

**Richmond Public Schools**  
**Department of Curriculum and Instruction**  
**Curriculum Pacing And Resource Guide**



**Course Title/ Course #: Grade 7 Visual Art**

**Start day: 1**

**Meetings: 180 days**

**Grade 7 Visual Arts Course Description**

The objectives for Grade Seven Visual Arts continue the exploration, analysis, and investigation of the creative process. Students apply the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) to solve design problems, using traditional and contemporary art media. They develop critical inquiry skills and expand their vocabulary as they explore the meaning of works of art through the evaluation of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

**Pacing Resources Assessments MP1**

<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Units/ Topics/ Concepts</b>	<b>Resources</b>	<b>Assessments</b>
	<b>Visual Communication &amp; Production</b> Creating and communicating about art (SOL 7. 1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15, 7.16, 7.17, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.24)	Exploring drawing and two dimensional art media using the elements and principles as a framework  actual proportion blending cross-hatching exaggerated stippling implied movement	<a href="#">Yale Curriculum Units</a>  <a href="#">Block Museum Drawing Instruction Plans</a>	<a href="#">Rubistar Rubric Generator</a>  Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments  Performance assessments Portfolio

	<p><b>Art History &amp; Cultural Context</b>  Understanding art in relation to history and cultures.  (SOL 7.25, 7.26, 7.27, 7.28, 7.29)</p>	<p>Discussing artist's styles, and major art movements 1877-present helps students understand the role of art in American history</p>	<p><a href="#">Charles White</a></p> <p><a href="#">Henry Ossawa Tanner, The Annunciation</a></p> <p><a href="#">Henry Ossawa Tanner, Banjo Lesson</a></p> <p><a href="#">Dorthea Lange, Migrant workers</a></p>	<p>Quizzes &amp; Tests  Warm-up and exit tasks  Art reflections/Feldman's  Art Criticism Process  Self-assessments  Peer-assessments/group critiques</p>
	<p><b>Analysis, Evaluation &amp; Criticism</b>  Interpreting and evaluating art  (SOL 7. 30, 7.31, 7.32, 7.33)</p>	<p>Talking about art helps students identify biographical, historical, and contextual information as well as the processes used to create art</p>	<p><a href="#">Kennedy Center ArtsEdge student critique sheet</a></p> <p><a href="#">Four Step Art Critique</a></p> <p><a href="#">Getty Center formal analysis</a></p>	<p>Art reflections/Feldman's  Art Criticism Process  Self-assessments  Peer-assessments/group critiques</p>
	<p><b>Aesthetics</b>  Reflecting on the meaning and value of art  (SOL 7. 33, 7.34, 7.35)</p>	<p>Analyzing the meaning in works of art allows students to generate possible answers to the questions about the nature of art.</p>	<p><a href="#">Aesthetics and Beauty</a></p> <p><a href="#">Games, Activities and Puzzles for Teaching Aesthetics</a></p> <p><a href="#">What is Aesthetics?</a></p>	<p>Class discussions  Class questionings  Student participation  Teacher observation  Journal entries</p>

**Pacing Resources Assessments MP2**

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
	<p><b>Visual Communication &amp; Production</b>            Creating and communicating about art            (SOL 7. 1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15, 7.16, 7.17, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.24)</p>	<p>Exploring painting art media using the elements and principles as a framework</p> <p>discordant rhythm            dominance            exaggerated proportion            graded wash            harmonious rhythm</p>	<p>Color Wheel  <a href="http://www.zest-it.com/colour_wheel.htm">http://www.zest-it.com/colour_wheel.htm</a></p> <p><a href="#">Yale Curriculum Units</a></p> <p><a href="#">Dick Blick Lesson Plans</a></p> <p><a href="#">The Incredible Art Department Lesson Resource</a></p> <p><a href="#">NAEA Artsonia Lessons</a></p>	<p><a href="#">Rubistar Rubric Generator</a></p> <p>Pre- and post-assessment            Warm-up and exit tasks            Exploratory activities            Student participation            Teacher observation            Studio projects            Self-assessments            Peer assessments /group critiques            Sketchbook assignments</p> <p>Performance assessments            Portfolio</p>

	<p><b>Art History &amp; Cultural Context</b>  Understanding art in relation to history and cultures.  (SOL 7.25, 7.26, 7.27, 7.28, 7.29)</p>	<p>Understanding art by examining when and why it was made; knowing the historical/cultural context teaches students about the relevance of art as a story telling medium.</p>	<p><a href="#">Jacob Lawrence- The Great Migration Series</a></p> <p><a href="#">Ernie Barnes</a></p> <p><a href="#">The Harlem Renaissance</a></p> <p><a href="#">PBS African American World: The Harlem Renaissance</a></p> <p><a href="#">Frida Kahlo Museum</a></p> <p><a href="#">William H Johnson</a></p> <p>Henri Matisse  Pablo picasso</p>	<p>Quizzes &amp; Tests  Warm-up and exit tasks  Art reflections/Feldman’s  Art Criticism Process  Self-assessments  Peer-assessments/group critiques</p>
	<p><b>Analysis, Evaluation &amp; Criticism</b>  Interpreting and evaluating art  (SOL 7. 30, 7.31, 7.32, 7.33)</p>	<p>Analyzing the effects that the elements of art and principles of design have on the communication of ideas helps students understand works of art</p>	<p><a href="#">Kennedy Center ArtsEdge student critique sheet</a></p> <p><a href="#">Four Step Art Critique</a></p> <p><a href="#">Getty Center formal analysis</a></p>	<p>Art reflections/Feldman’s  Art Criticism Process  Self-assessments  Peer-assessments/group critiques</p>

