

<b>Grade: 7</b> <b>Subject: Arts Education</b> <b>Unit/Area of Study:</b> Visual Arts	<b>School Year: 2017-2018</b> April to June
<b>Christian-Based Learning Focus:</b> <i>The Gifts of the Holy Spirit make it possible for us to do what God the Father asks of us by giving us many gifts (Catholic Beliefs and Practices). In this unit, God’s gifts of the visual arts as a language of creating and communicating His truth, beauty, and goodness will be explored.</i>	
<b>Cross-curricular connections:</b> Christian Education	

Core Competencies	C	T	PS
	<p><input type="checkbox"/> <b>COMMUNICATION</b> <i>Aspects this unit will address:</i></p> <ul style="list-style-type: none"> <li><b>CONNECT AND ENGAGE WITH OTHERS</b> (through discussions, group work, presentations)</li> <li><b>ACQUIRE, INTERPRET, AND PRESENT INFORMATION</b> (through research, inquiry, listening, class discussions, questioning activities)</li> <li><b>COLLABORATE TO PLAN, CARRY OUT, AND REVIEW CONSTRUCTIONS AND ACTIVITIES</b> (working with others to achieve a common goal)</li> <li><b>EXPLAIN / RECOUNT AND REFLECT ON EXPERIENCES AND ACCOMPLISHMENTS</b> (giving, receiving, and acting on feedback)</li> </ul>	<p><input type="checkbox"/> <b>CREATIVE THINKING</b> <i>Aspects this unit will address:</i></p> <ul style="list-style-type: none"> <li><b>NOVELTY AND VALUE &amp; GENERATING IDEAS &amp; DEVELOPING IDEAS</b> (developing a body of creative work over time in an area of interest, getting new ideas or build upon other people’s ideas to create new things) (using experiences with various steps and attempts to direct future work)</li> <li><input type="checkbox"/> <b>CRITICAL THINKING</b> <i>Aspects this unit will address:</i></li> <li><b>ANALYZE &amp; CRITIQUE:</b> (REFLECTING AND EVALUATING ONE’S THINKING, PRODUCTS, AND ACTIONS)(ANALYZE DIFFERENT PERSPECTIVES AS WELL AS MY OWN ASSUMPTIONS AND BELIEFS)</li> <li><b>QUESTION &amp; INVESTIGATE:</b> (EXPLORE MATERIALS AND ACTIONS)</li> <li><b>DEVELOP &amp; DESIGN:</b> (I CAN EXPERIMENT WITH MORE THAN ONE WAY OF DOING THINGS)(DEVELOP CRITERIA FOR EVALUATING DESIGN OPTIONS)</li> </ul>	<p><input type="checkbox"/> <b>POSITIVE PERSONAL &amp; CULTURAL IDENTITY</b> <i>Aspects this unit will address:</i></p> <ul style="list-style-type: none"> <li><b>RELATIONSHIPS &amp; CULTURAL CONTEXTS</b>(UNDERSTAND THAT IDENTITY IS MADE UP OF MANY INTERCONNECTED ASPECTS (SUCH AS LIFE EXPERIENCES, FAMILY HISTORY, HERITAGE, PEER GROUP)</li> <li><input type="checkbox"/> <b>PERSONAL AWARENESS &amp; RESPONSIBILITY</b> <i>Aspects this unit will address:</i></li> <li><b>SELF-DETERMINATION &amp; SELF-REGULATION</b> (show a sense of accomplishment and joy)</li> <li><input type="checkbox"/> <b>SOCIAL RESPONSIBILITY</b> <i>Aspects this unit will address:</i></li> <li><b>VALUING DIVERSITY</b></li> <li><b>BUILDING RELATIONSHIPS</b> (SHOWING SUPPORT OF OTHERS DURING THE CREATIVE PROCESS - VALUING AND RESPECTING THE WORK OF OTHERS)</li> </ul>

