



**COLUMBUS CITY SCHOOLS  
VISUAL ARTS  
GRADE 7  
SEMESTER PACING GUIDE**

Grading Period A							
Required				Suggested			
Week	Standard	Benchmark	Grade Level Indicator (GLI)	Textbook <i>Art: A Personal Journey</i>		READING (Standard, GLI)	WRITING (Standard, GLI)
				Theme	Lesson		
One	4. Valuing the Arts/Aesthetic Reflection.	A. Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.	— 1. Recognize how reflection can change beliefs about the nature and value of art.	Artists as Interpreters	Landscape as Art p. 180	<b>Literary Text:</b> 2. Analyze the features of the setting and their importance in a text.	<b>Research:</b> 3. Identify and explain the importance of validity in sources, (publication date, coverage, language, points of view) and describe primary and secondary sources.
	2. Creative Expression and Communication.	D. Use current, available technology to refine an idea and create an original, imaginative work of art.	— 4. Demonstrate increased technical skill by using more complex processes to design and create two- and three-dimensional artworks.		Color Mixing p. 184	<b>Acquisition of Vocabulary:</b> 1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition restatement and example.	
Two	5. Connections Relationships and Applications.	D. Use words and images to explain the role of visual art in community and cultural traditions and events.	— 7. Describe how experiences in galleries, museums and other cultural institutions can enhance daily life.		Art of China p. 76	<b>Informational Text:</b> 5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.	<b>Research:</b> 2. Identify appropriate sources and gather relevant information from multiple sources.
	1. Historical, Cultural, and Social Contexts.	A. Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.	— 1. Explain how social, cultural and political factors affect what artists, architects or designers create.		Wood Constructions p. 190	<b>Concepts of Print:</b> 6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	



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Three	1. Historical, Cultural, and Social Contexts.	C. Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.	—3. Identify examples of visual culture (e.g., advertising, political cartoons, product design and theme parks) and discuss how visual art is used to shape people's tastes, choices, values, lifestyles, buying habits and opinions.	Artists as Messengers	An Artist with a Message p. 198, 200  Symbolism in Portraits p. 206		
Four	3. Analyzing and Responding.	B. Present and support an individual interpretation of a work of art.	—2. Identify artworks that make a social or political comment and explain the messages they convey.		Aboriginal Australia p. 212	<b>Literary Text:</b> 5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	<b>Communications:</b> 10. Deliver persuasive presentations that: a. establish a clear position.
Five	3. Analyzing and Responding.  3. Analyzing and Responding.	C. Establish and use criteria for making judgments about works of art.  C. Establish and use criteria for making judgments about works of art.	—3. Experiment with style and demonstrate how the same subject can be portrayed in different ways (e.g., a self-portrait interpreted in expressionism and through abstraction).  —3. Analyze and discuss qualities in the artwork of peers to better understand the qualities in their own artworks.		Monoprinting p. 210  A Linoleum Block Print p. 216	<b>Concepts of Print:</b> 7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	<b>Communications:</b> 10. Deliver persuasive presentations that: c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).



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Six	1. Historical, Cultural, and Social Contexts.	C. Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.	— 4. Consider and discuss how contemporary artworks contribute to and influence the future of art.	Artists as Inventors	An Inventive Artist p. 226 Art from the Imagination p. 228	<b>Informational Text:</b> 2. Analyze examples of cause and effect and fact and opinion.	<b>Communications:</b> 8. Deliver informational presentations: b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories.
Seven	5. Connections Relationships and Applications.	D. Apply and combine visual art, research and technology skills to communicate ideas in visual form.	— 1. Achieve an effective balance between creating computer-generated images and drawing their own original images.		Fantasy in Art p. 232 Perspective p. 236		<b>Communications:</b> 7. Vary language choices as appropriate to the context of the speech.
Eight	1. Historical, Cultural, and Social Contexts.	D. Use words and images to explain the role of visual art in community and cultural traditions and events.	— 5. Relate major works of art throughout time to the appropriate historical art movement.		Art of Puerto Rico p. 238		<b>Communications:</b> 10. Deliver persuasive presentations that: b. include relevant evidence to support a position and to address counter-arguments.
Nine	2. Creative Expression and Communication.	B. Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication.	— 2. Demonstrate an enhanced level of craftsmanship in original two- and three-dimensional art products.		Building a Wire Sculpture p. 242		



