

Grade 7 Scope and Sequence for Visual Arts**Grade 7 Scope and Sequence for Visual Arts**

Visual Arts	Number of Instructional Days
<u>Unit 1: Depicting the Human Face</u> <i>This unit is designed to encourage students to apply what they learned in Grade 6 about depth and form to the skills necessary to draw a human face. Students will add an understanding of proportion.</i>	10
<u>Unit 2: Self-Portrait and Color Symbolism</u> <i>This unit is designed to have students use their skills learned in Unit 1 to draw a picture of themselves. Further, students will learn the symbolism of particular colors in order to indicate personal traits on their self portrait.</i>	10
<u>Unit 3: Depicting the Human Body</u> <i>This unit is designed to expand students' understanding of form, depth, proportion, and dimension by expanding their skills from drawing and painting a human face to depicting the human body in drawings and paintings.</i>	10
<u>Unit 4: Aesthetic Response and Critique</u> <i>This unit will examine criteria in making informed judgments about works of art and defend those judgments. It is important to analyze the artists' sensory, formal, technical and expressive properties in a work of art.</i>	10

Visual Arts	Grade: 7
Unit 1: Depicting the Human Face Unit Overview: In grades 6-8 students have already been experimenting with art mediums and creating works of art that are modeled from a specific form. Students in grades 6-8 are now encouraged to unleash their creative potential, deepen and increase their aesthetic awareness and appreciation, develop their power of observation, make connections to real life, and to grow in their organization and planning skills. Students at this age become increasingly critical of their own works and can acknowledge their own creative talents.	
New Jersey Student Learning Standards 1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. 1.1.8.D.2 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. Standard 8 Computer Science Performance Expectations: 8.1.8.IC.1 Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. Standard 9 Career Readiness, Life Literacy, and Key Skills 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Weighted lines are used where shadows and overlapping occur. Weighted lines give more action and emphasis to the drawing. Artists use contour lines to define the surface edges of objects. A gesture drawing is fluid and shows movement. A gesture line is mainly used when drawing the figure. A contour drawing is the outline of an object. Drawing from observation helps to develop hand/eye coordination. 	<ul style="list-style-type: none"> Where would an artist use a weighted contour line? Why do artists use contour lines? How is a gesture drawing different from a contour drawing? Why do artists draw from observation? How do artists show "value" using a line?

Grade 7 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> It is important to study the subject that you are drawing to assure that you see the form in the round and all of its details to draw it accurately. Artists create value by using line to develop hatching, cross-hatching, stippling, and scumbling techniques. 	
Unit Goals	Teaching Points
<i>Session 1 - (Understanding Human Anatomy)</i>	<ul style="list-style-type: none"> Today I want to teach you that artists must have an understanding of human anatomy before they can successfully draw a human face. Artists often spend time studying faces before they attempt to draw them. <ul style="list-style-type: none"> Artists do this by: <ol style="list-style-type: none"> understanding the internal structures of the human skull observing facial proportions applying their understanding of anatomy to a drawing of the face creating the illusion of depth and texture by shading
Skills (Students will be able to...)	
<ul style="list-style-type: none"> Accurately draw the anatomy of the eyes, nose and mouth Identify the external anatomy of the human eye, nose, mouth, ears and face shape Draw proportions of the human face Apply their knowledge of human face proportions in the creation of an individual piece of artwork Create value changes to show depth on the human face 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Student portfolio Rubric based projects Verbal Discussions Teacher observations Written short answer assessments Repeat verbal directions back Sketchbook notes Sketchbook drawings Rough draft drawings 	<p>Special Education</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clipping activities Exploration by interest Flexible groupings
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubric based final projects for each unit Observation of student application of skills Completion of individual assignments and projects Participation in activities Time on task 	
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> rough drafts for each project Rubric based final project for each unit Student self-assessment using rubrics and short answer responses 	
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> Homework - extended drawing at home 	<p>English Language Learners</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Unit 1: Curriculum for ELL

Grade 7 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> • Presentations • Quick response chalkboards • Verbal and written Critiques 	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> <p>Gifted and Talented</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • New Jersey Visual Arts State Standards • Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • theartofeducation.org - The Art of Education • www.nga.gov - National Gallery of Art • artsandculture.google.com - Google Arts and Culture 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • ArtsEdge: https://artsedge.kennedy-center.org/educators.aspx • www.nga.gov/kids • www.crayola.com • Googleartproject.com • Scholastic Art Magazine • Google Classroom • Google forms • Youtube.com • Newsela • Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) • Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) • Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Step by step tutorial videos • Step by step visual examples <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Resource manual for Intervention and Referral Services • Hand grips