<p><b>BIG IDEAS(UNDERSTAND):</b></p> <p>Through art making, one’s sense of identity and community continually evolves <i>as a part of our spiritual journey.</i></p> <p>The Visual Arts is a unique language for creating and communicating <i>God’s truth, beauty and goodness.</i></p> <p>Engaging in the arts develops people’s ability to understand and express complex ideas <i>and use their art as an expression of God’s love.</i></p>	<p><b>Curricular Competencies (DO):</b></p> <p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</li> <li>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>Explore relationships between identity, place, culture, society, and belonging through the arts</li> <li>Demonstrate an understanding and appreciation of personal, social, cultural, historical, and</li> </ul>	<p><b>Content (KNOW):</b> <i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>manipulation of elements and principles to create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> <li>visual arts: elements of design: line, shape, space, texture, colour, <b>form, value;</b></li> <li><b>principles of design: pattern, repetition, balance,</b> contrast, emphasis, <b>rhythm, movement,</b> variety, <b>proportion, unity,</b></li> </ul> </li> </ul>
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	<p>environmental contexts in relation to the arts</p> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts</li> <li>• Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations</li> <li>• Reflect on works of art and creative processes to understand artists' intentions</li> <li>• Interpret works of art using knowledge and skills from various areas of learning</li> <li>• Examine relationships between the arts and the wider world</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> <li>• Interpret and communicate ideas using symbols and elements to express meaning through the arts</li> <li>• Take creative risks to express feelings, ideas, and experiences</li> <li>• Express, feelings, ideas, and experiences through the arts</li> <li>• Describe, interpret and respond to works of art</li> <li>• Experience, document, choreograph, perform, and share creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	<p><b>harmony</b></p> <ul style="list-style-type: none"> <li>• processes, materials, movements, <b>technologies</b>, tools, <b>strategies</b>, and techniques to support creative works</li> </ul> <p>• <b>image development strategies</b></p> <ul style="list-style-type: none"> <li>• <b>symbolism</b> and metaphor to explore ideas and perspective</li> <li>• <b>traditional and contemporary Aboriginal arts and arts-making processes</b></li> <li>• a variety of national and international <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li>• <b>ethical considerations and cultural appropriation related to the arts</b></li> </ul> <p>The Ten Commandments – as an expression of natural law that guide us in making choices that allow us to follow God’s plan for us – 7<sup>th</sup> commandment <b>You shall not steal</b> (Catholic Beliefs – The Ten Commandments)</p>
<p><b>Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Art in Action</a> Guy Hubbard</li> <li>• Various teacher developed activities</li> <li>• Various web-based resources</li> <li>• Chrome Books &amp; iPads for research and image development</li> <li>• Artist Beware Michael McCann, Ph.D.,C.I.H.</li> <li>• Readings in Canadian Art Education edited Ronald N. MacGregor</li> <li>• Readings in Canadian Art Teacher Education Second Edition edited by Rita L. Irwin and Kit Grauer ( Aboriginal Cultures And The Human Rights Challenge For Art Teachers Elizabeth J. Sacca</li> <li>• Education Through Art Herbert Read</li> <li>• Drawing on the Right Side of the Brain Betty Edwards</li> <li>• Materials appropriate for processes each unit</li> <li>• Various videos – e.g. The Elements of Design with Gerald F. Brommer</li> <li>• Elementary Middle School Art Teacher – Helen D. Hume</li> <li>• Various reproductions</li> <li>• <a href="#">Learning By Designing Pacific Northwest Coast Native Indian Art – Volume 1</a> Jim Gilbert and Karin Clark</li> <li>• <a href="#">Animals of the Salish Sea</a></li> <li>• <a href="#">Visual Journey Northwest Coast First Nations and Native Art</a></li> <li>• <a href="#">Confirmed in the Spirit</a></li> <li>• <a href="#">Scriptural References – Holy Bible</a></li> <li>• <a href="#">YOUCAT – DOCAT</a></li> </ul>		<ul style="list-style-type: none"> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a <b>safe faith-based learning environment (Community)</b></li> </ul> <p>With the guidance of the Holy Spirit the virtue of prudence helps us recognize what is good and make correct choices. (Catholic Beliefs – Virtues)</p>
<p><b>Time Frame</b></p> <p>April to June</p>	<p><b>Learning Opportunities:</b></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> <li>• How can I safely participate in the creation process while expressing feelings and ideas (while at the same time showing respect for works by other artists or</li> </ul>	

## Assessment for Learning

### Tools:

Use individually developed project criteria to assess each work which describes rating and accompanying descriptions of how criteria has been met – areas responding (journal and class discussion), imagery development, effective use of materials and design strategies, technical proficiency, evidence of a deeper understanding, creative process individual and group

### Formative:

- *Observation of student participation and contributions to class discussions and learning activities – group work*
- *Peer, Self, and Teacher evaluation & specific feedback given during all processes and experimentation with images and materials with opportunities for revision and ongoing improvement*
- *Conference with students individually when they are creating images, using questions to gain insight into their use of elements and principles as well as artistic influences and design strategies and their ability to understand and express complex ideas in their work – students talk about problems they encounter and consider options for solving them*
- *Review students' journals noting especially their responses to their own work and that of others (particular artists). Note and respond to evidence that they can answer questions relating to :*
  1. *Understanding the meaning of the term, technique, value in reference to the focus concept*
  2. *Reflections on their experiences when creating a particular art work*
  3. *Explain by giving specific details relating to what they appreciate in their own work*
- *Projects - have built in opportunities for student choice, creativity, and differentiation (multiple levels of entry)*

Journal responses also address Language Arts Competencies

### Summative:

- **Student Journals** –responses to questions relating to understanding, creating, and appreciating art
- Evaluation of the concepts of the correct use of materials, completion, exploration of a variety of strategies, including some that may be difficult or unfamiliar, degree to which design fulfils function, originality, manipulation of elements and principles to create meaning, technical proficiency (application of strategies and techniques), image development, appreciation and understanding of a variety of works of art

my peers)?

