

Stockton Unified School District  
Curriculum Map

Visual Art

Grade 7

| SUSD Standards                      | Content Outline  | Products/<br>Performance Assessments   | Resources  | Connections   |
|-------------------------------------|--|--|--|---|
| <p>3, 4, 5</p> <p>1, 2, 3, 4, 5</p> | <p><b>First Six Weeks</b></p> <p><b>I. VALUING/EVALUATING</b></p> <p>A. Historical/Cultural aspects</p> <ol style="list-style-type: none"> <li>1. Exemplary artists (artworks)</li> <li>2. Media, tools, techniques, and processes</li> <li>3. Influences of art on history/culture and vice versa</li> <li>4. Styles and themes</li> </ol> <p>B. Critique</p> <ol style="list-style-type: none"> <li>1. Knowledge-based decisions</li> <li>2. Personal experiences and preferences (aesthetics)</li> </ol> <p><b>II. PRODUCING ART - 2-D DESIGN - SHAPE-TO-FORM</b></p> <p>A. Cubic Forms</p> <ol style="list-style-type: none"> <li>1. Basic cubic forms               <ol style="list-style-type: none"> <li>a. optical illusion</li> <li>b. objects above, on, and below the eye level</li> </ol> </li> <li>2. One-point perspective</li> <li>3. 2-point perspective of boxes above, on, and below eye level               <ol style="list-style-type: none"> <li>a. angular perspective</li> </ol> </li> <li>4. Cubic forms; basic understandings               <ol style="list-style-type: none"> <li>a. three values</li> <li>b. format and placement</li> <li>c. vertical/horizontal alignment</li> <li>d. foreground, middle ground, background</li> </ol> </li> <li>5. 3-Point perspective               <ol style="list-style-type: none"> <li>a. house in 3-point perspective</li> <li>b. gable</li> </ol> </li> </ol> | <p>Critique of art prints IA: 1-4</p> <p>Cubic object drawing depicting the basic understandings listed in II A: 1</p> <p>1-point and 2-point perspective drawing of the three boxes/objects showing above, on, and below eye level</p> <p>Converging lines and vanishing points added to a house glued to a sheet of paper</p> <p>House using 3-point perspective: transfer and create landscape in color</p> | <p><i>Sunnyside of the Street</i>, Evergood</p> <p><i>Revenge of the Goldfish</i>, Skogloud</p> <p><i>The Brooklyn Bridge</i>, Stella</p> <p><i>Sacrament, Last Supper</i>, Dali</p> | <p><u>Social Studies</u>: cultural differences among images in artwork</p> <p><u>Language Arts</u>: parts-to-whole relationships, e.g., sentence structure, stories</p> <p><u>Math</u>: geometry concepts; perspective understandings, i.e., scale/proportion, area/square footage/architecture</p> |

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|                | <p><b>First Six Weeks</b></p> <p>B. Drawing Round Forms</p> <ol style="list-style-type: none"> <li>1. Shape-to-form relationships</li> <li>2. Rendering - basic understandings               <ol style="list-style-type: none"> <li>a. ellipse lines</li> <li>b. contour lines</li> <li>c. format</li> <li>d. scale and proportion</li> <li>e. shading</li> <li>f. positive/negative space</li> <li>g. light source</li> </ol> </li> </ol> <p>C. Cylindrical Forms</p> <ol style="list-style-type: none"> <li>1. Cylindrical forms/objects</li> <li>2. Shape-to-form - basic understandings               <ol style="list-style-type: none"> <li>a. three values</li> <li>b. axis lines</li> <li>c. ellipse lines</li> <li>d. contour lines</li> <li>e. format</li> <li>f. alignment of axis/exterior lines</li> <li>g. shading</li> <li>h. positive and negative space</li> <li>i. scale and proportion</li> <li>j. light source</li> </ol> </li> </ol> | <p>Round object drawing/rendering depicting basic understandings listed in II B: 2</p> <p>Cylindrical object drawing/rendering depicting basic understandings listed in II C: b</p> <p>Still life with common classroom objects which illustrate an understanding of II A-C</p> | <p><i>Women in the Garden</i>, Monet</p> <p><i>Sunset, Moonrise with Maudell Street</i>, Bearden</p> <p><i>The Sunny Side of the Street</i>, Evergood</p> <p><i>Rancho's Church</i>, O'Keefe</p> <p><i>Frieze of Dancers</i>, Degas</p> | <p><u>Science</u>: environments; light</p> <p><u>Math</u>: proportions; geometric forms; parts-to-whole relationships</p> <p><u>Language Arts</u>: contrast relates to opposite meanings, context clues, synonyms</p> |

