
BIG HOLLOW SCHOOL DISTRICT



CURRICULUM MAP

GRADE 7 - Art

2025-2026

2D Art:

Students investigate a wide range of media and techniques, as they engage in the art-making processes of creating two-dimensional works. This may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critique related to craftsmanship, technique, and application of skills. This course incorporates hands-on skill building activities and consumption of art materials.

Sculpture:

Sculpture will provide students with the opportunity to translate their two-dimensional art skills into three-dimensional forms. Students will create through the exploration of abstract and synthetic sculptural forms using materials that may include, but are not limited to, clay, recycled materials, and mixed media. Student artists reflect on their own artwork and that of others through critique related to craftsmanship, technique, and application of skills.

Connection to Standards Based Grading

Teachers at Big Hollow have worked to unpack and understand more deeply the learning targets that align with our goals of students grasping key mathematical concepts. Through this work teachers have prioritized standards, created learning targets, and developed proficiency scales aligned with each prioritized standard. This work enables learning to be more visible for student learning and allows students to be reflective learners. By students engaging in reflective practice they will be able to more accurately determine where they are in relation to the learning journey and develop goals to continue to improve their mastery of skills. These proficiency scales are linked below, as well as on our Teaching and Learning page. This is the “rubric” teachers use to report final grades.

Grade 7 Scope & Sequence

Unit	Standards	Trimester/Time Frame	Proficiency Scales
Sculpture - Unit 1: Armature Unit 2: Graffiti Unit 3: Create with meaning Unit 4: Functional Art Unit 5: Mixed Media	<p>Priority Standards: Va.Cr. 1 Generate and conceptualize artistic ideas and work Va.Cr. 2 Organize and Develop artistic ideas and work Va.Re.8 Construct meaningful interpretations of artistic work</p> <p>Supporting Standards: Va.Cr.1.1.8 Document early stages of the creative process visually or verbally in traditional or new media Va.Cr.2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing 8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.</p>	Semester	Sculpture Proficiency Scale
2D Art- Unit 1: Mark Making Unit 2: Theme Unit 3: Painting & Balance Unit 4: Canvas Painting Unit 5: Space	<p>Priority Standards: Va.Cr. 2 Organize and Develop artistic ideas and work Va.Re.8 Construct meaningful interpretations of artistic work</p> <p>Supporting Standards: Va.Cr. 2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design</p>	Semester	2D Proficiency Scale

	Va.Cr.8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.		
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Unit 1 Sculpture: Armatures

Approximate Time Frame:

DESIRED RESULTS									
Content Standards:	Essential Questions:	Essential Vocabulary:							
<p>Priority Standards:</p> <p>Va.Cr. 1 Generate and conceptualize artistic ideas and work</p> <p>Va.Cr. 2 Organize and Develop artistic ideas and work</p> <p>Va.Re.8 Construct meaningful interpretations of artistic work</p>	<p>How do artists work?</p> <p>How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<ul style="list-style-type: none">● envision● develop craft● reflect● 3D● structure● armature● sculpture in the round● artist statement● elements● principles● thumbnail							
<p>Supporting Standards:</p> <p>Va.Cr.1.1.8 Document early stages of the creative process visually or verbally in traditional or new media</p> <p>Va.Cr.2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing</p> <p>8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.</p>			Acquisition			Knowledge and Understanding:	Skills:		<p><i>Students will know and understand...</i></p> <ul style="list-style-type: none">● How to use research to inspire a work of art
Acquisition									
Knowledge and Understanding:	Skills:								
<p><i>Students will know and understand...</i></p> <ul style="list-style-type: none">● How to use research to inspire a work of art	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none">● Creating an armature for supporting a structure● Envisioning and creating sculpture in the round								

Assessments	
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input checked="" type="checkbox"/> Performance-Based Task

Unit 2 Sculpture: Graffiti
Approximate Time Frame:

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
<p>Priority Standards:</p> <p>Va.Cr. 1 Generate and conceptualize artistic ideas and work</p> <p>Va.Cr. 2 Organize and Develop artistic ideas and work</p> <p>Va.Re.8 Construct meaningful interpretations of artistic work</p>	<p>How do artists work?</p> <p>How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<ul style="list-style-type: none">● envision● develop craft● reflect● 3D● structure● Balance● Unity● sculpture in the round● artist statement● elements● principles● thumbnail
<p>Supporting Standards:</p> <p>Va.Cr.1.1.8 Document early stages of the creative process visually or verbally in traditional or new media</p> <p>Va.Cr.2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing</p> <p>8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.</p>		
Acquisition		

