

**New Paltz Central School District**  
**Art**  
**Grade 7**  
**Fall Semester**

Time	Essential Questions/Content	Skills/Techniques	Assessments
September - October	<p><b><u>Unit 1: Locker Project</u></b></p> <ul style="list-style-type: none"> <li>• Why is it important to build a community environment?</li> <li>• How do you define a community?</li> <li>• What are some positive ways to build a supportive community?</li> <li>• What are some personality traits you look for when finding friends?</li> <li>• How can art be used to make people think?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Jim Dine</li> </ul>	<ul style="list-style-type: none"> <li>• Use mixed media techniques</li> <li>• Explore font designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Art work for locker design</li> <li>• In-progress written and verbal critiques</li> <li>• Final written and verbal critiques</li> <li>• Peer review</li> <li>• Portfolios</li> <li>• Art exhibits</li> <li>• Rubrics</li> </ul>
October - November	<p><b><u>Unit 2: Liberty and Social Justice</u></b></p> <ul style="list-style-type: none"> <li>• What does liberty mean to you?</li> <li>• What are traditional symbols of liberty?</li> <li>• What is the history behind the Statue of Liberty and why is such a monument important?</li> <li>• How can art be used to symbolize a belief system?</li> <li>• What is social justice?</li> <li>• How can art be used to comment on social issues?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• History of the Statue of Liberty</li> <li>• Issues of social justice</li> <li>• Contemporary artists exploring social issues</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the history of the Statue of Liberty.</li> <li>• Understand issues of social justice.</li> <li>• Understand how art can be used to express ideas about social justice.</li> </ul>	<ul style="list-style-type: none"> <li>• Art project that addresses liberty and justice (e.g., group mural, liberty/poetry unit, collage, drawing, print making)</li> <li>• In-progress written and verbal critiques</li> <li>• Final written and verbal critiques</li> <li>• Peer review</li> <li>• Portfolios</li> </ul>

**New Paltz Central School District**  
**Art**  
**Grade 7**  
**Fall Semester**

Time	Essential Questions/Content	Skills/Techniques	Assessments
	<ul style="list-style-type: none"> <li>○ Edouard de Laboulaye</li> <li>○ Frederic Bartholdi</li> <li>○ Alexandre Eiffel</li> <li>○ Joseph Pulitzer</li> <li>○ Jasper Johns</li> <li>○ Peter Max</li> <li>○ Vladimir Gorsky</li> </ul>		
November - December	<p><b><u>Unit 3: Inside/Outside Silhouette Project</u></b></p> <ul style="list-style-type: none"> <li>● What is a silhouette?</li> <li>● How were silhouettes used traditionally in art?</li> <li>● What are some ways a silhouette can be used in a symbolic way?</li> <li>● How does what people see on the outside of you differ from what's on the inside?</li> <li>● How can words be used in artistic design?</li> <li>● How can you express ideas through writing?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>● Colonial folk art silhouettes</li> <li>● Silhouette artists: <ul style="list-style-type: none"> <li>○ Kara Walker</li> <li>○ Karl Johnson</li> <li>○ Charles Burns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Use writing as an expressive art medium.</li> <li>● Create a silhouette portrait.</li> <li>● Demonstrate contour cutting skills.</li> <li>● Demonstrate the use of design principles such as unity, balance, rhythm, and movement.</li> </ul>	<ul style="list-style-type: none"> <li>● Silhouette project</li> <li>● In-progress written and verbal critiques</li> <li>● Final written and verbal critiques</li> <li>● Peer review</li> <li>● Portfolios</li> <li>● Art exhibits</li> <li>● Rubrics</li> </ul>

**New Paltz Central School District**  
**Art**  
**Grade 7**  
**Fall Semester**

Time	Essential Questions/Content	Skills/Techniques	Assessments
December - January	<p><b><u>Unit 4: American Art/American Artists</u></b></p> <ul style="list-style-type: none"> <li>• What are some common themes in American art?</li> <li>• How does art reflect the time period in which it was created?</li> <li>• Who are some famous American artists and what did they contribute?</li> <li>• What are some influences that may affect an American artist?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• American art and art history</li> <li>• American artists:               <ul style="list-style-type: none"> <li>○ Alexander Calder</li> <li>○ Georgia O’Keefe</li> <li>○ Dale Chihuly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of American art and art history.</li> <li>• Demonstrate the use of various skills (depending on project selected):               <ul style="list-style-type: none"> <li>○ Collaborate on mural design and creation.</li> <li>○ Demonstrate ceramic skills.</li> <li>○ Demonstrate wire working skills</li> <li>○ Demonstrate various drawing mediums and techniques.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Artwork in the style of an American artist (e.g. wire jewelry, pastel drawings, ceramic vessels)</li> <li>• In-progress written and verbal critiques</li> <li>• Final written and verbal critiques</li> <li>• Peer review</li> <li>• Portfolios</li> <li>• Art exhibits</li> <li>• Rubrics</li> </ul>