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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## Summer School 7<sup>th</sup> & 8<sup>th</sup> Grade Art Curriculum

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
24 Days	Art	Topic 1: Drawing Portraits Topic 2: Color Theory and Abstract Painting Topic 3: Optical Art and Optical Illusions Topic 4: Landscape Art and Zentangle

## Summer School Unit: Art

**Subject:** Art

**Grade:** 7-8

**Name of Unit:** Art

**Length of Unit:** 24 Days

**Overview of Unit:** Students will learn how drawing and color theory are related, why learning how to draw is important to art, why color theory is important to art, how color can be used effectively in a composition, how artists manipulate the principles and elements of design to create illusions, and how various art concepts can be combined to create new artworks.

### **Priority Standards for unit:**

- PP.1.A.8 Create even, continuous, and graduated tones using pencil or colored pencil
- EP.1.F.8 Identify and use a range of values
- EP.2.F.6 Create facial features in realistic proportion
- PP.3.A.6 Create original artwork using the following subjects: realistic portrait, abstract portrait
- EP.1.F.6 Identify and demonstrate color value (tints and shades)
- PP.1.B.8 Create a variety of colors, tints, and shades by mixing pigments
- AP.2.A.7 Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks
- EP.1.C.8 Identify and use a range of values to create the illusion of form
- PP.3.A.8 Create original artwork using the following subject: realistic landscape, abstract landscape

### **Supporting Standards for unit:**

- ISTE 1: Creativity and Innovation--Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- ISTE 2: Communication and collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital resources.
- ISTE Standard 1: Creativity and Innovation--Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- EP.1.E.1 Identify and use primary colors

- EP.1.E.2 Identify and use secondary colors
- PP.1.B.7 Use a variety of brush strokes to create various textures
- EP.1.G.2 Identify and use foreground and background to create an illusion of space.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
even, continuous, and graduated tones using pencil or colored pencil	Create	Create	Level 1
elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks	Describe	Understand	Level 2
Variety of colors, tints, and shades by mixing pigments	Create	Create	Level 2
color value (tints and shades)	Identify	Remember	Level 1
color value (tints and shades)	Demonstrate	Apply	Level 2
Range of values	Identify	Remember	Level 1
Range of values	Use	Apply	Level 2
a range of values to create the illusion of form	Identify	Remember	Level 1
a range of values to create the illusion of form	Use	Apply	Level 3
original artwork using the following subject: realistic landscape, abstract landscape	Create	Create	Level 4
facial features in realistic proportion	Create	Create	Level 4
original artwork using the following subjects: realistic portrait, abstract portrait	Create	Create	Level 4

**Essential Questions:**

1. How are drawing and color theory related?
2. Why is learning how to draw important to art?
3. Why is color theory important to art?
4. How can color be used effectively in a composition?
5. Does art always show the truth?

6. Do artists have a responsibility to show the truth?
7. What is an illusion?
8. Why is some art more beautiful than others?
9. Must art be recognizable to be good?
10. How do artists use the concepts we have reviewed (value, color, line, etc.) to tell a story?
11. If we take away some of the concepts we have learned (value, color, line, etc.) how does the meaning of the artwork change?

**Enduring Understanding/Big Ideas:**

1. Both drawing and color theory are fundamentals of art. They are both necessary to know to build on higher art concepts. We learn how to draw and then can move onto color theory (painting).
2. Drawing is the fundamental building block of art. Drawing is a visual exercise in problem solving and provides the opportunity to build stronger observational skills.
3. Color theory is a tool to help students understand the basics of color combinations. Color is a basic part of our lives and having the vocabulary to explain it gives a richer visual experience.
4. Color is used to attract attention, convey meaning, and generally enhances the overall appearance of artwork. Color should be consistent in an artwork to support the design and layout of the painting/drawing.
5. Some aspect of Illusion is in every artwork we view. Without the illusion of depth paintings would be perceived as flat; without the illusion of form no drawing would be life-like; without the illusion of light all art would be dark, etc.
6. Landscape art is the most popular form of artwork. Looking at the rich history of people's interpretation of landscapes gives us a deeper understanding of the human aesthetic and our desire to manipulate our world.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Concave	Balance
Convex	Line
Craftsmanship	Shape
Symmetry	texture
Research	Space
Apply	Value
Critique	Form
Line	Portrait
Space	Proportion
Angle	Illusion

