

Quinton Township School District
Grade 7
Art
Pacing Guide

Marking Period:	1	Unit Title:	Art for Justice	Pacing:	10 weeks
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Unit Summary: In this unit, seventh graders will explore how art can be used to speak up about important issues like fairness and justice. We'll learn different art techniques—like drawing, painting, and collage—and use them to create powerful messages. Our main project, the Hexagon Project, lets you make your own art and also work together with classmates to create a larger piece. Along the way, you'll give and get feedback and reflect on how creativity and teamwork can help make the world a better place.
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Objectives:

- Week 1.** Brainstorm ideas, research ideas, and create a planning paper. * ^ # () + @
- Week 2.** Gather materials and return to the drawing center, painting center, and collage center.
- Week 3.** Stretch and explore using a variety of drawing collage and painting materials.
- Week 4.** Engage and persist by continuing to work on an art work of choice.
- Week 5.** Brainstorm with peers ideas on the topic of social justice and art. * ^ # () + @
- Week 6.** Create rough drafts for a social justice art project (the hexagon project).
- Week 7.** Work independently on a drawing for their collaborative project.
- Week 8.** Work collaboratively to create a display of their artwork.
- Week 9.** Participate in a peer-to-peer critique of collaborative projects.
- Week 10.** Write an individual reflection on working on a group project.

Essential Questions:

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How can art be an agent for social change?

NJSLS - Visual and Performing Arts: 1.5.8.Re8a, 1.5.8.RE9a, 1.5.8.Cn10a, 1.5.8.Cn11a-b

Interdisciplinary Connections: W.IW.7.2, SL.PE.7.1, SL.UM.7.5, 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.TL.6

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1. Students brainstorm ways to research ideas and plan artwork. Week 2. Review all art centers and procedures for getting and returning supplies. Week 3 Students work on art work of choice using a variety of art materials. Week 4 Students continue to work on art work of choice.	Teacher-made planning paper, art books, Genius Hour video Teacher demonstration	Chromebook, books, printed materials drawing supplies painting supplies collage supplies printing supplies cardboard	• Smart Board Applications • Google Applications

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Week 5 Students brainstorm with peers for topics of a collaborative project with a social justice theme. * ^ # () + @ Week 6 Students plan out and make a rough sketch for their collaborative project. Week 7 Students work independently on their collaborative project. Week 8 Students complete their independent projects and mount for display in a collaborative format. Week 9 Students participate in a peer-to-peer critique of collaborative projects. Week 10 Students write a reflection on planning and working on a collaborative project.	video The Hexagon Project * ^ # () + @ Teacher-made reflection page		
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
Grade 7
Art

Marking Period:	2	Unit Title:	3D Drawing & Book Arts	Pacing:	10 weeks
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Unit Summary: In this unit, seventh-grade students will build skills in drawing, shading, and paper sculpture. They'll start by creating value scales and learning to draw and shade basic forms like cubes, cylinders, and spheres using techniques like hatching and stippling. Students will then explore one-point perspective, practicing with rulers and triangles to draw 3D shapes and create both realistic and imaginary scenes. In the second half of the unit, students will combine drawing with paper sculpture to make creative book arts projects like tunnel books, explosion pages, and pop-up cards, blending technical skills with imaginative design.

Objectives

Week 1. Create a value scale: dark to light.

Week 2. Draw a cube, cylinder, sphere.

Week 3. Value shade using hatching, cross hatching or stippling cube cylinder, sphere.

Week 4. Demonstrate 1-point perspective cube drawing, use a ruler and triangle for drawing.

Week 5. Demonstrate 1-point perspective in a choice drawing.

Week 6. Demonstrate 1-point perspective in an imaginary drawing.

Week 7. Combine drawing and value shading in an observational drawing.

Week 8. Combine drawing and paper sculpture in a tunnel book or other book structure.

Week 9. Combine drawing and sculpture in an explosion-page book.

Week 10. Combine drawing text and paper sculpture in a pop-up card.

Essential Questions:

What do artists draw?