Grade 7 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none"> • Various sized drawing tools • Various sized paintbrushes • Visual examples of completed projects • Light-boxes • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives • Stencils
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science: Anatomy of the human body and Skull, new technologies discovered in the medical field • Math: Proportions of the human body and skull • Social Studies: History of technology related to the medical field 	<ul style="list-style-type: none"> • Watch differentiated drawing tutorials • Use of the document camera for direct modeling on drawing • Use of board projector for written project steps
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Career Opportunities in the arts • Critical Thinking and Problem-Solving • Communication and Collaboration • Curiosity and Imagination • Productivity and Accountability 	<ul style="list-style-type: none"> • Evaluate the use of 3-D shapes in book illustrations • Analysis of value shading in book illustrations • Google Slideshow Portfolio Analysis
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy 9.2 Career Awareness, Exploration, and Preparation -Book Illustrations -Graphic Design</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Visual Arts	Grade: 7
Unit 2: Self-Portrait and Color Symbolism	
Unit Overview: <p>In grades 6-8 students have already been experimenting with art mediums and creating works of art that are modeled from a specific form. Students in grades 6-8 are now encouraged to unleash their creative potential, deepen and increase their aesthetic awareness and appreciation, develop their power of observation, make connections to real life, and to grow in their organization and planning skills. Students at this age become increasingly critical of their own works and can acknowledge their own creative talents.</p>	
New Jersey Student Learning Standards	
1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. 1.1.8.D.2 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.	

Grade 7 Scope and Sequence for Visual Arts**Standard 8 Computer Science**

Performance Expectations:

8.1.8.IC.1 Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Enduring Understandings		Essential Questions	
<ul style="list-style-type: none">Weighted lines are used where shadows and overlapping occur.Weighted lines give more action and emphasis to the drawing.Artists use contour lines to define the surface edges of objects.A gesture drawing is fluid and shows movement.A gesture line is mainly used when drawing the figure.A contour drawing is the outline of an object.Drawing from observation helps to develop hand/eye coordination.It is important to study the subject that you are drawing to assure that you see the form in the round and all of its details to draw it accurately.Artists create value by using line to develop hatching, cross-hatching, stippling, and scumbling techniques.		<ul style="list-style-type: none">Where would an artist use a weighted contour line?Why do artists use contour lines?How is a gesture drawing different from a contour drawing?Why do artists draw from observation?How do artists show “value” using a line?	
Unit Goals		Teaching Points	
Session 1 - (Adding Symbolism)		<ul style="list-style-type: none">Today I want to teach you that many artists create a self portrait as a way of communicating some aspect of their life or personality. Artists will often add a self portrait to a collection to show how they are changing or developing both as an artist and as a human being.<ul style="list-style-type: none">Artists do this by:<ol style="list-style-type: none">capturing a moment in time that has personal significanceadding information from their life, such as the inclusion of a pet or child to the paintingusing a photo or a mirror to help in creating a more realistic depiction of their own faceusing a grid as a reference to break images into smaller sections and aid in transferring all of the smaller details to a larger paintingusing color selection to symbolize certain traits of their personalitiesadding objects to represent aspects of their personal history, interests, or stories of their life	
Skills (Students will be able to...)			
<ul style="list-style-type: none">Use a ruler to draw a measured gridRepresent an aspect of their personality through facial expressions, clothing, or objectsSuccessfully use the grid drawing technique to duplicate a reference imageUse value changes to create depth on the human faceAccurately represent the anatomy of the human face in a drawing			

Evidence of Learning (Assessments)	Accommodations and Modifications
Formative Assessments:	Special Education

Grade 7 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> • Student portfolio • Rubric based projects • Verbal Discussions • Teacher observations • Written short answer assessments • Repeat verbal directions back • Sketchbook notes • Sketchbook drawings • Rough draft drawings 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings
<p>Summative Assessments:</p>	<p>English Language Learners</p>
<ul style="list-style-type: none"> • Rubric based final projects for each unit • Observation of student application of skills • Completion of individual assignments and projects • Participation in activities • Time on task 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards
<p>Benchmark Assessments:</p>	<p>Students at Risk for Failure</p>
<ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment using rubrics and short answer responses 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Alternative Assessments:</p>	<p>Gifted and Talented</p>
<ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Quick response chalkboards • Verbal and written Critiques 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