Audience ratio	Landscape Background Midground Foreground Color Color Scheme Depth Drawing Painting
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**Resources for Vocabulary Development:** Use quality tools

## Topic 1: Drawing Portraits

### **Engaging Experience 1**

**Title:** The Drawing Game

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- PP.1.A.8 Create even, continuous, and graduated tones using pencil or colored pencil

**Detailed Description/Instructions:** We will start with the introduction of the concept of creativity, choice and voice in art. The expectations of “The Drawing Game” will be explained. After completing the “game” students will compare and contrast their work with the work of others. The students will complete an “Exit Pass.”

**Bloom’s Levels:** Remember/Apply/Create

**Webb’s DOK:** 1 and 2

### **Engaging Experience 2**

**Title:** Value

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- PP.1.A.8 Create even, continuous, and graduated tones using pencil or colored pencil

*Supporting:*

- EP.1.C.8 Identify and use a range of values to create the illusion of form

**Detailed Description/Instructions:** We will start with the introduction of value scales. Students will create a value scale. Next, students will shade shapes and turn them into forms.

**Bloom’s Levels:** Remember/Apply/Create

**Webb’s DOK:** 1 and 2



### **Engaging Experience 3**

**Title:** Drawing Facial features/placement

**Suggested Length of Time:** 2 days

**Standards Addressed**

*Priority:*

- EP.2.F.6 Create facial features in realistic proportion
- PP.3.A.6 Create original artwork using the following subjects: realistic portrait, abstract portrait

*Supporting:*

- ISTE 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital resources.

**Detailed Description/Instructions:** Students will learn the structure of the face. They will practice drawing faces with features placed in the correct portion of the face. They will practice drawing eyes, noses and mouths.

**Bloom's Levels:** 2

**Webb's DOK:** Create



#### **Engaging Experience 4**

**Title:** Drawing a portrait

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- EP.2.F.6 Create facial features in realistic proportion
- PP.3.A.6 Create original artwork using the following subjects: realistic portrait, abstract portrait

*Supporting:*

- EP.1.C.8 Identify and use a range of values to create the illusion of form
- ISTE Standard 1: Creativity and Innovation--Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

**Detailed Description/Instructions:** Students will draw a self portrait from a printed or digital photograph. They will use proportion tools and approaches to draw the portrait as accurately as possible.

**Bloom's Levels:** 2

**Webb's DOK:** Create

## Topic 2: Color Theory and Abstract Painting

### **Engaging Experience 1**

**Title:** Color Mixing

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- EP.1.F.6 Identify and demonstrate color value (tints and shades)
- PP.1.B.8 Create a variety of colors, tints, and shades by mixing pigments

*Supporting:*

- EP.1.E.1 Identify and use primary colors
- EP.1.E.2 Identify and use secondary colors

**Detailed Description/Instructions:** Discuss the color wheel and color breakdowns of the color wheel. Reviewing the primary colors, secondary colors and intermediate (tertiary) colors. Students will use colored water in small groups to recreate the color wheel. Though the use of a worksheet students will create a color wheel and fill it in only using the three primary colors.

**Bloom's Levels:** Create

**Webb's DOK:** 2

### **Engaging Experience 2**

**Title:** Color Mixing

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- PP.1.B.8 Create a variety of colors, tints, and shades by mixing pigments

**Detailed Description/Instructions:** Students will complete a color mixing worksheet. They will create all colors using only the three primary colors.