**Course Title/ Course #:**

	<p><b>Aesthetics</b> Reflecting on the meaning and value of art (SOL 7. 33, 7.34, 7.35)</p>	<p>Describe how your social beliefs can influence your response to the visual qualities of a work of art.</p>	<p><a href="#"><u>Aesthetics and Beauty</u></a> <a href="#"><u>Games, Activities and Puzzles for Teaching Aesthetics</u></a> <a href="#"><u>What is Aesthetics?</u></a></p>	<p>Class discussions Class questionings Student participation Teacher observation Journal entries</p>
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Course Title/ Course #:

<u>Pacing Resources Assessments MP3</u>				
<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Units/ Topics/ Concepts</b>	<b>Resources</b>	<b>Assessments</b>
ongoing	<b>Visual Communication &amp; Production</b> Creating and communicating about art (SOL 7. 1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15, 7.16, 7.17, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.24)	Exploring sculpture and crafts media using the elements and principles as a framework	<a href="#">Yale Curriculum Units</a> <a href="#">Dick Blick Lesson Plans</a> <a href="#">The Incredible Art Department Lesson Resource</a> <a href="#">NAEA Artsonia Lessons</a>	<a href="#">Rubistar Rubric Generator</a> Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments  Performance assessments Portfolio

ongoing	<p><b>Art History &amp; Cultural Context</b>  Understanding art in relation to history and cultures.  (SOL 7.25, 7.26, 7.27, 7.28, 7.29)</p>	<p>Comparing major art movements helps students understand the difference in culturally unique issues and universal themes.</p> <p>Cultural Identity</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. How are the materials and design similar and different?</li> <li>2. When do you think each of these pots was made? Justify your response. How do size and scale (shallow relief vs. architecture) influence your interaction with these images?</li> <li>2. What value is placed on these works of art? How do these buildings and coins honor the values and ideals of our society?</li> <li>3. How do the architecture and function of the Lincoln Memorial and the Jefferson residence (Monticello) compare and contrast?</li> <li>4. How do these works of art reflect our cultural identity?</li> </ol>	<p><a href="#">Andy Warhol</a></p> <p><a href="#">Claus Oldenburg</a></p> <p>Augusta Savage  <a href="http://nationalhumanitiescenter.org/pds/maai3/community/text4/savagetheharp.pdf">http://nationalhumanitiescenter.org/pds/maai3/community/text4/savagetheharp.pdf</a></p> <p>Elizabeth Catlett  <a href="http://elizabethcatlett.net/index.html">http://elizabethcatlett.net/index.html</a></p> <p><a href="#">Lincoln Penny (United States one-cent coin)</a>  <a href="#">Victor David Brenner</a></p> <p><a href="#">Jefferson Nickel (United States five-cent coin)</a>  <a href="#">Felix Schlag</a></p> <p><a href="#">Lincoln Memorial</a>  <a href="#">Henry Bacon</a>  <a href="#">Washington, D.C.</a></p> <p><a href="#">Monticello</a>  <a href="#">Thomas Jefferson</a>  <a href="#">Charlottesville, Virginia</a></p>	<p>Quizzes &amp; Tests  Warm-up and exit tasks  Art reflections/Feldman’s Art Criticism Process  Self-assessments  Peer-assessments/group critiques</p>
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ongoing	<p><b>Analysis, Evaluation &amp; Criticism</b> Interpreting and evaluating art</p> <p>(SOL 7. 30, 7.31, 7.32, 7.33)</p>	<p>Communicating how interpretations of works of art are influenced by personal experiences.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. Why decorate a functional piece of art?</li> <li>2. Are both Paul Revere and Michael Graves considered artisans?</li> <li>3. How do crafts contribute to society?</li> </ol>	<p><a href="#">Kennedy Center ArtsEdge student critique sheet</a></p> <p><a href="#">Four Step Art Critique</a></p> <p><a href="#">Getty Center formal analysis</a></p> <p><a href="#">Teapot and Stand</a></p> <p><a href="#">Paul Revere II</a></p> <p><a href="#">Virginia Museum of Fine Arts</a></p> <p><a href="#">"Spinning Whistle" Tea Kettle with Lid</a></p> <p><a href="#">Michael Graves</a></p> <p><a href="#">Brooklyn Museum</a></p>	<p>Art reflections/Feldman's Art Criticism Process</p> <p>Self-assessments</p> <p>Peer-assessments/group critiques</p>
ongoing	<p><b>Aesthetics</b> Reflecting on the meaning and value of art</p> <p>(SOL 7. 33, 7.34, 7.35)</p>	<p>Analyze how the factors of time and place assist students in understanding the value and meaning of art.</p>	<p><a href="#">Aesthetics and Beauty</a></p> <p><a href="#">Games, Activities and Puzzles for Teaching Aesthetics</a></p> <p><a href="#">What is Aesthetics?</a></p>	<p>Class discussions</p> <p>Class questionings</p> <p>Student participation</p> <p>Teacher observation</p> <p>Journal entries</p>



