

Marking Period 1 (MPI)	General Art Curriculum Pacing Guide -Grade: 7
<p>MP 1</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • 1.1.5–8.Cr1 Generate artistic ideas through observation and imagination • 1.1.5–8.Cr2 Use tools, materials, and elements of art to experiment and express ideas • 1.1.5–8.Cr3 Reflect on artwork and explain artistic choices • 1.2.5–8.Cr1 Plan artwork using sketches and resources • 1.2.5–8.Cr2 Revise artwork during the creative process • 1.7.5–8.Cr1 Demonstrate craftsmanship and control • 1.7.5–8.Cr2 Use 2-D and 3-D media effectively • 1.3.5–8.Pr1 Safe handling and presentation of artwork • 1.3.5–8.Pr2 Explain choices for displaying art • 1.4.5–8.Re1 Observe and describe using art vocabulary • 1.4.5–8.Re2 Interpret meaning and emotion • 1.5.5–8.Re1 Ask questions about artwork • 1.5.5–8.Re2 Compare art across cultures and time
<p>MP 1</p> <p>Topics</p>	<p>Students review essential elements and guiding principles, establish expectations for craftsmanship, portfolio organization, sketchbook routines, and begin structured warm-ups focused on contour, proportion, and drafting accuracy.</p> <p>Students break subjects into foundational geometric forms (sphere, cube, cone, cylinder, prism) and complete multi-view rotational sketches to understand volume, surface planes, and three-dimensional structure.</p> <p>Students study human proportion through skeleton diagrams, major joint placement, gesture lines, simplified mannequin forms, and movement poses to build accuracy and dynamic figure drawing.</p> <p>Students focus on facial proportion landmarks, bone structure, symmetry, planes of the face, and emotive drawing. Portraits may include heritage clothing, meaningful objects, and cultural symbolism.</p> <p>Students use highlight, mid-tone, core shadow, cast shadow, and reflected light systems to create realistic form. Value mapping, blending, tonal contrast, graphite layering, and textural differentiation are applied to still-life, portrait, and figure work.</p> <p>Students work with horizon lines, vanishing points, angle alignment, convergence, measuring height, and spatial scaling to draw buildings, streetscapes, and interior architectural scenes with increased realism.</p>

Students explore how communities across the world use visual patterns, symbolic color, textile geometry, and design motifs to convey history, ancestry, and belief systems. Drawings incorporate personally significant patterns, identity markings, cultural symbols, or historical references.

Students execute detailed observational drawings from still-life, architectural photos, and natural forms. Focus includes proportion correction, perspective analysis, shadow structure, material texture, and comparative measurement.

Students study artists whose work reflects heritage, activism, social themes, and identity representation, such as:

- Kehinde Wiley
- Bisa Butler
- Charles White
- Faith Ringgold
- Frida Kahlo
- Jacob Lawrence
- Alma Thomas
- Romare Bearden

Students interpret artistic choices and create drawings that respond to cultural or social context.

Students synthesize skills to produce a portfolio-ready artwork that applies:

- multi-point perspective or accurate spatial layout
- structural form building
- advanced value and shading logic
- figure or portrait accuracy
- cultural symbolism and personal heritage elements
- narrative setting, mood, and artistic voice

Students reflect verbally and in writing on artistic decisions, symbolism, identity representation, and technical refinement.

<p>MP 1</p> <p>Skills- Concepts</p>	<p>Advanced Form, Proportion & Perspective: Students intentionally apply elements and principles of art, structural geometry, human and facial proportion, complete light logic, and multi-point perspective to create accurate, realistic drawings with depth and spatial integrity.</p> <p>• Technical Mastery, Observation & Refinement: Students use confident contour line, measurement techniques, value mapping, advanced shading methods, texture rendering, and continuous revision to strengthen realism, craftsmanship, and detail.</p> <p>• Composition, Design & Visual Communication: Students plan and balance compositions using focal points, spatial layers, contrast, rhythm, and negative space to guide the viewer and communicate narrative and visual intent.</p> <p>• Cultural Storytelling, Inquiry & Artistic Voice: Students integrate heritage symbolism and global design traditions (Amistad aligned), analyze historical and contemporary artworks, engage in critique and reflection using academic vocabulary, and develop empathy, perseverance, and personal artistic identity.</p>
<p>MP 1</p> <p>Core Materials</p>	<p>Drawing Tools</p> <ul style="list-style-type: none"> • Graphite pencil sets in multiple grades (HB, 2B, 4B, 6B, 8B) for refined contour, shading depth, and tonal mapping • Standard #2 pencils for gesture work, proportion mapping, and initial drafts • Fine-tip and ultra-fine black pens/markers for contour emphasis, detail precision, and final ink work • Erasers: <ul style="list-style-type: none"> ○ kneaded (for soft lifting, highlights, and tonal adjustments) ○ vinyl/block (for sharp erasing and proportion corrections) ○ precision-tip or eraser caps (for detail refinement) • Colored pencils (broad palette) for cultural pattern work, symbolic color, and accenting expressive compositions • Optional mixed media: charcoal pencils or sticks to explore rich value, form, and contrast <p>Paper and Surfaces</p> <ul style="list-style-type: none"> • Heavy-weight white drawing paper (9x12 and 12x18) for final compositions, portrait studies, and perspective drawings • Sketchbooks (required) for: <ul style="list-style-type: none"> ○ observational studies ○ audition-style proportion drills