**Bloom's Levels:** Create

**Webb's DOK:** 2



### **Engaging Experience 3**

**Title:** Abstract Color Painting

**Suggested Length of Time:** 3 days

**Standards Addressed**

*Priority:*

- EP.1.F.6 Identify and demonstrate color value (tints and shades)
- PP.1.B.8 Create a variety of colors, tints, and shades by mixing pigments
- AP.2.A.7 Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks

*Supporting:*

- PP.1.B.7 Use a variety of brush strokes to create various textures
- ISTE 1: Creativity and Innovation--Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- ISTE 2: Communication and collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**Detailed Description/Instructions:**

Students will create an abstract painting inspired by the work of Robert Delaunay while incorporating previously learned concepts of value and shape.

**Bloom's Levels:** Create

**Webb's DOK:** 2

## Topic 3: Optical Art and Optical Illusions

### **Engaging Experience 1**

**Title:** Introduction to Op Art

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

*Priority:*

- EP.1.C.8 Identify and use a range of values to create the illusion of form

*Supporting:*

- EP.1.G.2 Identify and use foreground and background to create an illusion of space.

**Detailed Description/Instructions:** Discuss the role artists have in society. Must art always tell the truth? Though the presentation students will analyze and discuss how some artists intentionally try and trick the viewer. The students will then try and recreate a variety of optical illusions.

**Bloom's Levels:** Create

**Webb's DOK:** 2

### **Engaging Experience 2**

**Title:** Practicing Creating Optical Illusions

**Suggested Length of Time:** 2 days

#### **Standards Addressed**

*Priority:*

- EP.1.C.8 Identify and use a range of values to create the illusion of form

*Supporting:*

- EP.1.G.2 Identify and use foreground and background to create an illusion of space.

**Detailed Description/Instructions:** Students will fist research and practice creating optical illusions. For the final drawing the students will combine a variety of optical illusions to create a finished artwork.

**Bloom's Levels:** Create

**Webb's DOK:** 2

### **Engaging Experience 3**

**Title:** Creating Optical Illusions

**Suggested Length of Time:** 2 days

#### **Standards Addressed**

*Priority:*

- EP.1.C.8 Identify and use a range of values to create the illusion of form

*Supporting:*

- EP.1.G.2 Identify and use foreground and background to create an illusion of space.

**Detailed Description/Instructions:** Students will fist research and practice creating optical illusions. For the final drawing the students will combine a variety of optical illusions to create a finished artwork.

**Bloom's Levels:** Create

**Webb's DOK:** 2

## Topic 4: Landscape Art and Zentangle

### **Engaging Experience 1**

**Title:** Introduction to Landscape Art

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- EP.1.G.2 Identify and use foreground and background to create an illusion of space.

**Detailed Description/Instructions:** Discuss the various things that can be found in a landscape through the presentation. Then the student will create their own version of a landscape.

**Bloom's Levels:** Create

**Webb's DOK:** 2

### **Engaging Experience 2**

**Title:** Line and shape variety

**Suggested Length of Time:** 2 day

**Standards Addressed**

*Priority:*

- PP.3.A.8 Create original artwork using the following subject: realistic landscape, abstract landscape

**Detailed Description/Instructions:** Students will design three rough drafts of their final landscape project. Their rough drafts will show a variety of shapes and lines. The students will discuss their work with their peers and choose a successful landscape to recreate for the final

**Bloom's Levels:** Create

**Webb's DOK:** 2



### **Engaging Experience 3**

**Title:** Zentangle Pattern

**Suggested Length of Time:** 3 days

**Standards Addressed**

*Priority:*

- PP.3.A.8 Create original artwork using the following subject: realistic landscape, abstract landscape

*Supporting:*

- ISTE 1: Creativity and Innovation--Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- ISTE 2: Communication and collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**Detailed Description/Instructions:** Students will research and recreate Zentangle patterns independently or with a small group. The students will use those practice patterns within their final landscape project.