How can paper be made 3 dimensional?
How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.8.Cn11a, 1.5.8.Cr2a-c, 1.5.8.Cr3a, 1.5.8.Pr5a, 1.5.8.Re8a, 1.5.8.Re9a

Interdisciplinary Connections: W.IW.7.2, SL.PE.7.1, SL.UM.7.5

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.TL.6

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students create a value scale dark to light using pencil. Week 2 Students practice drawing 3 dimensional geometric solid forms. Week 3 Students practice shading techniques; hatching, cross hatching, and stippling. Week 4 Students practice drawing in 1-point perspective by drawing a	teacher demonstration teacher-created handout, video demonstration	paper drawing pencils paper pencils rulers, triangles	• Smart Board Applications • Google Applications

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series of boxes above and below the horizon line. Students practice with a triangle and ruler. Week 5.Students create a drawing of a room interior or cityscape in 1-point perspective. Week 6 Students add imaginary elements to their 1-point perspective rooms or cityscapes. Week 7 Students observe and draw a still life of geometric blocks. Week 8 Students watch a video on how to make a tunnel book and brainstorm ideas for a tunnel book. Week 9 Students practice folding an explosion page book and create content for inside the page. Week 10 Students design and create a pop up card.	Youtube video	solid geometric blocks paper, scissors, rulers, color pencils, cardstock, chipboard	
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Grade 7
Art

Marking Period:	3	Unit Title:	Wearable Art	Pacing:	10 weeks
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Unit Summary: In this unit, seventh-grade students will explore fiber and jewelry arts through hands-on projects. They'll start by learning how to weave on a cardboard loom to make a small pouch, then move on to basic embroidery and hand sewing to create decorative felt pieces. Students will also experiment with jewelry-making techniques like clay pin design, wire wrapping, beading, and knotting. By the end of the unit, they'll understand how materials like thread, fabric, wire, and recycled items can be used to create both functional and artistic pieces. # ()

Objectives

Week 1. Warp a cardboard loom, and tie a knot.

Week 2. Weave a small pocketbook or pouch.

Week 3. Remove pocketbook or pouch from the loom to complete the project.

Week 4. Demonstrate basic stitching and patterns with a small embroidery sample.

Week 5. Demonstrate hand sewing stitchery to create an embellished felt pouch.

Week 6. Create a pin from air dry clay or recycled materials such as bottle caps.

Week 7. Demonstrate wire wrapping to create a necklace or earring.

Week 8. Demonstrate basic beading to create a bracelet.

Week 9. Demonstrate square knotting to make a knotted bracelet.

Week 10. Identify macrame as fiber art and demonstrate how to make several kind of knots.

Essential Questions:

How do you create wearable art?

Who are some important artists who use fabric in their art?
How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.8.Cn11a, 1.5.8.Cr2a-c, 1.5.8.Cr3a, 1.5.8.Pr5a, 1.5.8.Re8a, 1.5.8.Re9a

Interdisciplinary Connections: W.IW.7.2, SL.PE.7.1, SL.UM.7.5

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.TL.6

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1. Students work on adding warp threads to a loom. Watch a video on weaving a pouch or other wearable woven fabric. * () Week 2. Students work on weaving on the cardboard loom. Week 3 Students watch a video on how to remove the weaving from the loom and add a closure to make a pocketbook or pouch.	Teacher demonstration, reproductions of contemporary fabric artists who use weaving, sewing, and macrame in new and different ways. Artists Nick Cave, Toni Brogan, Isabella Despujols * () Youtube video on finishing a weaving and removal from the loom	cardboard looms, wooden looms, yarns	• Smart Board Applications • Google Applications

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Week 4 Students practice stitching a pattern to create a small embroidered monogram letter.	Teacher demonstration	thread, needles, burlap,	
Week 5 Students practice hand sewing stitches to make a small wallet or pouch from felt.	Teacher-made written handout	felt buttons	
Week 6 Students are introduced to the pop-up jewelry center and work on making a pin from recycled material or air dry clay. #	Teacher demonstration of procedures and process.	jewelry wire, assorted beads, small tumbled rocks, pre-made necklaces, hemp, closures and other jewelry findings, bottlecaps chipboard air dry clay.	
Week 7 Students watch a video on wire wrapping and make a small wire wrapped necklace or earring.	Youtube video		
Week 8 Students use beads and wire to create a bracelet, ring or other beaded wearable art.		hemp cord, paracord, closures	
Week 9 Students practice making square knots and then make a knotted bracelet or belt.	Teacher demonstration, Youtube video		
Week 10 Students watch a video on macrame wall art and practice several kinds of knots.			

