

## Middle School Curriculum Map for Bemidji District Visual Arts K-12 Scope and Sequence

<b>Quarter Course (Nine Week)</b> <b>Brief Description-Offered in 6<sup>th</sup> or 7<sup>th</sup> grade.</b>	<b>Standard Benchmarks</b> The student will:	<b>Assessment Activities</b>	<b>Evaluation Criteria</b>
<p><b>Project One: Ceramic Functional Animal Sculpture</b> (2 weeks)</p> <p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>• Beginning use of the create process in ceramics</li> <li>• Exploration of tools and medium for intent</li> <li>• Beginning use of critique for revision (feedback with peers and teacher)</li> <li>• Art History that focuses on functional ceramics from a variety of cultures (such as: Grecian, Chinese, North/South American)</li> <li>• Planning art work to meet personal intent/expression</li> <li>• Understanding art processes (such as ceramics and sculpture)</li> <li>• Purposes for art (ceramics created for function)</li> <li>• Writing an Artist Intent Statement</li> </ul> <p><b>Focus is on:</b></p> <p>Elements:</p> <ul style="list-style-type: none"> <li>• Color</li> <li>• Form</li> <li>• Texture</li> </ul> <p>Principles:</p> <ul style="list-style-type: none"> <li>• Pattern</li> <li>• Contrast</li> <li>• Proportion</li> </ul>	<p><b>Project ONE:</b></p> <p><b>Foundations</b> 2.1</p> <p><b>Create/Make</b> 1.1 (3-D)</p> <p><b>Create/Make</b> 1.2</p> <p><b>Create/Make</b> 1.1 1.2 1.3</p> <p><b>Foundations:</b> 1.1 (color, texture, form) 1.2 (pattern, contrast)</p> <p>2.1(3-D, ceramics)</p>	<p><b>Ceramic Functional Animal Sculpture Activity #1</b> Create a 3-D ceramic animal that is designed for one function (or personal use) The ceramic animal will include your chosen hand building technique(s), the elements of color, form, and texture and principles of contrast and pattern.</p> <p><b>Activity #2</b> Maintain a “sketchbook/journal” with drawings and ideas for your ceramic functional animal. Revisions should be included that were developed from self-reflection and feedback from either peers or the teacher.</p> <p><b>Activity #3</b> Write an artistic intent statement that includes:</p> <ul style="list-style-type: none"> <li>- Your intent for choosing the animal form to complement a particular use for the animal object.</li> <li>- Analysis of <i>how</i> the elements and principles that you used created a likeness of the animal you chose to depict or <i>how</i> the elements and principles that you used changed the appearance of the animal you chose.</li> <li>- How did the clay tools and techniques that you chose shape the work?</li> <li>- Analyze how the function (or use) for the ceramic animal guided the choices that you made about the design.</li> </ul>	<p><b>TBD</b> Criteria referenced Rubric (see grade sheet)</p> <p>Rating Scale -Multiple forms of feedback-no Feedback -Multiple revisions to no revision was made.</p> <p><b>TBD</b> Checklist with four points to be included in the statement.</p>

<p>Techniques:</p> <ul style="list-style-type: none"> <li>• vocabulary and use of tools in ceramics</li> <li>• clay forming using pinch, slab, coil, molding and attachment (slip) of pieces</li> <li>• sculptural (modeling) for animal likeness</li> <li>• finishing (such as adding details, glazing, firing)</li> </ul> <p>Material:</p> <ul style="list-style-type: none"> <li>• Clay, pencil, drawing materials</li> </ul> <p><b>Project Two: Colored Pencil Portrait in the Style of Cubism</b> (One week)</p> <p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>• Beginning use of the create process for drawing</li> <li>• Exploration of tools and medium for intent</li> <li>• Beginning use of critique for revision (feedback with peers and teacher)</li> <li>• Art History (cubism)</li> <li>• Planning art work to meet personal intent/expression</li> <li>• Understanding art processes (drawing)</li> <li>• Purposes for art (exploring a different style for portraits)</li> <li>• Points of View for developing a composition.</li> </ul> <p><b>Focus is on:</b></p> <p>Elements:</p> <ul style="list-style-type: none"> <li>• Color</li> <li>• Line (linear, organic)</li> <li>• Shape (geometric/faceted shapes)</li> <li>• Value (gradation)</li> <li>• Space (facial planes)</li> </ul> <p>Principles:</p> <ul style="list-style-type: none"> <li>• Color Pattern</li> <li>• Unity</li> </ul>	<p><b>Create/Make</b> 1.3</p>	<p><b>No Assessment for Standards with Colored Pencil Portrait</b></p>	
