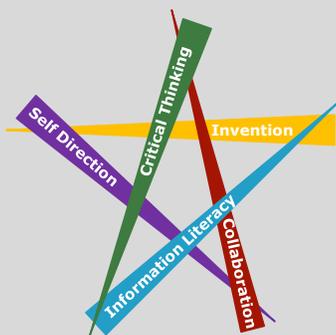


**Curriculum Development Course at a Glance
Planning for 7th Grade Visual Arts**

Content Area	Visual Arts	Grade Level	7 th Grade
Course Name/Course Code	Seventh Grade Visual Arts		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	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 Reflect	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 Create	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 Transfer	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 21st Century Skills



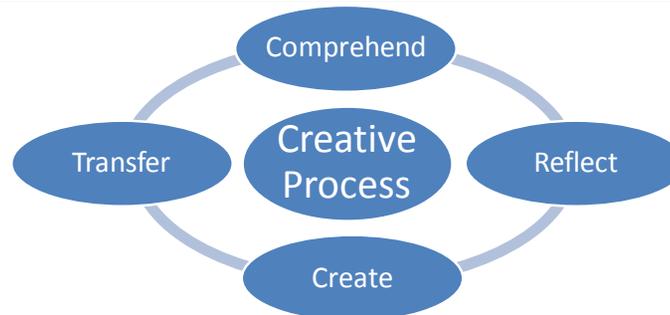
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

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 7th 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 VA09-GR.7-S.2-GLE.1, VA09-GR.7-S.2-GLE.2 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 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"> 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) Why can some works of art be considered dangerous? Does art always tell the truth? Explain. Why does one need to learn about visual literacy? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Symbols, Culture, Metaphor, Style, Influence, Expression, Design Systems, Truth, Perception, Image, Ideas			

Generalizations My students will Understand 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? 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. How is point of view conveyed in works of art? 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? What are the main elements that graphic designers use to get attention such as design, message, audience, and purpose? Are newer technologies more effective than traditional art media in influencing perception?	Where does an artist get inspiration for ideas? 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? 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? Can works of art influence a person's actions?

Curriculum Development Overview
Unit Planning for 7th Grade Visual Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • 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) • 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) • 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) • 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) • 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) • 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) 	<ul style="list-style-type: none"> • 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) • 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) • 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)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. 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>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</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>Academic Vocabulary:</p>	<p>Symbols, Culture, Metaphor, Style, Influence, Expression, Truth, historical context, persuade, subject matter, propaganda</p>
<p>Technical Vocabulary:</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 7th Grade Visual Arts

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

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
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? 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 7th Grade Visual Arts**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • 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.) • 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.) • 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) • 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) 	<ul style="list-style-type: none"> • 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.) • 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) • 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) • 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)

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