-GLE.2, VA09-GR.7-S.1-GLE.3<br>VA09-GR.7-S.2-GLE.1, VA09-GR.7-S.2-GLE.2<br>VA09-GR.7-S.3-GLE.1, VA09-GR.7-S.3-GLE.2, VA09-GR.7-S.3-GLE.3, VA09-GR.7-S.3-GLE.4<br>VA09-GR.7-S.4-GLE.1, VA09-GR.7-S.4-GLE.2 |                   |
| <b>Inquiry Questions (Engaging-Debatable):</b> | <ul style="list-style-type: none"> <li>Does an artist have to tell the truth with their artwork? (VA09-GR.7-S.1-GLE.2-EO.c) and (VA09-GR.7-S.2-GLE.2) and (VA09-GR.7-S.4-GLE.2-EO.c)</li> <li>Does the meaning of a work of art change over time and in different contexts?</li> <li>How does art stand alone, or how does it have to relate to other disciplines to show significance?</li> </ul> |  |   |                   |
| <b>Unit Strands</b>                            | Comprehend/Transfer/Reflect/Create   |  |   |                   |
| <b>Concepts</b>                                | Space, Time, Energy, Symbol, Tradition, Culture, Expressive Features and Characteristics of Art, Emotions, Investigate and Discovery, Law and Rules, Structure and Function  |  |   |                   |

| <b>Generalizations</b><br>My students will <b>Understand</b> that...   | <b>Guiding Questions</b>  |  |
|--|---|--|
|  | <b>Factual</b>  | <b>Conceptual</b>  |
| Artists investigate and discover ways to portray emotions so that viewers can read and understand (VA09-GR.7-S.1-GLE.1,3) and (VA09-GR.7-S.2-GLE.1)  | How do artists such as but not limited to Goya, Kollwitz, Hock E Aye Vi Edgar Heap of Birds, Kara Walker, and others portray emotions in works of art?  | Why do artists feel a need to portray emotions in a work of art?                         |
| Cultural traditions inform how expressive features and characteristics convey an idea (VA09-GR.7-S.1-GLE.1,2,3) and (A09-GR.7-S.2-GLE.1.)  | How does an artist's culture influence how they use the expressive features and characteristics of art in the following works of art <i>The Abandoned Hut</i> by Mordecai Buluma, <i>The Conversation</i> by Eli Kyeyune, <i>Haggadah</i> by Ben Shahn, <i>Tar Baby</i> by Faith Ringgold and <i>Self Portrait as Tehuana Diego in My Thoughts</i> by Frida Kahlo | How is the structure of an artwork determined by culture?                                |
| Laws and rules of a particular culture can affect symbolic expressions found in a work of art (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1) and (VA09-GR.7-S.4-GLE.2-EO.c.)          | How is the eastern notion of perspective different than the western notion?<br>Why are there no graven images allowed in Islamic Art?   | Why and how do artistic representations change across time and culture?                  |
| Artists often represent space, time, and energy through expressive features and characteristics of art (VA09-GR.7-S.1-GLE.1,3) and (VA09-GR.7-S.2-GLE.1,2) and (VA09-GR.7-S.3-GLE.1,2,3,4) | What are ways that Space, Time and Energy are represented in specific works of art?   | Do certain artistic forms represent Space, Time and Energy more effectively than others? |

**Curriculum Development Overview**  
**Unit Planning for 7<sup>th</sup> Grade Visual Arts**

| <b>Critical Content:</b><br>My students will <b>Know</b> ...  | <b>Key Skills:</b><br>My students will be able to <b>(Do)</b> ...   |
|---|---|
| <ul style="list-style-type: none"> <li>• Examples of maps as literal or metaphorical interpretations of a place or space (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1) and (VA09-GR.7-S.4-GLE.2-EO.c.)</li> <li>• Political and cultural influences within the representation of works of art. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1) and (VA09-GR.7-S.4-GLE.2-EO.c.)</li> <li>• Examples of artists that use cultural and personal identities and social perspectives to make and respond to art such as Paula Scher, Guillermo Kuitca, Maya Lin, Landon Mackenzie (VA09-GR.7-S.1-GLE.1,3) and (VA09-GR.7-S.2-GLE.1)</li> <li>• Examples of ways that cartography and geography can be examined, reinterpreted and incorporated into unique works of art. (VA09-GR.7-S.2-GLE.2) and (VA09-GR.7-S.4-GLE.1-EO.a)</li> </ul> | <ul style="list-style-type: none"> <li>• Use maps as a metaphor incorporating expressive features and characteristics of art to represent a personal geography in the form of a work of art. (VA09-GR.7-S.1-GLE.1,2,3) and (VA09-GR.7-S.2-GLE.1) and (VA09-GR.7-S.3-GLE.1,2,3,4) and (VA09-GR.7-S.4-GLE.2-EO.c.)</li> <li>• Develop symbols that have personal meaning in a work of art. (VA09-GR.7-S.1-GLE3-EO.a,b) and (VA09-GR.7-S.3-GLE.1,2,3)</li> <li>• Use visual literacy skills to read and interpret intent in works of art. (VA09-GR.7-S.1-GLE.1,3) and (VA09-GR.7-S.2-GLE.1)</li> <li>• Incorporate key concepts, issues, and themes from other disciplines into personal works of art. (VA09-GR.7-S.1-GLE3) and (VA09-GR.7-S.3-GLE.1,2,3)</li> </ul> |

|  |  |
|--|--|
| <p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.<br/>EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> |  |
| <p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>   | <p><i>Maps can be used as a metaphor to document personal ideas and experiences.</i></p>   |
| <p><b>Academic Vocabulary:</b></p>   | <p>Geography, Space, Time, Energy, Symbol, Tradition, Culture, Emotions, Investigation and Discovery, Law and Rules, literal, metaphorical, interpretations, Political</p> |
| <p><b>Technical Vocabulary:</b></p>  | <p>Cartography, expressive features and characteristics, Islamic Art, graven images</p>  |