Grade 7 Scope and Sequence for Visual Arts

<div data-bbox="121 220 911 567"> <p>Core Professional Resources:</p> <ul style="list-style-type: none"> • New Jersey Visual Arts State Standards • Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • theartofeducation.org - The Art of Education • www.nga.gov - National Gallery of Art • artsandculture.google.com - Google Arts and Culture • Drawing for the Absolute and Utter Beginner by Garcia </div>	<div data-bbox="933 220 1560 1230"> <p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • ArtsEdge: https://artsedge.kennedy-center.org/educators.aspx • www.nga.gov/kids • www.crayola.com • Googleartproject.com • Scholastic Art Magazine • Google Classroom • Google forms • Youtube.com • Newsela • Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) • Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) • Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • The Complete Book of Drawing by Nigel Reese • Everyone Can Draw by Barrington Barber <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Resource manual for Intervention and Referral Services • Hand grips • Various sized drawing tools • Various sized paintbrushes • Visual examples of completed projects • Light-boxes • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives • Rulers and measuring tools • Reference photographs </div>
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Science: Anatomy of the human body • Math: Use of a ruler and various measuring tools • English: Analyzing the use of symbolism embedded in visual images • Social Studies: History of the arts and cultures of various established artists • World Language: History of the arts and cultures of various established artists 	<p>Integration of Technology through NJSLs</p> <ul style="list-style-type: none"> • Watch drawing tutorials • Videos on the anatomy of the human body • Use of the document camera for direct modeling on drawing and using rulers • Use of board projector for written project steps • Use of the iPads for taking photographs
<p>Integration of 21st Century Themes</p> <ul style="list-style-type: none"> • Career Opportunities in the arts • Critical Thinking and Problem-Solving • Communication and Collaboration • Curiosity and Imagination • Productivity and Accountability 	<p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Evaluate the use of symbolism in visual images • Interpret the use of symbolism in visual images • Google Slideshow Portfolio Analysis
<p>Career Education</p>	<p>Global Perspectives</p>

Grade 7 Scope and Sequence for Visual Arts

<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy 9.2 Career Awareness, Exploration, and Preparation -Book Illustrations -Graphic Design</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
---	---

Visual Arts		Grade: 7
Unit 3: Depicting the Human Body		
Unit Overview: <p>In grades 6-8 students have already been experimenting with art mediums and creating works of art that are modeled from a specific form. Students in grades 6-8 are now encouraged to unleash their creative potential, deepen and increase their aesthetic awareness and appreciation, develop their power of observation, make connections to real life, and to grow in their organization and planning skills. Students at this age become increasingly critical of their own works and can acknowledge their own creative talents.</p>		
New Jersey Student Learning Standards		
<p>1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. 1.1.8.D.2 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. 9.1.8.A.1 - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.2 - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 - Model leadership skills during classroom and extra-curricular activities.</p>		
Enduring Understandings		Essential Questions
<ul style="list-style-type: none"> • Weighted lines are used where shadows and overlapping occur. • Weighted lines give more action and emphasis to the drawing. • Artists use contour lines to define the surface edges of objects. • A gesture drawing is fluid and shows movement. • A gesture line is mainly used when drawing the figure. • A contour drawing is the outline of an object. • Drawing from observation helps to develop hand/eye coordination. • It is important to study the subject that you are drawing to assure that you see the form in the round and all of its details to draw it accurately. • Artists create value by using line to develop hatching, cross-hatching, stippling, and scumbling techniques. 		<ul style="list-style-type: none"> • Where would an artist use a weighted contour line? • Why do artists use contour lines? • How is a gesture drawing different from a contour drawing? • Why do artists draw from observation? • How do artists show "value" using a line?
Unit Goals	Teaching Points	
<i>Session 1 - (Understanding How Human Anatomy Dictates Drawing)</i>	<ul style="list-style-type: none"> • Today I want to teach you that artists must understand how the human body moves and how the human body is structured if they are going to draw accurate pictures of humans. Artists also try to add movement into their drawings and paintings, and understanding the human form helps them to do this with more accuracy. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. using a 3-dimensional sculpture to assist with understanding depth, motion, and dimension 	