- composition thumbnails
- artist research notes
- reflective writing
- Newsprint or manila paper for warm-ups, gesture sessions, proportion exercises, and structural mapping
- Black construction paper for contrast compositions, white-pencil studies, and cultural symbolism design work
- Grid paper for:
 - figure scaling
 - angle measurement
 - vanishing point alignment
 - architectural drafting

Measurement & Perspective Tools

- Transparent rulers for:
 - accurate horizon lines
 - vanishing guides
 - two- and three-point perspective alignment
- Angle guides or reference print-outs for measuring tilt in figure drawing or architecture
- Printed perspective and projection diagrams demonstrating:
 - vanishing points
 - convergence
 - vertical and horizontal alignment
 - one- and two-point structures

Value, Shading, and Form Supports

- Value scales for identifying tonal range from highlight to shadow
- Shading technique cards (blending, cross-hatching, contour shading, stippling, scribble shading)
- Light-source diagrams illustrating:
 - highlight placement
 - cast shadow direction
 - reflected light
 - contrast emphasis
- Sample drawings showing:
 - structural foundation of figures and faces

- multi-point perspective buildings
- botanical renderings with texture
- cultural symbolism in composition

Observation & Still-Life Materials

- Still-life objects with strong shape definition:
 - bottles
 - vases
 - cups
 - boxes
 - geometric form sets (sphere, cube, cone, cylinder)
- Natural objects such as leaves, shells, branches, pinecones, stones
- Mirrors for:
 - symmetrical portrait studies
 - facial landmark analysis
 - gesture posture review
- Architectural references (photographs, slides, community structures)

Marking Period 2 (MPII)	General Art Curriculum Pacing Guide -Grade: 7
<p>MP 2</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • VA:Cr1.1.6 Students apply strategies to brainstorm and develop ideas for artworks. • VA:Cr2.1.6 Students use various techniques, processes, and materials to create finished artwork that communicates a theme or idea. • VA:Cr3.1.6 Students reflect and revise artwork based on feedback and artistic goals. • VA:Pr4.1.6 Students analyze how display and context influence the meaning of artwork. • VA:Re7.1.6 Students analyze how artists use elements and principles to communicate ideas. • VA:Re8.1.6 Students interpret artwork based on evidence, context, and personal understanding. • VA:Cn10.1.6 Students create artwork that communicates personal interests, current events, and cultural ideas. • VA:Cn11.1.6 Students explain how artwork reflects time, place, culture, and historical context.
<p>MP 2</p> <p>Topics</p>	<p>Painting techniques review</p> <p>Color theory and expressive color</p> <p>Shading, value, depth</p> <p>Compositional strategies</p> <p>Painting from observation</p> <p>Cultural or identity themes</p> <p>Mood and expressive brushwork</p> <p>Peer review and feedback</p> <p>Artist influences and context</p> <p>Display and short artist statement</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<p>Painting Techniques & Visual Depth: Students use layering, blending, expressive brushstrokes, and value to create depth, dimension, and intentional compositions.</p>

	<ul style="list-style-type: none"> • Artistic Concepts & Expression: Students apply color to communicate emotion, incorporate cultural context, personal narrative, and draw inspiration from artist influences. • Meaning-Making & Reflection: Students interpret artistic meaning, clarify intent, and revise artwork to strengthen message and visual impact. • Communication, Critique & SEL: Students engage in respectful peer critique, explain creative choices, and collaborate thoughtfully through artistic dialogue.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Tempera, watercolor, or acrylic paint • Brushes (assorted sizes) • Palettes • Heavy paper or canvas board • Visual references (cultural, global, historical) • Aprons/smocks • Planning sketches

