

Subject: Arts Education
Grade Level: 7

Course Overview

Teacher:
Academic Year:

Content	Dates	Big Ideas/Competencies	Teaching Strategies	Materials/Resources	Assessment Plan
visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony	All Year	<p>Through art making, one's sense of identity and community continually evolves.</p> <p>Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</p>	ABCs of Art -line -texture -form -negative space -colour theory	paper -pencil crayons -crayons/markers -ABCs of ART	Formative -ongoing assessment-rubric Summative Projects Quizzes *Art Rubric
processes, materials, movements, technologies, tools, strategies, and techniques to support creative works	All Year	<p>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>Explore relationships between identity, place, culture, society, and belonging through the arts</p> <p>Take creative risks to express feelings, ideas, and experiences</p>	Collaborative Art -group art -partner art -class as a whole Connections to place -geography -Social Studies/ELA connections	paper -pencil crayons -crayons/markers Murals/canvases -bottle lids	Formative -ongoing assessment-rubric Summative Projects Quizzes *Art Rubric
image development strategies: processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)	All Year	<p>Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</p> <p>Research, describe, interpret and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments in the arts</p> <p>Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations</p>	-share ideas and discuss artistic choices Connections to place -geography -Social Studies/ELA connections	paper -pencil crayons -crayons/markers -ABCs of ART	Formative -discussion -rubric -self assessment

symbolism: use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a self-portrait, or animal forms in Aboriginal hoop dancing) and metaphor to explore ideas and perspective	All year	Explore relationships between identity, place, culture, society, and belonging through the arts Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts	-connection to E.L.A. -colour theory -word art -shapes -personal expression	paper -pencil crayons -crayons/markers -ABCs of ART -videos -mixed media & alternate materials (tissue paper, string, foil, felt) -Crafting supplies	Formative: discussion Summative: projects
traditional and contemporary Aboriginal arts and arts-making processes	Term 2 (4-6 weeks)	Reflect on works of art and creative processes to understand artists' intentions Interpret works of art using knowledge and skills from various areas of learning	-discuss elements of art and characteristics of art periods -look at famous works and discuss the form/style/genre	*MOMA website: https://www.moma.org/research-and-learning/teachers/ *images of famous works *promethean	Formative: discussion Summative: Quizzes/ projects
a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places	Term 2 & 3 (can be ongoing)	Examine relationships between the arts and the wider world	-discuss elements of art and geography as it relates to art -connections to Social Studies & Aboriginal Education	*look at art from different areas, cultures, and time periods *discuss how context affects art	Formative: discussion Summative: Quizzes
ethical considerations and cultural appropriation related to the arts	Term 2 & 3 (can be ongoing)	Describe, interpret and respond to works of art Engaging in the arts develops people's ability to understand and express complex ideas. Explore relationships between identity, place, culture, society, and belonging through the arts	-discussion -videos -slides of artists' works -Aboriginal Education connection	-rubric -how do we evaluate art? -can we evaluate another's personal expression of experience? -can we replicate art?	Formative: discussion

<p>personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p> <p>-ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials</p>	<p>Term 2 & 3</p> <p>(can be ongoing)</p>	<p>Describe, interpret and respond to works of art</p> <p>Engaging in the arts develops people's ability to understand and express complex ideas.</p>	<p>-discussion</p> <p>-videos</p> <p>-slides of artists' works</p> <p>-Aboriginal Education connection</p>	<p>-respectful presentation and feedback of works</p> <p>-rubrics</p> <p>-2 stars and a wish</p>	<p>Formative: discussion</p>
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