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<p>Techniques:</p> <ul style="list-style-type: none"> <li>• vocabulary (such as gradient, point of view, cubism, “ism”, linear, portrait, self-portrait, value)</li> <li>• colored pencil drawing (such as shading, application of strokes, change of pencil pressure)</li> <li>• using a ruler/straight edge/developing crisp line</li> </ul> <p>Material:</p> <ul style="list-style-type: none"> <li>• colored pencil, pencil, 9x12 drawing paper, rulers, and mirrors.</li> </ul> <p><b>Project Three: Surrealism Collage</b> (1 week)</p> <p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>• Beginning use of the create process with collage</li> <li>• Exploration of tools and medium for intent</li> <li>• Beginning use of critique for revision (feedback with peers and teacher)</li> <li>• Art History that focuses on: surrealism and the art of Dali, Magritte and collage and the art of Matisse, Picasso.</li> <li>• Planning art work to meet personal intent/expression/theme</li> <li>• Understanding art processes (collage)</li> <li>• Purposes for art (exploring sub conscious/dreams)</li> </ul> <p><b>Focus is on:</b> Elements:</p> <ul style="list-style-type: none"> <li>• Color</li> <li>• Shape</li> <li>• Space (positive/negative)</li> <li>• Texture</li> </ul>	<p><b>Project THREE</b></p> <p><b>Foundations:</b> 2.1 <b>Create/Make</b> 1.1</p> <p><b>Foundations:</b> 3.2 <b>Create/Make</b> 1.2 <b>Respond/Critique</b> 1.1</p>	<p><b>Surrealism Collage</b></p> <p><b>Activity #1</b> Create a 2-D collage from images in magazines. Your collage should use style characteristics of Surrealism that the artists Magritte, Dali, or Kahlo used. (changing an object’s scale/proportion, juxtaposition of dissimilar objects, objects located in unusual places or positions, objects used in unusual ways) Manipulate the images by cutting, cropping, and trimming and cutting into the background picture to blend dissimilar objects together.</p> <p><b>Activity #2</b> Share your “unglued” composition by placing it on your table with “<b>Silent Viewing/Oral Response Sheet</b>” next to it. In groups of four review the compositions on the table in a silent viewing session and respond to three compositions on the “<b>Silent Viewing/Oral Response</b>” sheets. When the silent viewing is completed, pass the sheet around the table so that each person can use their notes to talk about each composition in an oral group session. “Tour” the unglued surrealism collages on each table and observe all the interpretations/translations for ideas for revisions. Revise your unglued collage using feedback from oral response session and observations from the tour.</p> <p><b>Activity #3</b> Glue down your composition and complete <b>Surrealism Artist Statement</b>. Post your responses and your finished surrealism collage. The questions are:</p> <ol style="list-style-type: none"> <li>1. My composition is Surreal because (use terms and</li> </ol>	<p><b>TBD</b> Criteria Referenced Rubric</p> <p><b>TBD</b> Rating Scale</p> <p><b>TBD</b> Rating Scale</p>
