

Developing A Course Outline

Grade 7 Visual Arts

1. Start with Overall Expectations for the course.

By the end of Grade 7, students will:

- produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;
- identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

2. Develop units of study that address all of the Specific Expectations by the end of the course. Specific Expectations can be grouped together, so that one unit can address two or more Specific Expectations.

3. When planning a course, the following factors should be included:

- review and augment the elements of design from Grade 6: (line, shape and space, value, colour, texture)
- incorporate principles of design into assignments with elements of design: (emphasis, rhythm, balance, unity, variety, proportion, movement, harmony)
- introduce a variety of media into the above assignments:
e.g., drawing: pencil, coloured pencil, marker, conte, crayon, charcoal, pastel, chalk, pen and ink
 - painting: tempera, gouache, watercolour, acrylic
 - printmaking: block, intaglio, drypoint, stencil, linocuts, monoprints, silkscreen
 - sculpture: clay, papier mache, cardboard, found materials, plaster, wood, soap, Styrofoam, plasticene

- crafts: textiles, fibers, yarn, natural materials for weaving and combining

- use illustrative examples from historic artworks and significant artists, from Western art and that of other cultures, societies and time periods
- introduce terminology and vocabulary from the above criteria, with the expectation that it is understood and able to be used correctly in context
- explain the co-relationships between the artist, the artwork and the viewer: i.e., visual art as communication, the responsibility of the artist to the viewer, developing a “discerning eye”, as a viewer
- communicate a variety of thoughts, feelings and experiences to specific audiences for specific purposes, using appropriate art media and techniques.

4. Units should include a set of student demonstrations or tasks which provide evidence of achievement and become the basis for assessment and evaluation strategies. Student demonstrations/tasks include:

interview	model	diorama
test	painting	CD Rom
storyboard	scrapbook	paragraph
journal	research report	position paper
letter	speech	web page
essay	teach a lesson	portfolio
demonstration	diagram	computer program
game	magazine article	assignment
book review	booklet	learning log
manual	brochure	pamphlet
quiz	cartoon	sculpture
costume	map	blueprint
display	video	invention
collection	collage	slide show
research paper	investigation	poster