

HPS 6-8 Grade Level Essential Skills for Encore Courses

DRAFT

2009-2010

Grade Level: 7

Subject: Art






Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district is undertaking the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of the Michigan Department of Education and federal guidelines

During the 2008-09 and the 2009-2010 school years, groups of encore teachers worked under the guidance of curriculum consultants and/or HPS administrators to study the standards and benchmarks of their elective courses. Through professional development efforts, these groups learned to identify essential skills for each grade level subject. Using their new found knowledge, they reviewed the standards and chose those they believed to be non-negotiable skills to be mastered at each grade level. Some of the encore (elective) sorts of classes, such as band, lend themselves to yearly standards and benchmarks. Others are built on quarterly standards and benchmarks and have even been able to assign a recommended number of lessons, per quarter, needed to successfully teach each standard, thus securing the curriculum as viable. Vocabulary, another important component to uniform expectations among our students, is being identified in these documents. And examples of embedded assessments are also being created for each expectation, with the creation of uniform summative assessments to follow the final approval of these documents.






The essential skills found within this document will be piloted in the 2009-2010 school year with a format provided for feedback from the 6-8 staff. At the conclusion of each year teacher groups will re-assemble to review the edit suggestions, again under the guidance of educational consultants and/or HPS administration. These steps will culminate in revisions for a document that will remain fluid.

It should be noted that standards and benchmarks within these documents may be based on either those from the Michigan Department of Education or on National standards. The Michigan Department of Education has not yet established standards and benchmarks for each of our encore subjects. Also note that the overall number of expectations identified as essential skills is possibly smaller than the total articulated within the State’s or the Nation’s expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline.

HPS Scope Sequence
 DRAFT Aug. 2009
 Grade 7
 Art

| Standard or GLCE # | Standard or GLCE Language | What this means: | Q | Lessons or Days | Examples of Formative Assessments | Vocabulary | |
|---|---|---|--|--|--|---|--|
| | Students will | | | 0 | | | |
| | |  |  |  |  |  | |
| Sub-category or Strand | | | | | | | |
| <i>Understanding and Applying Media, Techniques, and Processes</i> | | | | | | | |
| Content Standard 1 | <p>Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.</p> <p>Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.</p> | Q | n/a | <p>Production may use some of the following: Paper Art, Painting, Clay, Mixed Media Sculpture, Printmaking, and Drawing.</p> | <p>Proportion, Value, Color Theory, Printmaking, 3-D, Armature, Depth, Scale, Overlap, Landscape, Perspective, Canvas, Relief, Background, Middleground, Fore-ground, Shape, Pattern, Portrait, Perspective, Proportion, Value, Dimension, Texture</p> | | |
| Using Knowledge of Structures and Functions | | | | | | | |
| Content Standard 2 | <p>Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.</p> <p>Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.</p> <p>Students select and use the qualities of structures and functions of art to improve communication of their ideas.</p> | Q | n/a | <p>Elements and Principles of Design</p> | | | |

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|---|--|---|--|---|--|---|
| | Students will | | | 0 | | |
| | |  |  |  |  |  |
| Choosing and evaluating a range of subject matter, symbols, and ideas | | | | | | |
| Content Standard 3 | Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks. Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks. | | Q | n/a | Production may use some of the following: Paper Art, Painting, Clay, Mixed Media Sculpture, Printmaking, and Drawing. | |
| Reflecting Upon and Assessing the Characteristics and Merits of Their Work and the Work of Others | | | | | | |
| Content Standard 5 | Students compare multiple purposes for creating works of art. Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry. Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures. | | Q | n/a | Developing resources to support Production, may use some of the following: Paper Art, Painting, Clay, Mixed Media Sculpture, Printmaking, and Drawing. | |