- **As I participate in the creation process do I reflect on God as the creator of all people and all things?**
- What is the meaning and importance of **ethical considerations – Catholic worldview and its values** (inclusion, diversity, copyright, ownership) and cultural appropriation (use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc., shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn (e.g. **First Nations' ceremonial designs copied by current designers**)
- **How can I honour the gifts and works of others by not representing all or part of it as my own?**
- **How can I become aware of the difference between incorporating the style of a particular artist being studied and copying all or part of the work and claiming it as my own?**
- How can I tell the difference between a “restricted use” image and a “free to copy image” and can I show that I understand this concept as well as the meaning of “appropriation” in my own work by **considering the ethics of copying images?**
- **How can I develop an understanding of traditional and contemporary Aboriginal arts and arts-making processes?**
- How can I use my understanding of the characteristics of the Egyptian art style to create an artwork of my choice?
- After carefully studying the work of Leonardo da Vinci, how can I select subjects for my own detailed sketches (person, natural object, or an animal?)
- **Why is the famous *Last Supper* by Leonardo da Vinci among the greatest works of all time? What part of Jesus' life does it depict? What are the Scriptural References to this part of the events of Jesus' life? ( Mt 26:2-30, Mk14:17-26, Lk22:14-39, Jn13:1-17,26) What do we know about the decisions Leonardo was thought to have made during the creation of this piece of work?**
- After carefully studying the work of Michelangelo how can I create a work incorporating his style?
- **What is the significance to Christians of Michelangelo's painting on the ceiling of the Sistine Chapel? – (*depicts the creation, fall, and redemption of mankind*)**
- How can I experiment with different brushstrokes using pure colors to paint a picture using some of the techniques of the Post-Impressionist artists?
- **How did Vincent van Gogh, Paul Gauguin, and Paul Cezanne rely on God's creation for imagery in developing their own unique style?**
- After observing the paintings by different artists and selecting one artist who uses an art style I like, how can I paint a still life, landscape, or a portrait in this style?
- How can I create an art work that shows **my own artistic style and reflects my God given gifts to the best of my ability?**
- Knowing that artists use their art to influence the way people think and do things, how can I successfully design an environmental concern poster that reflects our theme “**Care For Everyone In Our Common Home**”?

### Activities and Projects:

- **Visuals** are presented that support introductions to new techniques and procedure outlines (guide students in the correct use of materials) and provide **historical references and background information in a faith-based context**
- **Opportunities are given to students to view and discuss** a wide variety of references to support **image-development**
- **A comprehensive explanation of each image** is given to assist the student in identifying how the element or principle being taught is shown in the example and why it helps to develop an interesting work of art. (**What is beautiful and good about this image and how does it speak to us as a viewer about God's truth?**)
- **Opportunities are given to students to respond in their journals** to questions relating to understanding, creating, and appreciating art
- **Classroom discussion supported with appropriate visuals** will allow students to

from diverse cultures, ability to understand and express complex ideas, understanding of ethical considerations and cultural appropriation and personal and collective responsibility when creating in a safe learning environment

- **Art Exercise Book** – exercises for contour drawing and other opportunities to draw from observation
- **Individual Assignments (Emphasis on traditional and contemporary Aboriginal arts and arts-making processes** – a variety of national and international works of art and artistic traditions from diverse cultures, communities, times and places – movements in art history e.g. Post Impressionism – commercial design – Ancient Egyptian Art - Michelangelo – Leonardo da Vinci – Fathers of Modern Art- Art for Advertising - )

extend their ability to identify the principles and elements of design to include artistic influences and design strategies

- **Individual Assignments:**

*First Nations study of imagery and traditional representation*

*Ancient Egyptian Art – application of the characteristics of the Egyptian art style*

*The Genius of Leonardo da Vinci – The Last Supper- The Star of Bethlehem and Other Plants – How does the image relate to God's truth? (CHRIST-CENTERED)*

*Larger than Life (Michelangelo) – Sistine Chapel (HOLY)*

*The Fathers of Modern Art – Vincent van Gogh, Paul Gauguin, and Paul Cezanne – practice of the Impressionists expanded to the Postimpressionists*

*In Search of a Painting Style – appreciation of the beauty of God's creation as represented in the work of various artists*

*The Original You – your own special way of doing art as your gift from God – developing your style involves patience and time – learning requires exploration of one's identity*

*Art for Advertising – (environmental concern poster) - we are called to be stewards of the Earth – learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*

**Integration of Faith Perspective:**

**Catholic Worldview**

**Principles of Catholic Education -**

**Catholic Intellectual Tradition (Vision For Learning – Truth, Beauty, and Goodness)**

**First Peoples Principles Of Learning**