

CMS - 7th Grade Visual Art Curriculum Maps and Formative Assessment Plans

2017-2018

SEVENTH GRADE

CONCEPT	ESSENTIAL QUESTIONS	SKILLS, STRATEGIES, BEHAVIORS	CONTENT CONNECTIONS	ASSESSMENTS (FORMATIVE AND SUMMATIVE)	RESOURCES
<ul style="list-style-type: none"> · Introduction to 7th Grade Art <ul style="list-style-type: none"> - Rules and Procedures - Student Responsibilities - Safety and Tools Overview - Homework - Assessment - Materials Required - Sketchbooks · Review of Critique <ul style="list-style-type: none"> - Procedures and Standards · Drawing and Painting <ul style="list-style-type: none"> - Review of 2D media and techniques · Review Elements of Art · Art Vocabulary · Introduce Art History 	<ul style="list-style-type: none"> · How do the Elements of Art and Principles of Design influence our artwork? · Why are rules and procedures important for the classroom? · How do our sketchbooks aid in our planning and organization for art? · How do critiques help us reflect on our artwork? 	<ul style="list-style-type: none"> · Rules · Procedures · Classroom Management · Character Development · How to Utilize Sketchbook · Strategies for Vocabulary · Strategies for Reading for Content and Understanding · How to Critique · Craftsmanship · Discussion Procedures and Strategies · Art Production 	<ul style="list-style-type: none"> · ELA <ul style="list-style-type: none"> - Vocabulary - Verbal Skills - Writing Skills - Reading Skills · Math <ul style="list-style-type: none"> - Line - Shape - Ruler Skills - Protractor/Compass Skills · Science <ul style="list-style-type: none"> - Light - Color Theory 	<ul style="list-style-type: none"> · Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/ Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions — Pre-Tests - Sketchbooks - Exit tickets - Bellringers · Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions and Exhibitions - Final Product of Projects - Unit finals - Benchmarks 	<ul style="list-style-type: none"> · Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

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<ul style="list-style-type: none"> · Review Principles of Design <ul style="list-style-type: none"> – Introduce movement and proportion · Drawing/Painting <ul style="list-style-type: none"> – Introduction to Figure Drawing/Painting · Printmaking <ul style="list-style-type: none"> – Introduction to Printmaking materials and processes · Introduction to Themes · Begin exploring relationship between Elements/Principles · Critique Practice · Continue Art History · Continue Sketchbooks · Continue Vocabulary · Formal Critique · Midterm Sketchbook Critique 	<ul style="list-style-type: none"> · What choices must an illustrator make before beginning a work? How do these choices differ from those of a painter? Of a printmaker? A sculptor? · How does art help us to understand people and cultures from the past? · How does movement affect the dynamics of a work of art? In what ways can we express movement? 	<ul style="list-style-type: none"> · Strategies for Vocabulary · Strategies for Reading for Content and Understanding · Measuring for Space and Proportion · Differentiating between cultures from different countries and continents · Differentiating between artists' styles · How to Critique · Craftsmanship · Art Production 	<ul style="list-style-type: none"> · ELA <ul style="list-style-type: none"> – Vocabulary – Verbal Skills – Writing Skills – Reading Skills · Math <ul style="list-style-type: none"> – Line – Shape – Ruler Skills – Protractor/Compass Skills – Proportions · Science <ul style="list-style-type: none"> – Movement – Perspective 	<ul style="list-style-type: none"> · Formative <ul style="list-style-type: none"> – Class Discussions – Verbal and/or Written Response to Images – Peer Collaboration/Group Discussion – Teacher Observation and Questioning – Brainstorming of Answers to Higher Order Thinking Questions — Pre-Tests – Sketchbooks – Exit tickets – Bellringers · Summative <ul style="list-style-type: none"> – Post-Tests – Rubrics – Art Competitions and Exhibitions – Final Product of Projects – Unit finals – Benchmarks 	<ul style="list-style-type: none"> · Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

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<ul style="list-style-type: none"> · 3D Media <ul style="list-style-type: none"> – Review and expand upon 3D media and processes · Mixed Media <ul style="list-style-type: none"> – Introduction to Mixed Media and various processes · Creating Personal Themes · Continue with all media skills · Continue exploring relationship between Elements/Principles · Critique Practice · Continue Vocabulary · Continue Art History · Continue Sketchbooks 	<ul style="list-style-type: none"> · What are the similarities between sculpture and mixed media? What are the differences? · How do individual artist styles help communicate a theme? · What roles do our sketchbooks play in aiding the development of personal themes? 	<ul style="list-style-type: none"> · Strategies for Vocabulary · Strategies for Reading for Content and Understanding · Measuring for Space, Volume and Proportion · Form – geometry, 2D/3D · Differentiating between cultures from different continents · Differentiating between movements and themes · How to Critique · Craftsmanship · Art Production 	<ul style="list-style-type: none"> · ELA <ul style="list-style-type: none"> – Vocabulary – Verbal Skills – Writing Skills – Reading Skills · Math <ul style="list-style-type: none"> – Form/Area – Ruler Skills – Protractor/Compass Skills – Proportions · Science <ul style="list-style-type: none"> – Movement – Balance/Weight Distribution – Physics – Space – Perspective – Volume 	<ul style="list-style-type: none"> · Formative <ul style="list-style-type: none"> – Class Discussions – Verbal and/or Written Response to Images – Peer Collaboration/Group Discussion – Teacher Observation and Questioning – Brainstorming of Answers to Higher Order Thinking Questions – Pre-Tests – Sketchbooks – Exit tickets – Bellringers · Summative <ul style="list-style-type: none"> – Post-Tests – Rubrics – Art Competitions and Exhibitions – Final Product of Projects – Unit finals – Benchmarks 	<ul style="list-style-type: none"> · Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

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	<ul style="list-style-type: none"> · Introduction to Careers in Art · Continue with creating Personal Themes · Continue with all media skills · Continue exploring relationship between Elements/Principles · Critique Practice · Continue Vocabulary · Continue Art History · Continue Sketchbooks · Formal Critique · Final Sketchbook Critique 	<ul style="list-style-type: none"> · How does art record and communicate the human experience? · Why is formal critique essential to the development of art? · What role does art history and culture play in the evolution of art and art production? 	<ul style="list-style-type: none"> · Strategies for Vocabulary · Strategies for Reading for Content and Understanding · Measuring for Space, Volume and Proportion · Differentiating between cultures from different countries and continents · How to Critique · Craftsmanship · Art Production 	<ul style="list-style-type: none"> · ELA <ul style="list-style-type: none"> – Vocabulary – Verbal Skills – Writing Skills – Reading Skills · Math <ul style="list-style-type: none"> – Form/Area – Ruler Skills – Protractor/Compass Skills – Proportions · Science <ul style="list-style-type: none"> – Movement – Balance/Weight Distribution – Physics – Space – Perspective – Volume · Relativity to Life <ul style="list-style-type: none"> – Adapting art and its skills and applications to different careers, both art and non-art related 	<ul style="list-style-type: none"> · Formative <ul style="list-style-type: none"> – Class Discussions – Verbal and/or Written Response to Images – Peer Collaboration/Group Discussion – Teacher Observation and Questioning – Brainstorming of Answers to Higher Order Thinking Questions – Pre-Tests – Sketchbooks – Exit tickets – Bellringers · Summative <ul style="list-style-type: none"> – Post-Tests – Rubrics – Art Competitions and Exhibitions – Final Product of Projects – Unit finals – Benchmarks 	<ul style="list-style-type: none"> · Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

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