Middlesex County Schools Curriculum Map

Grade/Course: Art II – Seventh Grade

Schedule Type: Semester

School Year: 2012-2013

Time Frame 80 min class	**Unit/SOL Number/SOL**	**Strand**	**Essential Knowledge/ Understandings**	**Date of Common Formative Assessment** (i.e., culminating project)
On-going	Art History: 7.16 The student will identify styles and themes in contemporary and historical works of art. 7.17 The student will compare and contrast the characteristics of public art, including monuments. 7.20 The student will understand the use of personal information, artist intent, cultural influences, and historical context for interpretation of works of art. 7.23 The student will analyze, interpret, and judge works of art based on biographical, historical, or contextual information. 7.24 The student will compare and contrast personal experiences with the life experiences depicted in works of art from other cultures. 7.25 The student will identify the processes artists use to create works of art, using analysis of rough sketches, drafts, and series. 7.26 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art. 7.27 The student will generate questions about the nature of art and possible answers to the questions. 7.28 The student will describe ways that social	Cultural Context & Art History Judgment & Criticism Aesthetics	How does a work of art relate to time and place? How is my response to a work of art influenced? How is a work of art interpreted?	Every 3rd class-written answers and oral dialogue

	and cultural beliefs can influence responses to works of art. 7.29 The student will describe personal responses to the visual qualities of a work of art. 7.30 The student will investigate the purposes of art.			
	ORDER & SELECTION OF FOLLOWING UNITS VARIES – SHOWN IN ALPHABETICAL ORDER			
Appr. 1 class	Art Careers – Preparation: 7.15 The student will compare various art careers and the methods of preparing for them. Project examples: Research from selected sites individually, in pairs or information presented to class; discussion of careers, methods of preparation; community speakers	Cultural Context & Art History	How do preparations vary for different careers in art?	End of Unit
Appr. 4-5 classes	Ceramics: 7.3 The student will apply in two-dimensional and three-dimensional works of art the elements of art and the principles of design, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity. 7.9 The student will create two-dimensional and three-dimensional works of art, integrating the elements of art and principles of design. 7.10 The student will create three-dimensional works of art, using geometric forms. 7.19 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art. Project examples: Bowl, mug, stemmed vessels, sculpture, mobile (various construction methods)	Visual Communication & Production Judgment & Criticism	How can I express myself with clay? Why do I make choices before beginning a project? How is my art work improved when I think creatively?	End of Unit
Appr. 3 classes	Collage: 7.3 The student will apply in two-dimensional and three-dimensional works of art the elements of art and the principles of design, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis,	Visual Communication & Production	How can art be persuasive? How can I apply the persuasive techniques I learn in art to other areas of study and/or life? Why is collage a personally	End of Unit

	variety, and unity. 7.5 The student will communicate information and ideas through illustration. 7.9 The student will create two-dimensional and three-dimensional works of art, integrating the elements of art and principles of design. 7.13 The student will use computer design programs to create original works of art. 7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions. 7.18 The student will examine the uses and impact of persuasive techniques in print and electronic media. Project examples: realistic or abstract collage; collage combined with scratch board	Cultural Context & Art History	expressive medium?	
Appr. 4 classes	Color Theory – Painting/Collage 7.1 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art. 7.4 The student will use line variations, including directionality, width, and implied line, to create contrasting qualities in a composition. 7.6 The student will create the illusion of depth in two-dimensional works of art, using a variety of the following devices: 1. Overlapping; 2. Atmospheric perspective; 3. Diminishing size and detail; and 4. Object placement in the picture plane. 7.16 The student will identify styles and themes in contemporary and historical works of art. Project examples: dodecahedron (full mixed colors, analogous, complementary, monochromatic, etc.); color wheel swatch collage; color wheel relationship painting; full-size student painting	Visual Communication & Production Cultural Context & Art History	What feelings are inspired by different color combinations? How do colors affect my feelings and perceptions? Why can good craftsmanship cause performance satisfaction? Why are themes important?	End of Unit
Appr. 3-4 classes	Drawing – Contour, Perspective, and /or Tessellations: (Drawing is an integral part of every project unit, used in the creative design process.) 7.4 The student will use line variations, including directionality, width, and implied line, to create contrasting qualities in a composition. 7.7 The student will create contour line drawings that demonstrate perceptual skill.	Visual Communication & Production	Why does my art describe me? How can I relate my art to other topics that interest me? Why is M. C. Escher known today?	End of Unit

	7.8 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing. 7.11 The student will create works of art by representing and interpreting ideas from other fields of knowledge. 7.12 The student will use mechanical graphic arts instruments and devices to solve commercial design problems. 7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions. 7.26 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art. Project examples: Personal narrative contour drawing; 2-point perspective; close focus, op-art	Aesthetics		
Varies – generally less than one class period each	Mini Units: 7.3 The student will apply in two-dimensional and three-dimensional works of art the elements of art and the principles of design, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity. 7.4 The student will use line variations, including directionality, width, and implied line, to create contrasting qualities in a composition. 7.6 The student will create the illusion of depth in two-dimensional works of art, using a variety of the following devices: 5. Overlapping; 6. Atmospheric perspective; 7. Diminishing size and detail; and 8. Object placement in the picture plane. Project examples: Fiber projects; Scratch board, shrinks, beaded jewelry, weaving	Visual Communication & Production	Why are reasoning and thinking skills improved by art? How does creation of art works provide satisfaction and improvement of self-esteem?	End of Unit
Appr. 1 class	Portfolio Creation: 8.9 The student will create and maintain an art portfolio.	Visual Communication & Production	How can I follow the advancement of my art skills? How can I provide a “resume” of art projects?	End of the semester

Appr. 1-2 classes	English-Writing 7.7 Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Choose appropriate adjectives and adverbs to enhance writing. Use correct spelling for commonly used words. Interdisciplinary unit: Poem written and creatively presented to describe art project, e.g. mask			End of Unit
On-going	Mathematics: SOLs reinforced-e.g. compare and contrast the following quadrilaterals based on properties: parallelogram, rectangle, square, rhombus, and trapezoid; add, subtract, multiply, and divide integers.			
On-going	Science: On-going reinforcement of scientific information and principles			
On-going	History: SOLs reinforced-e.g. make connections between the past and the present; examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance;			