

Seventh Grade Art Curriculum Map 2022

<b>Pacing Guide</b>	<b>Standard Code &amp; Indicator</b>	<b>Sample Learning Activities</b>	<b>Sample Assessments</b>	<b>Additional Standards</b>
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<p><b>August-December</b></p>	<p><b>Creating</b></p> <p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p><b>Presenting</b></p> <p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p> <p><b>Responding</b></p> <p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>	<ul style="list-style-type: none"> <li>- Review art room rules and procedures.</li> <li>- Experience art history viewed and discussed as a timeline.</li> <li>- Learn about and discover artists of importance during the Renaissance period.</li> <li>- Identify key elements and themes of Renaissance art</li> <li>- Compare and contrast Renaissance and Medieval art</li> <li>- Summarize the evolution and significance of Renaissance art</li> <li>-Understand the characteristics of and complete a Perspective drawing</li> <li>-Understand and complete: ½ portrait drawing</li> <li>- Value through shading techniques.</li> <li>-Chalk landscape drawing</li> <li>-Shoe drawing</li> <li>- Participate in a virtual museum tour</li> </ul>	<p><b>Formative Assessments:</b>          Quizzes          Homework/Classwork          Teacher Observation          Student Participation</p> <p><b>Summative Assessments:</b>          Graded projects          Perspective Drawing</p> <p><b>Benchmark Assessment:</b>          BOY Benchmark</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard: Social Studies</b>          6.1.8.CivicsHR.4.a : Examine sources from a variety of perspectives to compare and contrast Renaissance art and Medieval art and discuss how artwork evolved.</p> <p><b>Technology Standard:</b>          8.2.8.ED.2: Identify the steps in the design process that could be used to design artwork.</p>
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<p><b>January - March</b></p>	<p><b>Media Art</b></p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</p> <p>1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.</p> <p>1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.</p> <p>1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.</p> <p>1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.</p> <p>1.2.8.Pr6b: Analyze benefits and impacts from</p>	<p>- Develop an understanding of Surrealism.</p> <p>- Learn about Salvador Dalí's art and life, and his lasting influence.</p> <p>-Learn about narrative and fantasy in Surrealist art through study of Remedios Varo.</p> <p>- Identify characteristics found in traditional Surrealism in three contemporary artworks.</p> <p>- Create a digital collage artwork inspired by a dream.</p> <p>-Create a surreal photo collage using a variety of transformational techniques.</p> <p>-Fantasy fish drawing</p> <p><b>Instructional Resources:</b>  <a href="#">Scholastic Art Magazine</a></p> <p><b>Student Technology:</b>  Chromebook  Google Classroom  iPads  Autodesk Sketchbook App</p> <p><b>Teacher Technology:</b>  ActiView  ActivPanel</p>	<p><b>Formative Assessments:</b>  Quizzes  Homework/Classwork  Teacher Observation  Student Participation</p> <p><b>Summative Assessments:</b>  Graded collage  Graded artist statement  Graded fantasy fish drawing</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  <b>W.7.3</b> Students will write an artist statement about their surreal collage that explains what their artwork is about.</p> <p><b>Technology Standard:</b>  8.2.8.ED.2: Identify the steps in the design process that could be used to design artwork.</p>
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<p><b>March-April</b></p>	<p><b>Creating</b></p> <p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p><b>Presenting</b></p> <p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p>	<p>- Explore techniques in glazing</p> <p>- Understand firing process and stages of clay</p> <p>-Apply understanding and create a clay project</p> <p><b>Instructional Resources:</b> Teacher created Google slide presentation</p> <p><b>Student Technology:</b> Chromebook Google Classroom</p> <p><b>Teacher Technology:</b> ActiView ActivPanel Plickers assessment</p>	<p><b>Formative Assessments:</b> Quizzes Homework/Classwork Teacher Observation Student Participation Plickers assessment</p> <p><b>Summative Assessments:</b> Graded clay bobblehead project</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard:</b> <b>Social Studies</b> 6.2.8.CivicsHR.2.a : Determine the role of slavery while students learn the history of Face Jugs, which were made by African slaves living on American plantations.</p> <p><b>Technology Standard:</b> 8.2.8.ED.2: Identify the steps in the design process that could be used to design artwork.</p>
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<p><b>May -June</b></p>	<p><b>Creating</b></p> <p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <p><b>Responding</b></p> <p>1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</p> <p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p> <p><b>Media Art</b></p> <p>1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.</p> <p>1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.</p>	<p>-Explore and analyze the moral responsibility of artists and their right to represent and create without censorship.</p> <p>-Explore the art and culture of the Ndebele people of South Africa</p> <p>-Ndebele doll sculpture out of recycled materials</p> <p><b>Instructional Resources:</b>  <a href="https://alg.manifoldapp.org/read/introduction-to-art-design-context-and-meaning/section/9e69d419-310e-40ae-8923-97242e86ae30">https://alg.manifoldapp.org/read/introduction-to-art-design-context-and-meaning/section/9e69d419-310e-40ae-8923-97242e86ae30</a>  Teacher created Google slide presentation  <a href="https://www.amusingplanet.com/2014/09/the-painted-houses-of-ndebeles.html">https://www.amusingplanet.com/2014/09/the-painted-houses-of-ndebeles.html</a></p> <p><b>Student Technology:</b>  Chromebook  Google Classroom</p> <p><b>Teacher Technology:</b>  ActiView  ActivPanel</p>	<p><b>Formative Assessments:</b>  Quizzes  Homework/Classwork  Teacher Observation  Student Participation</p> <p><b>Summative Assessments:</b>  Graded sculpture</p> <p><b>Benchmark Assessment:</b>  EOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  MS-ETS1-3  Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <p><b>Technology Standard:</b>  8.2.8.ED.3:  Develop a proposal for a solution to a real-world problem that includes a model.</p>
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**Alternate Assessments:** Creation of a digital dream collage and Virtual Museum Tour reflection

**21st Century Standards:** 9.2.1.A.1, 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4

**21st Century Skills:** Critical thinking, creativity, collaboration, communication

**Career Ready Practices:** CRP4, CRP6, CRP8