

**EAST ISLIP SCHOOL DISTRICT**  
**ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP**  
**Grade 7**

**Seventh Grade**  
**Quarter 1**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
Introduction to 7 <sup>th</sup> Grade Art -Rules and Procedures -Student Responsibilities -Safety and Tools Overview - Rubrics -Sketchbooks  Drawing and Painting -Review of 2-D media and techniques  Review Elements and Principles of Art  Art Vocabulary  Art History	How do the elements and principles of design influence our artwork?  Why are the rules and procedures important for the classroom?	Rules  Procedures  Classroom Management  Craftsmanship and Techniques  Strategies for Vocabulary  Art Production	<u><b>ELA</b></u> -Vocabulary -Verbal Skills -Reading Skills -Writing Skills  <u><b>Social Studies</b></u> -Multicultural Connections  <u><b>Math</b></u> -Line -Shape -Ruler -Compass Skills  <u><b>Science</b></u> -Color Theory	<u><b>Formative</b></u> 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  <u><b>Summative</b></u> Rubrics Completed projects Art Exhibitions	Includes but not Limited to: -Internet -Scholastic Art -Art Prints -Handouts -Library -Peer Collaboration -Student Examples -Teacher Examples -Syllabus -Art Education Publications

Timing of events may differ from school to school and/or teacher-to-teacher based on individual school schedules and/or materials available.

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**Quarter 2**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
Review Principles of Design -Introduce movement and proportion  Continue and Expand upon Drawing and Painting Skills  Continue and Expand upon 3-D Media  Continue Art History Connections to Projects  Art Vocabulary  Continue Sketchbooks	How does art help us to understand people and cultures of the past?  How does movement affect the dynamics of a work of art? In what ways can we express movement?  What choices must an artist make before beginning a work of art?	Strategies for Vocabulary  Strategies for Reading for Content and Understanding  Introduction to Perspective Drawing  Differentiating between Artwork from Different Cultures  Focus on Craftsmanship in Art Production	<b>ELA</b> -Vocabulary -Verbal Skills -Reading Skills -Writing Skills  <b>Social Studies</b> -Multicultural Connections  <b>Math</b> -Line -Shape -Ruler -Compass Skills  <b>Science</b> -Color Theory	<b>Formative</b> 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  <b>Summative</b> Rubrics Completed projects Art Exhibitions	Includes but not Limited to: -Internet -Scholastic Art -Art Prints -Handouts -Library -Peer Collaboration -Student Examples -Teacher Examples -Syllabus -Art Education Publications

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**Quarter 3**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
Continue to Review and Expand upon 2-D and 3-D Media and Processes	What are the Similarities between 2-D and 3-D Media? What are the Differences?	Strategies for Vocabulary  Strategies for Reading for Content and Understanding	<u><b>ELA</b></u> -Vocabulary -Verbal Skills -Reading Skills -Writing Skills	<u><b>Formative</b></u> Class Discussions  Verbal and/or written response to images	Includes but not Limited to: -Internet -Scholastic Art -Art Prints -Handouts -Library -Peer Collaboration -Student Examples -Teacher Examples -Syllabus -Art Education Publications
Introduction to Mixed Media and Various Processes	How do Individual Styles Communicate a Theme?	Expand upon Perspective Drawing	<u><b>Social Studies</b></u> -Multicultural Connections	Peer collaboration /Group discussion	
Continue to expand upon all prior skills and techniques		Continue Exploring the Differences between Artwork from Different Cultures	<u><b>Math</b></u> -Line -Shape -Ruler -Compass Skills	Teacher Observation and questioning	
Continue Exploring Relationships between the Elements and Principles of Design		Continuing to Focus on Craftsmanship in Art Production	<u><b>Science</b></u> -Color Theory	Brainstorming of answers to higher order thinking questions	
Continue Vocabulary				<u><b>Summative</b></u> Rubrics	
Continue Art History				Completed projects Art Exhibitions	

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**Quarter 4**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
Introduction to Careers in Art  Continue and expand upon all media skills  Continue and Expand upon Relationships between the Elements and Principles of Design  Continue Vocabulary  Continue Art History  Continue Sketchbooks	How does art record and communicate the human experience?  Why is reflecting upon your artwork essential to the development of your skills?  What role does art history and culture play in the evolution of art and art production?	Strategies for Vocabulary  Strategies for Reading for Content and Understanding  Expand upon Perspective Drawing  Continue Exploring the Differences between Artwork from Different Cultures  Continuing to Focus on Craftsmanship in Art Production	<u><b>ELA</b></u> -Vocabulary -Verbal Skills -Reading Skills -Writing Skills  <u><b>Social Studies</b></u> -Multicultural Connections  <u><b>Math</b></u> -Line -Shape -Ruler -Compass Skills  <u><b>Science</b></u> -Color Theory	<u><b>Formative</b></u> 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  <u><b>Summative</b></u> Rubrics Completed projects Art Exhibitions	Includes but not Limited to: -Internet -Scholastic Art -Art Prints -Handouts -Library -Peer Collaboration -Student Examples -Teacher Examples -Syllabus -Art Education Publications

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<b>Common Core Learning Standards Integrated/Fine Arts</b>		
<b>Seventh Grade</b>	<b>RL72</b>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
	<b>RL73</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	<b>SL71</b>	<p>CCSS.ELA-LITERACY.SL.7.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>• CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>

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