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<p><b>Focus is on:</b> Principles:</p> <ul style="list-style-type: none"> <li>• Balance (symmetrical/asymmetrical)</li> <li>• Unity</li> <li>• Movement</li> </ul> <p>Techniques:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Cutting (x-acto, scissors)</li> <li>• Collage (blending and inserting cut-outs, gluing, composition)</li> <li>• Presentation (matting/artist intent)</li> </ul> <p>Material:</p> <ul style="list-style-type: none"> <li>• magazines, matt board, cutting tools, glue</li> </ul> <p><b>Project Four: Impressionist/Post-Impressionist Landscape Painting</b> (2 weeks)</p> <p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>• Beginning use of the create process with painting (developing ideas from brainstorming, focusing, elaborating, executing)</li> <li>• Exploration of tools and medium for intent</li> <li>• Beginning use of critique for revision (feedback with peers and teacher)</li> <li>• Art History that focuses on: Impressionism/Post-Impressionism and the art of such artists as: Cezanne, Degas, Renoir, Van Gogh, Seurat, Gauguin.</li> <li>• Planning artwork to meet personal intent to translate a landscape photograph.</li> <li>• Understanding art processes (painting)</li> <li>• Purposes for art (personal expression)</li> </ul>	<p><b>Foundations</b></p> <p>1.1 1.2 1.3 (style and movement)</p> <p><b>Create/Make</b></p> <p>1.2 1.3</p>	<p>definitions that were created at the beginning of this art lesson)</p> <ol style="list-style-type: none"> <li>2. My individual style is like <u>(name the surreal artist)</u> because (use the criteria the large group developed about surrealism)</li> <li>3. My individual style is different <u>(name the surreal artist)</u> because (use visual arts vocabulary including elements and principles)</li> <li>4. After the oral response and the tour of the compositions I changed:</li> <li>5. What I know now that I did not know before this lesson:</li> </ol> <p><b>Project 4</b> <b>Assessment Activity:</b> Landscape Painting</p> <p>Students study examples of impressionist and post-impressionist paintings with an emphasis on color, value, line, shape, space, and texture, and other stylistic and technical elements: brush stroke, composition, paint mixing/blending and use of line and space.</p> <p>Students select an impressionist or post-impressionist artist to create a landscape painting in that artist’s style. Students tell the teachers about how their landscape painting corresponds to selected elements of style.</p>	
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<p><b>Project Four: The Amazing Art Race</b> (one week)</p> <p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>• Art History focus on Western and Non-Western art</li> <li>• Use of print and digital resources for research</li> <li>• Collaboration</li> <li>• Problem-solving skills</li> </ul> <p><b>Focus is on:</b></p> <ul style="list-style-type: none"> <li>• Inquiry about a time period in art (such as Egyptian art, Abstract Expressionism, Native American baskets, Roman Sculpture, African masks, Sumi'e Pop Art, Kinetic art, Byzantine Mosaic)</li> <li>• Working with a team to solve a problem</li> </ul> <p>Techniques:</p> <ul style="list-style-type: none"> <li>• The activity is set up to be similar to the T.V, show, "Amazing Race" Students are given a clue each class period over the duration of the week. Each day a clue needs to be solved by a team of students. The clues ask for eventual information about (for example) the era, location, artist, style, historical context, from art history. Print materials or internet research will be used to solve a clue.</li> </ul> <p>Material:</p> <ul style="list-style-type: none"> <li>• Folders for each day that include a clue, world map, and other hints for solving the problem. Each clue will need specific materials to solve the clue.</li> </ul>	<p><b>Foundation</b></p> <p>1.3</p> <p>3.1</p>	<p><b>Assessment Activity #1 Paper and Pencil Test</b> <i>(Summative Assessment following the conclusion of "The Amazing Art Race.")</i></p> <p>You will be given three image examples of Western Art and three image examples of Non-Western art (six examples altogether and presented in pairs for comparison). On a Venn diagram, for each pair of western/non-western, describe the characteristics by comparing/contrasting what you observe. Consider what is emphasized such as the elements and principles, mood, subject, arrangement of objects, materials, purpose/function. Answer What is similar in each pair of western and non-western art images?</p>	
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