

# Title: Art Book

## Curriculum \_\_ Visual Arts

Grade Level Span: 7th

Purpose: To enlighten students to the historical significance of the visual arts and how the arts have played a role as a precipice of change in societies and cultures.

Description: This is a Graduation Standards project for grade 7 art. Students are to produce research via a variety of mediums, famous artworks by reproducing them. In addition, the students are to write accompanying term papers for each artwork reproduced. A total of (5) art reproductions and (5) 1-page research papers which support the student's reproductions are required.

Activities:	Curriculum Standards	NETS for Students
<ul style="list-style-type: none"> <li>-materials collection: media center visit, discussion of possible places to find resources (i.e. public library, internet, periodicals, hard copy, personal collections, interviews, etc.)</li> <li>-discuss copyright law</li> <li>-identify penalties for copyright infringement</li> <li>-discuss ethical and legal taboos and implications of using other individual's work and specifying it as your own without proper credit</li> </ul>	Arts Interpretation (# of sub-category indicated)  (n/a)	(2) (5) (6)
<ul style="list-style-type: none"> <li>-discussion of art book (reports) format-what's included: historical content, personal reaction to researched artwork, personal evaluation of researched artwork based on elements and principles of design</li> </ul>	(1) (2) (3) (4)	(n/a)
<ul style="list-style-type: none"> <li>-discuss and demonstrate the proper use of WordPerfect 9.0 word processing software</li> <li>-alert students and make available CD/DVD technology that are applicable to the student's research processes</li> </ul>	(n/a)	(3) (5)
<ul style="list-style-type: none"> <li>-discuss where to find accurate information in lieu of student research</li> <li>-inform students of what is acceptable use content and what falls within the confines of the district rules and regulations</li> </ul>	(2)	(2) (5) (6)

(con't) -students will evidence the use of accurate relevant information via their standards project progress check and checklist		
-students will design a bound book which incorporates researched, student-made reproductions of famous artworks -students will research textual material that supports their reproductions -students will word-process their written research -students will make available their research for peer and instructor review	(1) (2) (3) (4)	(4) (5) (6)
-students will demonstrate a proficiency of their knowledge as it relates to word-processing/internet applications as evidenced by a finished product	(n/a)	(1) (6)

## Tools and Resources

(List all Web sites, specific software and hardware needs)

### Research Sites:

<http://www.artchive.com>

<http://arts-connected.com>

<http://www.loc.gov/copyright>

### Search Engines:

<http://www.yahoo.com>

<http://www.google.com>

**Materials List:**

**Computer Lab**

**WordPerfect 9.0 software**

**Internet Access**

**Laser Printer**

**Color Printer**

**Digital Camera: for recording 3-D work**

**Drawing Paper**

**Media Variety (i.e. Ceramic, paints-watercolor, acrylic, tempa, colored pencil, crayon, marker, mixed media-found objects, etc.)**

**Binder: either store bought or hand-made**

**Plastic Sleeves (optional)**

**Assessment**

**Rubric:**

4=all points of the standard (1-4) are fulfilled at a 100% level of quality in the judgement of the instructor

3= all points of the standard (1-4) are fulfilled at a 90% level of quality in the judgement of the instructor

2= all points of the standard (1-4) are fulfilled at a 80% level of quality in the judgement of the instructor

1= all points of the standard (1-4) are fulfilled at a 70%-60% level of quality in the judgement of the instructor

0= no points of the standard (1-4) are fulfilled in the judgement of the instructor

**Authors (including contact information)**

**(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)**

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## Personal Account

**(Have you taught this lesson sequence before? What are the great learning/experiences you had?)**

**Yes. In the beginning of experiencing this standards project it was initially a 40-page book. Although students and parents complained of the length, it appeared to be a valuable tool to initiate student interest in visual art in a historical context. Since, the project has been reduced in size by 25% without sacrificing the standard. I still find it a useful project, especially in a school district with no visual arts training at the elementary level.**

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