

ART SCOPE AND SEQUENCE

GRADES 6 – 8

2016 – 2017

Art is offered as a cycle elective for one marking period in grades 6, 7 and 8, as well as on alternating days throughout the school year during the Enrichment periods in Mt. Pleasant Middle School and Heritage Middle School. The Gifted and Talented Art Program is a before school program that is also offered in both middle schools in grades six through eight.

Grade 6

Unit 1: The Language of Art

- Recognize and apply the following vocabulary when creating and critiquing works of art: aesthetics, art criticism, composition, two-dimensional, three-dimensional, line, color, shape, texture, space, form, unity, variety, movement, harmony, balance, repetition, pattern, emphasis, rhythm, abstract, nonobjective, Fauvism, Abstract Expressionism, Realism, Pop Art, Earth Art, still life, portrait.
- Use the process of critique to describe, analyze, interpret, and judge artworks.
- Identify different genres and styles when critiquing works of art.
- Use the 4-step critique process.
- Identify careers in the Visual Arts.

Unit 2: Three Dimensional Art

- Recognize and apply the following vocabulary when creating three-dimensional works of art: abstract, assemblage, carving, figurative, form, functional art, geometric, modeling, movement, nonobjective, positive and negative, organic, representational, stability, free-standing, relief, bas relief, low relief, texture, three-dimensional, vertical, diagonal, horizontal, curved, zig-zag, multicultural, masks, thematic, mixed-media, Op Art.
- Use tools and materials safely.
- Develop skills and techniques applicable to the creation of three-dimensional artworks.
- Find creative solutions to sculptural design problems.
- Identify examples from master sculptors and craftsmen that relate to their projects.

Unit 3: Two Dimensional Art

- Recognize and apply the following vocabulary when creating works of art: line, color, shape, texture, space, vertical, horizontal, diagonal, value, shadow, highlight, perception, sketching, contour, gesture, cropping, washes, proportion, form, contrast, positive/negative, pattern, overlap, vanishing point, volume.
- Use tools and materials safely.
- Apply the elements of art and principles of design when creating a two-dimensional work of art.
- Develop skills and techniques applicable to the creation of two-dimensional artworks.
- Create two-dimensional artwork, such as still life, landscape and portrait.
- Identify examples from master artists that relate to their projects.

Unit 4 Color Applications

- Recognize and apply the following vocabulary when creating works of art: color, hue, value, primary, secondary, intermediate, complementary, analogous, monochromatic, neutral, warm and cool colors, shade, tint, color wheel, intensity, watercolor, palette, blending, translucent, opaque, printmaking, reduction prints, texture, registration, printing ink, brayer.
- Use the color wheel to demonstrate an understanding of color theory.
- Apply the elements of art and principles of design when creating a work of art.

- Create two-dimensional and/or three-dimensional artwork that explores the use of color.
- Apply color schemes to a specific work of art.

Grade 7

Unit 1: The Language of Art (Aesthetics, Criticism, and History)

- Recognize and apply the following vocabulary when creating and critiquing works of art: aesthetics, art criticism, composition, two-dimensional, three-dimensional, line, color, shape, texture, space, form, unity, variety, movement, harmony, balance, repetition, emphasis, rhythm, abstract, nonobjective, Abstract Expressionism, Realism, Surrealism, Pop Art, description, analysis, interpretation, judgment.
- Critique their work and the work of others using departmental designed rubrics.

Unit 2: Three-Dimensional Art (Sculpture)

- Recognize and apply the following vocabulary when creating three-dimensional works of art: abstract, assemblage, carving, figurative, form, functional art, geometric, modeling, movement, nonobjective, positive and negative, organic, representational, stability, texture, three-dimensional.
- Use tools and materials safely.
- Create three-dimensional artworks that incorporate the elements of art and principles of design using a variety of sculptural methods.
- Find creative solutions to sculptural design problems.
- Identify examples from master sculptors that relate to their projects.

Unit 3: Two-Dimensional Art (Line, Value, and Space)

- Recognize and apply the following vocabulary when creating works of art: vertical, horizontal, diagonal, value, gradation, blending, shadow, highlight, perception, sketching, contour, gesture, crosshatching, stippling, cropping, washes, proportion, form, contrast, distortion, positive/negative, overlap, vanishing point, volume.
- Use tools and materials safely.
- Create artwork that incorporates line, value, and space.
- Use creative methods and techniques to improve or master artwork.
- Identify examples from master artists that relate to their projects.

Unit 4: Color Applications

- Recognize and apply the following vocabulary when creating works of art: color, hue, value, primary, secondary, intermediate, complementary, analogous, monochromatic, neutral, warm and cool colors, shade, tint, color wheel, intensity, watercolor, palette, blending, translucent, opaque, printmaking, reduction prints, texture, registration, printing ink, brayer.
- Apply color schemes to a specific work of art.
- Create artwork that incorporates color theory.
- Use creative method and techniques to improve or master artwork.

Grade 8

Unit 1: The Language of Art (Aesthetics, Criticism, and History)

- Recognize and apply the following vocabulary when creating and critiquing works of art: aesthetics, art criticism, composition, two-dimensional, three-dimensional, line, color, shape, texture, space, form, unity, variety, movement, harmony, balance, repetition, emphasis, rhythm, abstract, nonobjective, Abstract Expressionism, Realism, Surrealism, Pop Art, description, analysis, interpretation, judgment).
- Critique their work and the work of others using departmental designed rubrics.

Unit 2: Three-Dimensional Art (Ceramics and Sculpture)

- Recognize and apply the following vocabulary when creating three-dimensional works of art: abstract, additive, air bubbles, assemblage, bisque, carving, coil, figurative, form, functional art, glaze, greenware, leatherhard, modeling, nonobjective, positive/negative, relief, representational, slab, texture, three-dimensional, wedge.
- Use tools and materials safely.
- Create three-dimensional artworks that incorporate the elements of art and principles of design using a variety of sculptural methods.
- Find creative solutions to sculptural design problems.
- Identify examples from master sculptors that relate to their projects.

Unit 3: Two-Dimensional Art (Line, Value, and Space)

- Recognize and apply the following vocabulary when creating works of art: vertical, horizontal, diagonal, value, gradation, blending, shadow, highlight, perception, sketching, contour, gesture, crosshatching, stippling, cropping, washes, proportion, form, contrast, distortion, positive/negative, overlap, vanishing point, volume.
- Use tools and materials safely.
- Create artwork that incorporates line, value, and space.
- Use creative methods and techniques to improve or master artwork.
- Identify examples from master artists that relate to their projects.

Unit 4: Color Applications

- Recognize and apply the following vocabulary when creating works of art: color, hue, value, primary, secondary, intermediate, complementary, analogous, monochromatic, neutral, warm and cool colors, shade, tint, color wheel, intensity, tempera, acrylic, watercolor, palette, drybrush, salting, blending, translucent, opaque, printmaking, reduction prints, texture, registration, printing ink, brayer.
- Apply color schemes to a specific work of art.
- Create artwork that incorporates color theory.
- Use creative methods and techniques to improve or master artwork.