

## CURRICULUM GUIDE

SUBJECT: ART

GRADE: 7<sup>th</sup> & 8<sup>th</sup>TIMELINE: 2<sup>nd</sup> Quarter

Standard	Kid Friendly Learning Objectives	Content (subject or topic covered in Journeys/My Perspectives)	DOK Level	Skills (ability, practice, aptitude that will be learned)	Assessment	Academic Vocabulary
RI.6.2 CENTRAL IDEAS RI.6.3 analyze key details	<p>I can choose the best answer according to the article.</p> <p>I can find each piece of text evidence in the article and highlight OR underline it with the color specified.</p> <p>I can cite one piece or multiple pieces of textual evidence to support inferences drawn for the text.</p> <p>I can read the article, them as objective statements or non-objective (subjective) statements.</p>	<p>UNBREAKABLE: The Navajo Code Talkers</p> <p>Navajo Code Talkers Wind Spinner</p>	DOK Level 2-3	Comprehension, Finding Text Evidence, Development of Central Ideas	<p>Comprehension assessment</p> <p>Final Project Navajo Code Talkers Wind Spinners</p>	<p>Iwo Jima Marines Military Cryptographer, Congressional Gold Medal Japan Recruited, Pearl Harbor</p>

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<p>Grade 7, VA:Cr1.2.7: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Grade 7, VA:Cr2.1.7: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Grade 8, VA:Cr1.2.8: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>Grade 8, VA:Cr2.1.8: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing</p>	<p>I can explore proportions of the human face.</p> <p>I can explore the grid method of drawing using worksheets of varying difficulty.</p> <p>I can explore the elements of value and how it creates 3-dimensions on a flat surface.</p> <p>I can explore the element of line and how to identify a contour line from reference.</p> <p>I can complete a student self-evaluation and participate in</p>	Self-Portrait Lesson	DOK Level 2	<p>I can complete two grid worksheets</p> <p>I can complete a pre-instruction and facial proportion portrait</p> <p>I can accurately grid a copy of reference photo</p> <p>Contour line drawing of self-portrait will be accurately drawn according to gridded reference.</p> <p>A minimum of 6 values were used in your portrait drawing successfully creating the illusion of three dimensions on a two dimensional surface.</p> <p>Evaluation sheet</p> <p>Participate in critique (class critique)</p>	Self-Portrait Lesson final assessment	Line, shape, form, value, texture,

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Grade 7, VA:Cr2.1.7: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. Grade 8, VA:Cr2.1.8: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.	I can create 4 separate pieces of art based on different styles of songs  I can guess which composition goes with each song using a few finished art from students  I can learn about artist Wassily Kandinsky and how he used colors and lines to denote music	Creating Art from Music	DOK Level 2	I can learn to use the emotion of line, shape and color to create abstract artwork while listening to different forms of music.  Many abstract artists including Wassily Kandinsky, the father of abstract art, used music to create their artwork.	Creating Art from Music final assessment	Line, Space, Value, Shape
Grade 7, VA:Cr1.2.7: Develop criteria to guide making a work of art or design to meet an identified goal. Grade 7, VA: Cr2.1.7: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. Grade 8, VA: Cr1.2.8:	I can explore the grid method of drawing using worksheets of varying difficulty. I can explore the element of value and how it creates 3-dimensions on a flat surface. I can explore the element of line and how to identify a contour line, or the edges of an object.	Legs and Shoes Drawing lesson	DOK 2-3	I can draw a grid method  I can grid photographic references  I can draw a grid contour line drawing  I can draw gridded contour line drawing  I can draw my final legs and shoes drawing	Final Assessment Legs and shoes Drawing	Line, Contour line, Texture, Value, Shape, Form

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Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. Grade 8, VA:Cr2.1.8: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of art-making or designing	I can complete a student self-evaluation and participate in critique of work.			I can fill out a student self-evaluation sheet  I can participate in critique if teachers desires to do a class critique		
VA:Cr2.1.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. VA:Cr2.1.7: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. VA:Cr2.1.8: Demonstrate willingness to experiment, innovate, and take risks to pursue  VA:Re8.1.8 Interpret art by analyzing how the	I can go through the process of creating art, by filling out the planning worksheets, listing activities they love, associating those with images, finding reference and practicing images that they want to use in final art.  I can explore the bounds of creativity through limiting	Tea Bag Art-A lesson in Limits	DOK Level 2	Completed planning sheet including the drawing practice of images  Final Art  Successfully created a piece of art that represented something they love.  Completed Student Self-Evaluation sheet  Participate in a class critique		Art Critique  Repetition  Rhythm  Variety  Balance  Emphasis  Movement  Unity

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interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	<p>themselves to a small square surface on which to paint.</p> <p>I can create an original piece of art on a used tea bag.</p> <p>I can participate in classroom critique</p> <p>I can describe, analyze and interpret created artwork</p> <p>I can recognize elements of art in works of art.</p>			Assessment Tea Bag Art		<p>Line</p> <p>Space</p> <p>Texture</p> <p>Value</p> <p>Shape</p>