Marking Period 3 (MP III)	General Art Curriculum Pacing Guide -Grade: 7
<p>MP 3</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • VA:Cr1.1.7 Students develop original ideas for sculpture using observation, personal themes, and design planning. • VA:Cr2.1.7 Students select appropriate tools, materials, and processes to construct expressive 3D artworks. • VA:Cr3.1.7 Students refine sculpture through critique, reflection, and design revision. • VA:Pr4.1.7 Students evaluate how scale, placement, and lighting influence the presentation and meaning of sculpture. • VA:Re7.1.7 Students analyze how sculptors use form, space, and texture to convey ideas. • VA:Re8.1.7 Students interpret meaning in sculpture using evidence from technique, material, and design. • VA:Cn10.1.7 Students relate their artwork to personal interests, social themes, or cultural connections. • VA:Cn11.1.7 Students compare sculpture across cultures, times, and environments.
<p>MP 3</p> <p>Topics</p>	<p>Sculptors and sculpture throughout history</p> <p>Form, proportion, and spatial design</p> <p>Additive and subtractive methods</p> <p>Clay modeling: building structure and detail</p> <p>Assemblage sculpture with mixed media</p> <p>Wire sculpture: gesture and movement</p> <p>Texture, pattern, and surface treatment</p> <p>Refining and finishing processes</p> <p>Artist's statement (concept, process, meaning)</p> <p>Presentation and critique</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Advanced Sculptural Design, Modeling & Construction:</p> <p>Students design three-dimensional concepts and apply modeling, carving, and assembly techniques while strengthening internal and external structures to create durable and refined sculptural forms.</p>

	<p>Form Relationships, Proportion & Structural Stability: Students apply principles of proportion, balance, stability, and spatial awareness to develop structurally sound sculptures with clear dimensional relationships.</p> <p>Surface Refinement, Texture & Symbolic Meaning: Students create refined textures and surface finishes while incorporating symbolism and intentional design choices to communicate ideas and artistic intent.</p> <p>Cultural Context, Material Understanding & Artistic Communication: Students understand how cultural context influences sculptural traditions and how material selection affects form, durability, meaning, and the overall communication of artistic ideas.</p>
<p>MP 3</p> <p>Core Materials</p>	<p>Air-dry clay</p> <p>Wire, armature materials</p> <p>Cardboard, paperboard</p> <p>Glue, tape, connectors</p> <p>Texture tools</p> <p>Mixed media objects for assemblage</p> <p>Paint or surface finishing materials</p> <p>Sculpture examples (classical, modern, global, public art)</p>

Marking Period 4 (MPIV)	General Art Curriculum Pacing Guide -Grade: 7
<p>MP4</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • VA:Cr1.1.7 Students develop textile and craft ideas using observation, cultural research, personal identity, and thematic exploration. • VA:Cr2.1.7 Students apply textile processes such as weaving, embroidery, knotting, dyeing, felting, or mixed-fiber construction using purposeful techniques and tools. • VA:Cr3.1.7 Students refine their textile work through critique, revision, and improved craftsmanship. • VA:Pr4.1.7 Students analyze how display, arrangement, scale, and environmental context influence the interpretation of textile artwork. • VA:Re7.1.7 Students analyze how textile artists use pattern, texture, color, and material to express meaning. • VA:Re8.1.7 Students interpret cultural, historical, or symbolic meaning in textile arts using evidence from design choices and techniques. • VA:Cn10.1.7 Students relate their textile artwork to personal identity, heritage, community issues, or cultural narratives. • VA:Cn11.1.7 Students compare global textile traditions and understand how geography, environment, and culture influence materials and design.
<p>MP 4</p> <p>Topics</p>	<p>Global textile traditions: symbolism, color, and meaning</p> <p>Textile materials, fiber properties, and cultural applications</p> <p>Weaving: complex patterns, color shifts, motif design</p> <p>Embroidery and stitching for expressive detail</p> <p>Knotting and macramé-style techniques</p> <p>Fabric collage with layered textile imagery</p> <p>Dyeing or fabric-surface techniques (safe classroom methods)</p> <p>Embellishment: beads, threadwork, edging, finishing</p> <p>Artist statement: meaning, symbolism, and cultural inspiration</p> <p>Installation, display, and reflective critique</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<p>Advanced Textile Technique, Structure & Craftsmanship: Students design and construct complex textile artworks using weaving, embroidery, knotting, layering, and embellishment techniques while demonstrating precision, craftsmanship, and intentional fiber manipulation.</p> <p>Pattern Development, Texture & Material Application: Students create and apply structured motifs, repetition, symmetry, and layered textures while selecting materials purposefully to enhance visual impact and expressive intent.</p> <p>Cultural Symbolism, Identity & Textile Storytelling: Students explore textile traditions as forms of cultural storytelling, using symbolic imagery, pattern, and fiber processes to communicate identity, heritage, and historical meaning.</p> <p>Artistic Intent, Presentation & Interpretive Understanding: Students analyze how color, texture, material, and presentation influence interpretation while refining artistic decisions to produce cohesive, meaningful, and contextually informed textile works.</p>
<p>MP 4</p> <p>Core Materials</p>	<p>Yarn, embroidery thread, and weaving looms</p> <p>Fabric scraps, felt, fiber sheets</p> <p>Plastic needles, stitching materials</p> <p>Beads, sequins, decorative fibers</p> <p>Fabric-safe glue, scissors</p> <p>Optional: safe dye materials or fabric markers</p> <p>Visual references of global textiles (Middle Eastern embroidery, Peruvian weaving, African kente, Native American loom work, Japanese sashiko, Indian block prints, etc.)</p>