**Pacing Resources Assessments MP4**

<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Units/ Topics/ Concepts</b>	<b>Resources</b>	<b>Assessments</b>
ongoing	<b>Visual Communication &amp; Production</b> Creating and communicating about art (SOL 7. 1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15, 7.16, 7.17, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.24)	Exploring mixed media, printmaking, and graphic design using the elements and principles as a framework  Typography Subtractive Print Shallow Relief Figure ground Dominance Focal point Digital Manipulation	<a href="#">Yale Curriculum Units</a>  <a href="#">Kahn Academy: Videos on printmaking techniques</a>  <a href="#">MOMA Interactive: What is a print?</a>  <a href="#">Tessellations</a>  <a href="#">Faith Ringgold Story Quilt 7th grade</a>	<a href="#">Rubistar Rubric Generator</a>  Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments  Performance assessments Portfolio

ongoing	<p><b>Art History &amp; Cultural Context</b>  Understanding art in relation to history and cultures. (SOL 7.25, 7.26, 7.27, 7.28, 7.29)</p>	<p>Examining various art careers, the impact of public art, and persuasive techniques used in electronic media helps students understand the role of art in society</p> <p>How and why do artists use words in their works of art?</p> <p>What ideas are being communicated in specific works of art? How?</p> <p>How do culture and art influence each other?</p> <p>What persuasive techniques are being used by the artists?</p> <p>How do these works of art reflect each artists' time and place?</p> <p>How do culture and art influence each other?</p>	<p><a href="#">The Art Career Project</a></p> <p><a href="#">Jacob Lawrence- The Great Migration Series</a></p> <p><a href="#">Little Giant Still Life Stuart Davis</a></p> <p><a href="#">Virginia Museum of Fine Arts</a></p> <p><a href="#">Untitled (We Don't Need Another Hero) Barbara Kruger</a></p> <p><a href="#">Berkeley Art Museum</a></p>	<p>Quizzes &amp; Tests</p> <p>Warm-up and exit tasks</p> <p>Art reflections/Feldman's Art Criticism Process</p> <p>Self-assessments</p> <p>Peer-assessments/group critiques</p>
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**Course Title/ Course #:**

<p>ongoing</p>	<p><b>Analysis, Evaluation &amp; Criticism</b> Interpreting and evaluating art  (SOL 7. 30, 7.31, 7.32, 7.33)</p>	<p>Discuss and identify ethical and legal considerations in the use of appropriated images.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. What ideas are being communicated by these works of art?</li> <li>2. What is similar and different among the techniques used to create these relief prints?</li> <li>3. Which parts of the printing plate are positive, and which are negative? What is the impact of the use of positive and negative spaces on these works of art?</li> <li>4. How is the use of color in these works of art similar and different?</li> </ol>	<p><a href="#"><u><i>Tootsie on a Stick (Cherry, Orange &amp; Grape)</i></u></a> <a href="#"><u>Dave Lefner</u></a> <a href="#"><u>Dave Lefner Web Site</u></a></p> <p><a href="#"><u><i>Under the Wave off Kanagawa from the series Thirty-six Views of Mount Fuji</i></u></a> <a href="#"><u>Katsushika Hokusai</u></a> <a href="#"><u>The Metropolitan Museum of Art</u></a></p> <p><a href="#"><u>Kennedy Center ArtsEdge student critique sheet</u></a></p> <p><a href="#"><u>Four Step Art Critique</u></a></p> <p><a href="#"><u>Getty Center formal analysis</u></a></p>	<p>Art reflections/Feldman's Art Criticism Process Self-assessments Peer-assessments/group critiques</p>
<p>ongoing</p>	<p><b>Aesthetics</b> Reflecting on the meaning and value of art (SOL 7. 33, 7.34, 7.35)</p>	<p>Describing personal view points and thought process used during creation of art work as an artist statement.</p>	<p><a href="#"><u>Aesthetics and Beauty</u></a></p> <p><a href="#"><u>Games, Activities and Puzzles for Teaching Aesthetics</u></a></p> <p><a href="#"><u>What is Aesthetics?</u></a></p>	<p>Class discussions Class questionings Student participation Teacher observation Journal entries</p>