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One	3. Analyzing and Responding.	A. Apply the strategies of art criticism to describe, analyze and interpret selected works of art.	— 2. Identify professions that use art criticism (e.g., artist, museum curator, art critic and art appraiser).	Artists as Planners	A Planner from the Start p. 250, 252 Architecture for a Living p. 258	<b>Informational Text:</b> 6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.	
Two	2. Creative Expression and Communication.	D. Use current, available technology to refine an idea and create an original, imaginative work of art.	— 4. Demonstrate increased technical skill by using more complex processes to design and create two- and three-dimensional artworks.		Three-Dimensional Models p. 262		
Three	5. Connections Relationships and Applications.	C. Use key concepts, issues and themes to connect visual art to various content areas.	— 2. Collaborate (e.g., with peers or a community artist) to create a thematic work that incorporates visual art.		Art of Mexico p. 264	<b>Literary Text:</b> 3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	<b>Communications:</b> 8. Deliver informational presentations d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology.
Four	5. Connections Relationships and Applications.	D. Use words and images to explain the role of visual art in community and cultural traditions and events.	— 3. Explore ways to communicate and support the importance of art in their communities (e.g., become an arts advocate, a volunteer or member of a professional arts organization or patron of the arts).		Corrugated Constructions p. 268		<b>Communications:</b> 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
Five	2. Creative Expression and Communication.	A. Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.	— 1. Identify and apply criteria to assess content and craftsmanship in their works.		Connect to... p. 272 Portfolio and Review p. 274	<b>Concepts of Print:</b> 8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	



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Six	2. Creative Expression and Communication.	E. Identify and explain reasons to support artistic decisions in the creation of art work.	— 5. Explain and defend their artistic decisions using appropriate visual art vocabulary.	Artists as Pioneers	A Pioneer in Art p. 278	<b>Literary Text:</b> 4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.	<b>Communications:</b> 9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
Seven	3. Analyzing and Responding.	A. Apply the strategies of art criticism to describe, analyze and interpret selected works of art.	— 1. Observe a selected work of art and explain how the artist's choice of media relates to the ideas and images in the work.		Traditions of Sculpture p. 284 Art of Israel p. 292		<b>Communications:</b> 8. Deliver informational presentations c. include an effective introduction and conclusion and use a consistent organizational structure.
Eight	1. Historical, Cultural, and Social Contexts.	C. Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.	— 4. Consider and discuss how contemporary artworks contribute to and influence the future of art.		Casting a Relief Sculpture p. 288	<b>Literary Text:</b> 7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.	<b>Communications:</b> 8. Deliver informational presentations: e. draw from multiple sources and identify sources used.
Nine	2. Creative Expression and Communication.	C. Achieve artistic purpose and communicate intent by selection and use of appropriate media.	— 3. Experiment with style and demonstrate how the same subject can be portrayed in different ways (e.g., a self-portrait interpreted in expressionism and through abstraction).		Recycling for Sculpture p. 294	<b>Informational Text:</b> 8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.	<b>Research:</b> 7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
Ten	4. Valuing the Arts/Aesthetic Reflection.	A. Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.	— 2. Articulate an understanding of different aesthetic theories (e.g., formal, expressive and contextual) related to viewing and interpreting artworks.		Connect to... p. 298 Portfolio and Review p. 300	<b>Literary Text:</b> 6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.	<b>Research:</b> 8. Use a variety of communication techniques to present information that supports a clear position with organized and relevant evidence about the topic or research question.