

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 7th Grade

Subject: Visual Arts

Adoption Date: 1/21/16

Revision Date: 3/28/22

	MP1	MP2	MP3	MP4
Pacing Guide	<p>Can artwork reflect your personality? (3 weeks)</p> <p>Can we create artwork that displays a specific color scheme? (6 weeks)</p>	<p>Can we evaluate the difference between representational and nonrepresentational art? (4 weeks)</p> <p>Can we create texture with lines? (4 weeks)</p>	<p>Can we apply the concept of promoting social awareness like Keith Haring in an artwork? (4 weeks)</p> <p>Can we apply the characteristics of street art into a work of art? (4 weeks)</p>	<p>How have the Native Americans influenced art? (6 weeks)</p> <p>How can we use our imagination to create a tessellation? (3 weeks)</p>
Instructional Materials	<p>colored pencil oil pastels tempera paint 3D printed color wheels Sketchbook kit</p>	<p>Oil pastel Tempera paint Scratch tools Drawing paper Pencils</p>	<p>colored pencils Keith Haring biography Markers Construction paper Cardboard Hot glue</p>	<p>Beads Feathers String Hoops Yarn Construction paper Markers Colored pencils Card stock Scissors SS: M.C. Escher</p>
Activities	<p>One: Mix primary colors to make both secondary and tertiary colors on the color wheel</p> <p>Two: Learn about Wayne</p>	<p>One: Draw an animal that is realistic</p> <p>Two: Use oil pastel on to a board paint over with tempera</p>	<p>One: Draw an enlarged copy of Keith Haring's work</p> <p>Two: Use Keith Haring's work as an example of how art can</p>	<p>One: Learn about the history of Native Americans dream catchers and create one</p> <p>Two: Create an abstract</p>

	Thiebaud's use of color and create a representational drawing in his style, using colored pencil	Three: Use scratching tool to add texture lines by using hatching techniques	promote social issues, create original artwork in the style of Haring expressing a social issue	tessellation and then use your imagination to form images in the tessellation
Standards	Activity One: VPA.1.3.8.D.1 Activity Two: VPA.1.3.8.D.6	Activity One: VPA.1.2.8.D.1 Activity Two: VPA.1.3.8.D.5 Activity Three: VPA.1.4.8.A.3	Activity One: VPA.1.2.8.D.1 Activity Two: VPA.1.3.8.D.5	Activity One: VPA.1.1.8.D.2 Activity Two: VPA.1.3.8.D.4
Accommodations and Modifications	English language learners: Preferential seating, provide images or visual aids whenever possible At Risk of School Failure: Use peer buddy, adjust time for completion Gifted and Talented Students: provide opportunities for self-directed activities Students with 504 plans: Preferential seating Special Education: Follow IEP modification	English language learners: Preferential seating, provide images or visual aids whenever possible At Risk of School Failure: Use peer buddy, adjust time for completion Gifted and Talented Students: provide opportunities for self-directed activities Students with 504 plans: Preferential seating Special Education: Follow IEP modification	English language learners: Preferential seating, provide images or visual aids whenever possible At Risk of School Failure: Use peer buddy, adjust time for completion Gifted and Talented Students: provide opportunities for self-directed activities Students with 504 plans: Preferential seating Special Education: Follow IEP modification	English language learners: Preferential seating, provide images or visual aids whenever possible At Risk of School Failure: Use peer buddy, adjust time for completion Gifted and Talented Students: provide opportunities for self-directed activities Students with 504 plans: Preferential seating Special Education: Follow IEP modification
Interdisciplinary Connections	Activity One: color theory (Science) Activity Two: Proportion (Math)	Activity Two: oil/tempera resist (Science)	Activity One: Proportion (Math) Activity Two: Social issues (Social Studies)	Activity One: Native American history (Social Studies) Activity Two: Tessellations (Math)
Assessments	Benchmark assessments - Teacher created assessment Formative Assessment - class participation - safe use of tools and materials	Benchmark assessments - Teacher created assessment Formative Assessment - class participation - safe use of tools and materials	Benchmark assessments - Teacher created assessment Formative Assessment - class participation - safe use of tools and materials	Benchmark assessments - Teacher created assessment Formative Assessment - class participation - safe use of tools and materials

	- following directions Summative assessments - completed project	- following directions Summative assessments - completed project	- following directions Summative assessments - completed project	- following directions Summative assessments - completed project
21st Century Themes and Skills Life Literacies and Key Skills	CRP2 9.4.2.CI.1	CRP1 9.4.2.CI.1	CRP6 9.4.2.CI.1	CRP1 9.4.2.CI.1