Grade 7 Scope and Sequence for Visual Arts

	<ol style="list-style-type: none"> understanding the mathematical body proportions that depend on the internal structure of the human skeleton using mathematical proportions to accurately depict the human form understanding that movement of the body is dependent upon the joints of the human body adding movement to a drawing or painting by making use of the joints of the human body
Skills (Students will be able to...)	
<ul style="list-style-type: none"> Identify the proportions of the human body based on the height of the human head Apply their knowledge of the human body proportions in the creation of a 3-dimensional sculptures showing movement Bend the human body at the joints in the creation of a sculpture Accurately name and identify the joints of the human body Use an internal amature in the creation of a sculpture 	

<p>Formative Assessments:</p> <ul style="list-style-type: none"> Student portfolio Rubric based projects Verbal Discussions Teacher observations Written short answer assessments Repeat verbal directions back Sketchbook notes Sketchbook drawings Rough draft drawings 	<p>Special Education</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clubbing activities Exploration by interest Flexible groupings
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubric based final projects for each unit Observation of student application of skills Completion of individual assignments and projects Participation in activities Time on task 	
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> rough drafts for each project Rubric based final project for each unit Student self-assessment using rubrics and short answer responses 	
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> Homework - extended drawing at home Presentations Quick response chalkboards Verbal and written Critiques 	<p>English Language Learners</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Unit 1: Curriculum for ELL Subgroup Accommodations and Modifications Multi-language glossary Pupil edition in Spanish Vocabulary flash cards
	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Grade 7 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none">• <u>Subgroup Accommodations and Modifications</u> <p>Gifted and Talented</p> <ul style="list-style-type: none">• <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>• <u>Subgroup Accommodations and Modifications</u> <p>Students with 504 Plans</p> <ul style="list-style-type: none">• <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u>• <u>Subgroup Accommodations and Modifications</u>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none">• New Jersey Visual Arts State Standards• Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none">• theartofeducation.org - The Art of Education• www.nga.gov - National Gallery of Art• artsandculture.google.com - Google Arts and Culture• The History of Art in Pictures by Plazy	<p>Core Instructional Resources:</p> <ul style="list-style-type: none">• ArtsEdge: https://artsedge.kennedy-center.org/educators.aspx• www.nga.gov/kids• www.crayola.com• Googleartproject.com• Scholastic Art Magazine• Google Classroom• Google forms• Youtube.com• Newsela• Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels)• Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes)• Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none">• Drawing for the Absolute and Utter Beginner by Garcia• Everyone Can Draw by Barrington Barber <p>Intervention Resources:</p> <ul style="list-style-type: none">• Resource manual for Intervention and Referral Services• Hand grips• Various sized drawing tools• Various sized paintbrushes• Visual examples of completed projects• Light-boxes• Tracing paper and graphite transfer paper• Tracing templates• Manipulatives• Rulers and measuring tools• Reference photographs

Grade 7 Scope and Sequence for Visual Arts

Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> Science: Anatomy of the human body Social Studies: History of Greek and Roman Statues World Language: History of Greek and Roman Statues 	<ul style="list-style-type: none"> Watch drawing tutorials Videos on the anatomy of the human body Use of the document camera for direct modeling on drawing and using rulers Use of board projector for written project steps Use Newsela articles
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> Career Opportunities in the arts Critical Thinking and Problem-Solving Communication and Collaboration Curiosity and Imagination Productivity and Accountability 	<ul style="list-style-type: none"> Evaluate the use of symbolism in visual images Interpret the use of symbolism in visual images Google Slideshow Portfolio Analysis Virtual Museum Tours
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy 9.2 Career Awareness, Exploration, and Preparation -Book Illustrations -Graphic Design</p>	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women's History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans' Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)

Visual Arts	Grade: 7
Unit 4: Aesthetic Response and Critique	
Unit Overview: Aesthetics is the study of beauty and taste, whether in the form of the comic, the tragic, or the sublime. When we speak of something that creates an aesthetic experience, we are usually talking about some form of art; yet the mere facts that serve as discussing a work of art does not guarantee that we are also discussing aesthetics-the two are not equivalent. Not all works of art necessarily create an aesthetic experience, for example when we look at a painting to determine how much we can sell it for.	
New Jersey Student Learning Standards	
1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. 1.1.8.D.2 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. 1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art 1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. 1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. 1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. 1.4.8.A.6 - Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas. 1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. 1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. 1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art. 1.4.8.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	