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| 1, 2, 3, 4, 5  | <p style="text-align: center;"><b>Second Six Weeks</b></p> <p><b>II. PRODUCING ART – 2-D DESIGN ELEMENTS AND PRINCIPLES</b></p> <p>A. Design Elements</p> <ol style="list-style-type: none"> <li>1. Basic understandings               <ol style="list-style-type: none"> <li>a. line relationship to shape</li> <li>b. shape relationship to form (2-D – 3-D)</li> <li>c. texture enhances form</li> <li>d. color and value relationship to shape/illusion of form</li> <li>e. relationship of all elements in space</li> <li>f. 3-D shapes have height, width, and depth</li> </ol> </li> <li>B. Design Principles               <ol style="list-style-type: none"> <li>1. Emphasis - main point of interest created by:                   <ol style="list-style-type: none"> <li>a. color</li> <li>b. shape</li> <li>c. size</li> <li>d. contrast</li> </ol> </li> <li>2. Rhythm - created by                   <ol style="list-style-type: none"> <li>a. repetition – line, shape, color, value and/or size</li> <li>b. pattern (ordered or random)</li> </ol> </li> <li>3. Balance                   <ol style="list-style-type: none"> <li>a. symmetrical</li> <li>b. asymmetrical</li> <li>c. radial</li> </ol> </li> </ol> </li> </ol> | <p>Mixing paint: color wheel by depicting placement of hues and color relationships</p> <p>Wallpaper design demonstrating an understanding of color relationships</p> <p>Still life composition depicting center of interest/emphasis</p> <p>Line drawing of animal using repetition of lines and shape</p> <p>Clothing design: Create a fabric pattern which repeats and organizes a unit (shape)</p> <p>Mask which shows an understanding of symmetrical balance and geometric shapes</p> | <p><i>Sunset, Moonrise, with Maudell Sleet</i>, Bearden</p> <p><i>The artist Working with His Critics, Dealer, Patron and Student Admirer Looking On</i>, Grant</p> <p><i>The Purple Robe</i>, Matisse</p> <p><i>Vega-Kontosh</i>, Vasarely</p> | <p><u>Social Studies</u>: cultural aspects depicted in artworks</p> <p><u>Science</u>: color theory in art to science – what makes color; Sir Isaac Newton’s color theory (all color comes from light)</p> <p><u>Language Arts</u>: emphasis is related to subject, main idea</p> <p><u>Theatre</u>: masks, dramatic elements</p> <p><u>Science</u>: seasonal changes, organisms which demonstrate radial balance, patterns in nature (camouflage)</p> <p><u>Dance</u>: repetition styles, patterns</p> <p><u>Music</u>: rhythm</p> <p><u>Social Studies</u>: motif/ patterns for decorations of materials; cultural aspects</p> <p><u>Math</u>: Proportions, balance/equivalents, radial</p> |
|                | <p style="text-align: center;"><b>Second Six Weeks</b></p>   |   |   |   |

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| 3, 4, 5        | <p>8. Color theory<br/>           a. color wheel</p> <p><b>Third Six Weeks</b></p> <p><b>I. VALUING/EVALUATING</b><br/>           A. Historical/Cultural aspects<br/>               1. Exemplary artists [artworks]<br/>               2. Media, tools, techniques, and processes<br/>               3. Influences of art on history/culture and vice versa<br/>               4. Styles and themes<br/>           B. Critique<br/>               1. Knowledge-based decisions<br/>               2. Personal experiences and preferences (aesthetics)</p> | <p>Fantasy jungle painting illustrating mixed colors<br/>           Wrapping paper design illustrating understanding of color theory and pattern</p> <p>Critique of paintings using IA-B</p> |           | <p><u>Science</u>: color theory relates to Sir Isaac Newton's scientific research on light and color</p> <p><u>Social Studies</u>: paintings often reflect real people, places, and events in history</p> |
|                | <p><b>Third Six Weeks</b></p>  |  |           |   |

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