

# PARENT GUIDE FOR FINE ARTS CURRICULUM: VISUAL ARTS

## GRADE SEVEN

### DIOCESE OF CLEVELAND

**Below is a list of the skills your child will be taught in Grade Seven.**

**As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.**

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>OH: Fine Arts - Visual Arts: Enduring Understandings</b>	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
<b>OH: Fine Arts - Visual Arts: Progress Points</b>	
	Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world.
	Describe, interpret, and evaluate artworks empathizing with and challenging the opinions of others.
	Select, manipulate, and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas, and viewpoints.
	Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.
	Connect the content of visual artworks to interdisciplinary concepts, issues, and themes.
<b>OH: Fine Arts - Visual Arts: Perceiving/Knowing (PE)</b>	
	Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.
	Identify professions that use artistic skills and problem-solving.
	Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.
	Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.
	Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.

<b>OH: Fine Arts - Visual Arts: Producing/Performing (PR)</b>	
	Improve craftsmanship and refine ideas in response to feedback.
	Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.
	Represent depth and volume in their two-dimensional works of art.
	Apply art and design principles in the construction of three-dimensional artworks.
	Create a work of art in collaboration with others to address a social or cultural issue.
	Demonstrate understanding of visual literacy, illustration and graphic communication.
<b>OH: Fine Arts - Visual Arts: Responding/Reflecting (RE)</b>	
	Speculate about an artist's intentions and message in a work using relevant references to the work.
	Compare and contrast diverse viewpoints about works of art.
	Interpret selected artworks and synthesize their interpretations with the interpretations of others.
	Classify and categorize examples of artworks from various eras and cultures.
	Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.
	Develop and use criteria to guide reflection and assessment of selected personal artworks.
	Assess one's own work and working process and the work of others in relation to criteria and standards.
<b>OH: CCSS: Literacy in History/Social Studies: Writing</b>	
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>OH: CCSS: English Language Arts 6-12: Writing</b>	
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>OH: CCSS: English Language Arts 6-12: Speaking and Listening</b>	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Acknowledge new information expressed by others and, when warranted, modify their own views.
	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.