

*Elizabethtown Area  
School District*

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Art in America  
Name of Course

Course Number:

Length of Course: 9 weeks

Grade Level: 7

Total Clock Hours:

Length of Period: 49 minutes

Date Written: 04-05

Periods per Week/Cycle: 2

Written By: Nancy Warble  
Cindy Telenko

Credits (if app.):

Course Description:

In seventh grade, students explore the arts and crafts of the American culture. Students explore the process of using illustrations and text to convey an idea, theme, or story. Students learn how to use layouts to plan their project, work with the elements of design, and improve their hand lettering skills. Students explore the life and work of one or more American artists or craftsmen and complete several projects which includes one type of craft.

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## **I. Overall Course/Grade Level Standards**

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Combine text and illustration to visually communicate ideas.
- B. Improve personal lettering and handwriting skills.
- C. Critique art works and/or crafts created by oneself, other students or master artists.
- D. Explore the life and artistic style of specific artists, crafts persons and/or examine the crafts of a particular culture group.
- E. Use visual clues to interpret the meaning, ideas, theme, or story within a work of art.
- F. Define and identify the basic terminology and equipment used in arts and crafts.
- G. Create arts and crafts that demonstrate quality craftsmanship, balance, unity, and originality.

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**II. Content**  
**Major Areas of Study**

List all units of study below:

Unit	Estimated Time	Materials
1. Art Folder Design	2 classes	Construction paper, Prismacolors, rulers, templates, etc.
2. Art Connections – study of an American artist/craftsperson. Creating a theme/story with visual images.	10 classes	Video, art prints, Prismacolors, drawing supplies, etc.
3. Fiber Arts - Weaving	10 classes	Video, variety of yarns, looms, beads, etc.
4.		
5.		
6.		
7.		
8.		

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Name of Course: Art in America - Grade 7

Name of Unit: Art Folder

Essential Question for the Unit: How can you utilize various art materials and tools to create a neatly rendered, well balanced, original design?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How can you use Prismacolors to create a design that demonstrates a high quality of craftsmanship?	E	G	9.1 B
B. How do you use positive and negative space to create a well balanced composition?	E	G	9.1 A
C.			
D.			
E.			
F			
G.			
H.			
I.			

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Name of Course: Art in America - Grade 7

Name of Unit: Art Connections – Visual Stories

Essential Question for the Unit: How can the life and artistic style of an individual artist/craftsperson influence your artwork?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What life experiences inspired and influenced the artistic style of the artist?	E	D, C	9.1 E 9.2 A, C, L
B. What is the artist’s contribution/influence in the areas of both art and children’s literature?	E	D	9.2 A, B, D
C. How can you use “visual clues” to interpret a work of art?	I	E	9.2 L 9.3 A
D. What characteristics of the artist’s work can you incorporate into your own artwork?	E	A, B, C, D	9.1 E 9.2 D, L
E. How can you effectively combine text with illustrations to visually communicate ideas, themes, and/or stories.	E	A	9.1 A, B, E, K, H, J
F. How can you use the appropriate tools, materials, and techniques to demonstrate quality craftsmanship in a work of art?	E	G	9.1 B
G.			
H.			

# *Elizabethtown Area School District*

Name of Course: Art in America - Grade 7

Name of Unit: Fiber Arts- Weaving

Essential Question for the Unit: How are weavings created and used in different cultures?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. How can you use the elements of art to create a well balanced weaving with an interesting visual design?	E	G	9.1 A, B, C
B. How can you utilize various weaving tools, techniques, and materials to create a unique and interesting visual and textural weaving?	E	F, G	9.1 A, C,
C. What steps can you follow to demonstrate quality craftsmanship in weaving?	E	G	9.1 J, H
D. What are the steps in the “finishing process” of your weaving?	E	F, G	9.1 B, H
E. How was weaving developed and used by the Navajo?	I	D	9.2 A, D, E
F. What are some examples of fiber arts?	C	D	9.2 F
G.			
H.			
I.			

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## III. Course Assessments

Check types of assessments to be used in the teaching of the course.  
(Provide examples of each type.)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes<br><input type="checkbox"/> Constructed Responses<br><input type="checkbox"/> Essays<br><input checked="" type="checkbox"/> Reports<br><input checked="" type="checkbox"/> Projects<br><input type="checkbox"/> Portfolios<br><input type="checkbox"/> Presentations<br><input checked="" type="checkbox"/> Performance tasks<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ | <input type="checkbox"/> Response Journals<br><input type="checkbox"/> Logs<br><input type="checkbox"/> Computer Simulations<br><input type="checkbox"/> Research Papers<br><input checked="" type="checkbox"/> Class Participation<br><input type="checkbox"/> Notetaking<br><input checked="" type="checkbox"/> Daily Assignments<br><input type="checkbox"/> Writing Samples<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ |
|---|---|

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

<u>Name of Common Assessment</u>	<u>When given?</u>
1. Rubrics	With each project
2. Performance tasks - Ticket outs - Work sheets	Beginning of class During class
3. Tests/quizzes	End of Marking Period
4.	
5.	
6.	

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**IV. Expected levels of achievement**

Current grading scale:

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course: