NCCAS STANDARDS: GRADE 7

Creating
□ RefCr3.1 Reflect on/explain information about work in artist statement/other format
☑ DemCr2.1 Demonstrate persistence developing skills in creating art/design
□ AppCr3.1 Apply criteria to examine/reflect on & revise art/design in progress

Responding
6th – 8th Grade
□ DevRe9.1 Develop and apply relevant criteria to evaluate a work of art
☑ IntRe1.7 Interpret art by analyzing art-making approaches to identify ideas/mood
☑ ComRe7.2 Compare/contrast contexts & images that influence ideas/emotions/actions

Connecting
6th – 8th Grade
□ GenCn10.1 Generate ideas reflecting current interests/concerns to be investigated
□ AnaCn11.1 Analyze how art responses are influenced by time/place when it was created
□ DisCn11.1 Distinguish ways art represents/establishes/reinforces group identity

STARTERS
Curriculum planning can start in many ways. Where will you start?

ART, DESIGN, AND VISUAL CULTURE
(For example, artists, artworks, objects, events)
Mauricio Ramirez
Jet Ramirez

MATERIALS AND PROCESSES
(For example, clay and clay processes; found objects, printmaking; drawing)
Pattern blocks, white sulfate paper, ruler, pencil, tempera paint

THEMES/BIG IDEA
(For example: nature, identity, communication, celebrations)
Exploration - Students visual many AHATs that explored colors, geometric shapes, shapes (organic or geometric)

COMMUNITY CONTEXTS
(For example: community issues, concerns, community history and stories)
Personal exploration

DIFFERENTIATIONS
(For example: Special Ed, ELL, and Gifted and Talented)
Students w/ IEPs were placed w/students who excel in classroom for any additional help

STUDENTS IN ACTION
Describe the action! Students experiences in Creating, Presenting, Responding, and/or Connecting.

WHAT WILL STUDENTS DO?
Students will create a form inspired by their surroundings or an Artist.

HOW WILL STUDENTS DEMONSTRATE LEARNING IN RELATION TO THE STANDARDS?
- Learn tint, tone, shade
- Complementary colors
- Gradient w/paint
Ishshahah S. Teran

MPS Art Teacher

&

Cohort Fellow
- Graduated from UWM in 2013
- Started with MPS in 2016
- Placed at Kagel Elementary and Morgandale Elementary
- Kagel is my old elementary school
- My gym teacher at Kagel Mr P., just retired last year.
- This is my 3rd year working with MPS!
**STANDARDS IN ACTION | PLANNING SHEET**

**MIDDLE LEVEL**

**LESSON TITLE**: The Shape of Things

**NCCAS STANDARDS: GRADE 7**

<table>
<thead>
<tr>
<th>Creating</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Recr3.1 Reflect on/explain information about work in art; statement/leveled format</td>
<td>□ Devr8.1 Develop and apply relevant criteria to evaluate a work of art</td>
</tr>
<tr>
<td>□ Demr2.1 Demonstrate persistence in developing skills in creating art/design</td>
<td>□ Intre3.1 Interpret art by analyzing art-making approaches to identify leadership</td>
</tr>
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**STARTERS**

Curriculum planning can start in many ways. Where will you start?

**ART, DESIGN, AND VISUAL CULTURE**
(For example, artists, architectures, objects, events)

- Mauricio Ramirez
- Jet Ramirez

**MATERIALS AND PROCESSES**
(For example, clay and clay processes, found objects, printmaking, drawing)

- Patternblocks, white Sulite paper, ruler, pencil, tempera paint

**THEME/BIG IDEA**
(For example, nature, identity, communication, celebration)

- Exploration: Students viewed many paintings that explored various geometric shapes (organic or geometric)

**COMMUNITY CONTEXTS**
(For example, community issues, concerns, community history and stories)

- Personal exploration

**DIFFERENTIATIONS**
(For example, Special Ed, ELL, and Gifted and Talented)

- Students who were placed with who were absent, work in classroom or any additional help.

**STUDENTS IN ACTION**

Describe the students' experience in Creating, Presenting, Responding, and/or Connecting.

**WHAT WILL STUDENTS DO?**

- Students will create art inspired by /reflect their surroundings or an artist.

**HOW WILL STUDENTS DEMONSTRATE LEARNING IN RELATION TO THE STANDARDS?**

- How to create art? How to think about shapes?
  - Tint, tone, shade
  - Complementary colors
  - Gradient vs. paint

**-Color Theory**

**-Blending Colors**

**-3-D image**

**-tint, tone, and shade**

**-complementary colors**

**-problem-solving**

**-quality of work**

**-30 Shapes or more**

**-Show Students what an Advanced, Proficient, Basic and Minimal looks like.**
Jet Martinez
Mauricio Ramirez
Next Year I hope to connect this with Hispanic Heritage Month!
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