Grade 7 Scope and Sequence for Visual Arts

9.1.8.A.1 - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.2 - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 - Model leadership skills during classroom and extra-curricular activities.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Art criticism fosters skills of informed judgement Responding to aesthetics affects students' personal lives in reference to the significance, value, and preference in art Artwork is evaluated using an analysis of art and principles of design Context influences the way we make and evaluate art 	<ul style="list-style-type: none"> How do the sensory, formal, technical, and expressive properties in a work of art help one to analyze artworks? How does one construct meaning when examining artwork based solely upon properties found in the work such as subject matter, media, expression, and style, and then defend those choices? What is the role of the art critic?
Unit Goals	Teaching Points
<i>Session 1 - (Learning to Critique)</i>	<ul style="list-style-type: none"> Today I want to teach you that artists are critiqued regularly. Some artists are able to use the critiques to help them become better at their craft; however, some critiques are quite harsh and they do not help the artist much at all. It is important for an artist to learn how to offer a critique that will help other artists and not crush their spirit. <ul style="list-style-type: none"> Artists do this by: <ol style="list-style-type: none"> describing the use of shading values in an established work of art describing the colors seen in established artwork using specific, concrete adjectives analyzing the artist's use of value changes to show the placement of a light source interpreting an artist's technical skill in applying paint to their work judging the demonstrated skills in creating a work of art providing constructive feedback on peers' artwork
Skills (Students will be able to...)	
<ul style="list-style-type: none"> Compare and contrast art in various mediums that utilize the same art elements and principles of design Determine the value of a critique's context and form by evaluating the written critiques of critics, peers and self Distinguish ways individuals have different opinions regarding the merits and effectiveness of aesthetic choices in the creation and performance of the visual and performing arts Compare and contrast changes in accepted meanings of known artworks over time given shifts in societal norms, beliefs or values, Interpret symbolism embedded in art works from various mediums and artistic disciplines. Delineate thematic content of multicultural art works and plan, design, and execute multiple solutions to challenging visual arts problems expressing similar thematic content 	

Formative Assessments:	Special Education
<ul style="list-style-type: none"> Student portfolio Rubric based projects Verbal Discussions Teacher observations Written short answer assessments Repeat verbal directions back Sketchbook notes Sketchbook drawings Rough draft drawings 	<ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings
Summative Assessments:	Differentiation:
<ul style="list-style-type: none"> Rubric based final projects for each unit 	<ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting
	High-Prep Differentiation:
	<ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas

Grade 7 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> • Observation of student application of skills • Completion of individual assignments and projects • Participation in activities • Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment using rubrics and short answer responses <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Quick response chalkboards • Verbal and written Critiques 	<ul style="list-style-type: none"> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • New Jersey Visual Arts State Standards • Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • theartofeducation.org - The Art of Education • www.nga.gov - National Gallery of Art • artsandculture.google.com - Google Arts and Culture 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • ArtsEdge: https://artsedge.kennedy-center.org/educators.aspx • www.nga.gov/kids • www.crayola.com • Googleartproject.com • Scholastic Art Magazine • Google Classroom • Google forms • Youtube.com • Newsela

Grade 7 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none"> Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Understanding Art by Mittler and Ragans The History of Art in Pictures by Gilles Plazy <p>Intervention Resources:</p> <ul style="list-style-type: none"> Resource manual for Intervention and Referral Services Hand grips Various sized drawing tools Various sized paintbrushes Visual examples of completed projects Light-boxes Tracing paper and graphite transfer paper Tracing templates Manipulatives Rulers and measuring tools Reference photographs
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> English: Written short answer responses and critique methodologies 	<ul style="list-style-type: none"> Use of board projector for visual images Use of computer for written responses Google forms
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> Career Opportunities in the arts Critical Thinking and Problem-Solving Communication and Collaboration Curiosity and Imagination Productivity and Accountability 	<ul style="list-style-type: none"> Critique Methodologies 4 Categories of Art Criticism
<p>Career Education</p>	<p>Global Perspectives</p>
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy 9.2 Career Awareness, Exploration, and Preparation -Book Illustrations -Graphic Design</p>	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women's History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans' Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)