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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
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appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
Grade 7
Art

Marking Period:	4	Unit Title:	Advanced Studio Practices	Pacing:	10 weeks
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Unit Summary: In this unit, seventh-grade students will explore a wide range of art forms and techniques, including collage, origami, painting, sculpture, and digital art. They'll learn about positive and negative space through Notan design and zentangles, and experiment with folding origami using a digital choice board. Students will explore different art styles—representational, abstract, and non-objective—and use both traditional and digital tools to create original works. They'll build 3D scenes from famous artworks, practice studio habits like reflecting and experimenting, and share their creations through Artsonia. The unit wraps up with peer critiques and fun art games to sharpen their critical thinking skills. @

Objectives

Week 1. Demonstrate positive and negative space through Notan Design collage. @

Week 2. Demonstrate positive and negative design through creating a zentangle.

Week 3. Fold a variety of origami models of choice using the padlet, digital choice board. @

Week 4. Distinguish between representational, abstract, and non-objective in art in a painting of choice.

Week 5. Use online drawing apps to create a digital painting.

Week 6. Use cardboard to make a scene or setting from a painting, illustration, or story (The Starry Night, etc).

Week 7. Demonstrate studio habits “envision,” “engage and persist,” “stretch and explore,” and “reflect” by finishing a project and writing a short reflection.

Week 8. Photograph and upload artwork of choice to Artsonia web museum and include an artist's statement.

Week 9. Participate in a peer-to-peer critique of a selected artwork completed throughout the year.

Week 10. Improve critical thinking skills by competing in an art game (puzzles, bingo, art detectives).

Essential Questions:

How do artists Envision, Engage and Persist, Develop Craft, Stretch and Explore and Reflect?
How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.8.Cn11a, 1.5.8.Pr5a, 1.5.8.Re7a-b, 1.5.8.Re8a, 1.2.8.Cr3a, 1.2.8.Pr4a, 1.2.8.Cn10a-b, 1.2.8.Cn11a

Interdisciplinary Connections: W.IW.7.2, SL.PE.7.1, SL.UM.7.5

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.TL.6

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1. Students use construction paper to create notan design collages.@ Week 2 Students create positive negative patterns through drawing zentangles. Week 3 Students use the origami choice board to select origami models	Teacher demonstration, video on the history of Notan Design Handouts on zentangle patterns Teacher-made origami choice board	construction paper, glue, scissors watercolor paper, sharpie pens origami papers	• Smart Board Applications • Google Applications

to fold. @	video or teacher-made slide presentation Teacher-made written handout	paper, tempera paints, mixed media options	
Week 4 Students watch a video on art genres and create a painting of choice in one of the genres.			
Week 5 Students practice using layering in the kleki app to create artwork of choice.	Teacher-made instructional video	Chromebooks	
Week 6 Students practice attachment techniques using cardboard and re-create a scene or setting from a famous painting or story.	Teacher-made slide presentation	cardboard glue, masking tape, paint scissors	
Week 7 Students continue working on a project of choice and write a short reflection on their artwork.	Teacher-made handout on reflection questions		
Week 8 Students photograph their work using correct framing and cropping then upload to Artsonia web museum and add an artist's statement.	Teacher demonstration, Youtube video		
Week 9 Students engage in either a peer-to-peer critique.		Chromebooks	
Week 10 Students practice critical thinking skills through play based			

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learning or online art games.			
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	a positive academic role model. • Utilize graphic organizers.	
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