**Bloom's Levels:** Create

**Webb's DOK:** 2

#### **Engaging Experience 4**

**Title:** Adding Value and Color to Landscape

**Suggested Length of Time:** 3 day

Standards Addressed

*Priority:*

- PP.3.A.8 Create original artwork using the following subject: realistic landscape, abstract landscape
- Create a variety of colors, tints, and shades by mixing pigments

*Supporting:*

- EP.1.E.1 Identify and use primary colors
- EP.1.E.2 Identify and use secondary colors
- PP.1.B.7 Use a variety of brush strokes to create various textures

**Detailed Description/Instructions:** As a culmination of all of the art concepts, processes, and theories we have reviewed over summer school the students will complete the landscape project showing use of value, color, proportion, and pattern.

**Bloom's Levels:** 1 and 2

**Webb's DOK:** Remember/Apply

## Engaging Scenario



### **Engaging Scenario**

For the culminating project students will use the variety of resources available to research and create a landscape drawing. This project will include all concepts previously learned in summer school including, value, proportion, tint, shade, tone, pattern, illusion, and depth.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Drawing	The Drawing Game	We will start with the introduction of the concept of creativity, choice and voice in art. The expectations of “The Drawing Game” will be explained. After completing the “game” students will compare and contrast their work with the work of others. The students will complete an “Exit Pass.”	1 Day
Drawing	Value	We will start with the introduction of value scales. Students will create a value scale. Next, students will shade shapes and turn them into forms. Bloom’s Levels: Remember/Apply/Create	1 Day
Drawing	Drawing Facial features/placement 	Students will learn the structure of the face. They will practice drawing faces with features placed in the correct portion of the face. They will practice drawing eyes, noses and mouths.	2 Days
Drawing	Drawing a portrait 	Students will draw a self portrait from a printed or digital photograph. They will use proportion tools and approaches to draw the portrait as accurately as possible.	1 Day
Color Theory and Abstract Painting	Color Mixing	Discuss the color wheel and color breakdowns of the color wheel. Reviewing the primary colors, secondary colors and intermediate (tertiary) colors. Students will use colored water in small groups to recreate the color wheel. Though the use of a worksheet students will create a color wheel and fill it in only using the three primary colors.	1 Day

Color Theory and Abstract Painting	Color Mixing	Students will complete a color mixing worksheet. They will create all colors using only the three primary colors.	1 Day
Color Theory and Abstract Painting	Abstract Color Painting 	Students will create an abstract painting inspired by the work of Robert Delaunay while incorporating previously learned concepts of value and shape.	3 Days
Optical Art and Optical Illusions	Introduction to Op Art	Discuss the role artists have in society. Must art always tell the truth? Though the presentation students will analyze and discuss how some artists intentionally try and trick the viewer. The students will then try and recreate a variety of optical illusions.	1 Day
Optical Art and Optical Illusions	Practicing Creating Optical Illusions	Students will first research and practice creating optical illusions. For the final drawing the students will combine a variety of optical illusions to create a finished artwork.	2 Days
Optical Art and Optical Illusions	Creating Optical Illusions	Students will first research and practice creating optical illusions. For the final drawing the students will combine a variety of optical illusions to create a finished artwork.	2 Days
Landscape Art and Zentangle	Introduction to Landscape Art	Discuss the various things that can be found in a landscape though the presentation. Then the student will create their own version of a landscape.	1 Day
Landscape Art and Zentangle	Line and shape variety	Students will design three rough drafts of their final landscape project. Their rough drafts will show a variety of shapes and lines. The students will discuss their work with their peers and choose a successful landscape to recreate for the final	2 Days

Landscape Art and Zentangle	<p>Zentangle Pattern</p> 	<p>Students will research and recreate Zentangle patterns independently or with a small group. The students will use those practice patterns within their final landscape project.</p>	3 Days
Landscape Art and Zentangle	<p>Adding Value and Color to Landscape</p>	<p>As a culmination of all of the art concepts. Processes, and theories we have reviewed over summer school the students will complete the landscape project showing use of value, color, proportion, and pattern.</p>	3 Days

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

## **Symbols:**



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.