Knowledge and Understanding:	Skills:
<i>Students will know and understand...</i> <ul style="list-style-type: none"> Creating sculpture in the round 	<i>Students will be skilled at (be able to do)...</i> <ul style="list-style-type: none"> Turning a 2D concept into a 3D work of art Envisioning and creating sculpture in the round
Assessments	
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input checked="" type="checkbox"/> Performance-Based Task

Unit 3 - Sculpture: Meaning

Approximate Time Frame:

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
Priority Standards: Va.Cr. 1 Generate and conceptualize artistic ideas and work Va.Cr. 2 Organize and Develop artistic ideas and work Va.Re.8 Construct meaningful interpretations of artistic work	How do artists work? How do artists and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How does knowing and using visual art vocabularies help us understand and interpret works of art?	<ul style="list-style-type: none"> envision develop craft reflect 3D theme visual pun coil scratch and attach sculpture in the round artist statement elements principles thumbnail
Supporting Standards: Va.Cr.1.1.8 Document early stages of the creative process visually or verbally in traditional or new media Va.Cr.2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing		

8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.		
Acquisition		
Knowledge and Understanding:	Skills:	
<i>Students will know and understand...</i> <ul style="list-style-type: none">How to use research to inspire a work of art	<i>Students will be skilled at (be able to do)...</i> <ul style="list-style-type: none">Creating art with humor and meaningEnvisioning and creating sculpture in the round	
Assessments		
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input checked="" type="checkbox"/> Performance-Based Task	

Unit 4 - Sculpture: Coil Pots

Approximate Time Frame:

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
Priority Standards: Va.Cr. 1 Generate and conceptualize artistic ideas and work Va.Cr. 2 Organize and Develop artistic ideas and work Va.Re.8 Construct meaningful interpretations of artistic work	How do artists work? How do artists and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How does knowing and using visual art vocabularies help us understand and interpret works of art?	<ul style="list-style-type: none"> envision develop craft reflect 3D functional coil scratch and attach glaze
Supporting Standards:		

<p>Va.Cr.1.1.8 Document early stages of the creative process visually or verbally in traditional or new media</p> <p>Va.Cr.2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing</p> <p>8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.</p>		<ul style="list-style-type: none">● sculpture in the round● artist statement● elements● principles● thumbnail
Acquisition		
Knowledge and Understanding:	Skills:	
<p><i>Students will know and understand...</i></p> <ul style="list-style-type: none">● The process of creating with clay	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none">● Create a functional work of art● Envisioning and creating sculpture in the round	
Assessments		
<p><input type="checkbox"/> Pre-Assessment</p> <p><input type="checkbox"/> Checks for Understanding</p>	<p><input type="checkbox"/> Summative Assessment</p> <p><input checked="" type="checkbox"/> Performance-Based Task</p>	

Unit 5 Sculpture: Food Truck Automata

Approximate Time Frame:

DESIRED RESULTS

Content Standards:	Essential Questions:	Essential Vocabulary:	
<p>Priority Standards:</p> <p>Va.Cr. 1 Generate and conceptualize artistic ideas and work</p> <p>Va.Cr. 2 Organize and Develop artistic ideas and work</p> <p>Va.Re.8 Construct meaningful interpretations of artistic work</p>	<p>How do artists work?</p> <p>How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<ul style="list-style-type: none">● envision● develop craft● reflect● 3D● structure● armature● balance● unity● functional● sculpture in the round● artist statement● elements● principles● thumbnail	
<p>Supporting Standards:</p> <p>Va.Cr.1.1.8 Document early stages of the creative process visually or verbally in traditional or new media</p> <p>Va.Cr.2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing</p> <p>8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.</p>			Acquisition
Knowledge and Understanding:	Skills:		
<p><i>Students will know and understand...</i></p> <ul style="list-style-type: none">● How to use research to inspire a work of art	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none">● Envisioning and creating sculpture in the round		
Assessments			
<p><input type="checkbox"/> Pre-Assessment</p> <p><input type="checkbox"/> Checks for Understanding</p>	<p><input type="checkbox"/> Summative Assessment</p> <p><input checked="" type="checkbox"/> Performance-Based Task</p>		

Unit 1 - 2D: Mark Making
Approximate Time Frame:

DESIRED RESULTS			
Content Standards:	Essential Questions:	Essential Vocabulary:	
<p>Priority Standards:</p> <p>Va.Cr. 2 Organize and Develop artistic ideas and work</p> <p>Va.Re.8 Construct meaningful interpretations of artistic work</p>	<p>How do artists work?</p> <p>How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<ul style="list-style-type: none">● Envision, Develop Craft, Reflect, value, artist statement, stippling, pen & ink,	
<p>Supporting Standards:</p> <p>Va.Cr. 2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design</p> <p>Va.Cr.8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.</p>			Acquisition
Knowledge and Understanding:	Skills:		
<p><i>Students will know and understand...</i></p> <ul style="list-style-type: none">● How rich value makes good art	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none">● Creating rich value with mark making		
Assessments			
<div><input type="checkbox"/> Pre-Assessment</div> <div><input type="checkbox"/> Checks for Understanding</div>	<div><input type="checkbox"/> Summative Assessment</div> <div><input checked="" type="checkbox"/> Performance-Based Task</div>		

Unit 2 - 2D: Theme
Approximate Time Frame:

DESIRED RESULTS															
Content Standards:	Essential Questions:	Essential Vocabulary:													
<p>Priority Standards:</p> <p>Va.Cr. 2 Organize and Develop artistic ideas and work</p> <p>Va.Re.8 Construct meaningful interpretations of artistic work</p>	<p>How do artists work?</p> <p>How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<ul style="list-style-type: none">● Envision, Develop Craft, Reflect, fiber, theme, artist statement, thumbnail													
<p>Supporting Standards:</p> <p>Va.Cr. 2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design</p> <p>Va.Cr.8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.</p>			Acquisition			Knowledge and Understanding:	Skills:		<p><i>Students will know and understand...</i></p> <ul style="list-style-type: none">● How artists use theme in their art	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none">● Creating a small collection of artwork that has a visually connecting theme		Assessments			<div><input type="checkbox"/> Pre-Assessment</div> <div><input type="checkbox"/> Checks for Understanding</div>
Acquisition															
Knowledge and Understanding:	Skills:														
<p><i>Students will know and understand...</i></p> <ul style="list-style-type: none">● How artists use theme in their art	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none">● Creating a small collection of artwork that has a visually connecting theme														
Assessments															
<div><input type="checkbox"/> Pre-Assessment</div> <div><input type="checkbox"/> Checks for Understanding</div>	<div><input type="checkbox"/> Summative Assessment</div> <div><input checked="" type="checkbox"/> Performance-Based Task</div>														

Unit 3 - 2D: Balance and Painting
Approximate Time Frame:

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
Priority Standards: Va.Cr. 2 Organize and Develop artistic ideas and work Va.Re.8 Construct meaningful interpretations of artistic work	How do artists work? How do artists and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How does knowing and using visual art vocabularies help us understand and interpret works of art?	<ul style="list-style-type: none">Envision, Develop Craft, Reflect,composition,artist statement, thumbnail
Supporting Standards: Va.Cr. 2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design Va.Cr.8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.		
Acquisition		
Knowledge and Understanding:	Skills:	
Students will know and understand... <ul style="list-style-type: none">How artist use research to inspire their art	Students will be skilled at (be able to do)... <ul style="list-style-type: none">Creating a work of art that demonstrates visual radial balanceHow to use watercolors	
Assessments		
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input checked="" type="checkbox"/> Performance-Based Task	

Unit 4 - 2D: Canvas Painting

Approximate Time Frame:

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
Priority Standards: Va.Cr. 2 Organize and Develop artistic ideas and work Va.Re.8 Construct meaningful interpretations of artistic work	How do artists work? How do artists and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How does knowing and using visual art vocabularies help us understand and interpret works of art?	<ul style="list-style-type: none">Envision, Develop Craft, Reflect, composition, value, illusion, space, artist statement, thumbnail
Supporting Standards: Va.Cr. 2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design Va.Cr.8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.		
Acquisition		
Knowledge and Understanding:	Skills:	
<i>Students will know and understand...</i> <ul style="list-style-type: none">How to choose appropriate painting techniques for desired effects.	<i>Students will be skilled at (be able to do)...</i> <ul style="list-style-type: none">Creating a painting on canvas using imagery of their choiceApplying composition rules to a work of art	
Assessments		
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input checked="" type="checkbox"/> Performance-Based Task	

Unit 5 - 2D: Illusion of Space

Approximate Time Frame:

DESIRED RESULTS															
Content Standards:	Essential Questions:	Essential Vocabulary:													
<p>Priority Standards:</p> <p>Va.Cr. 2 Organize and Develop artistic ideas and work</p> <p>Va.Re.8 Construct meaningful interpretations of artistic work</p>	<p>How do artists work?</p> <p>How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<ul style="list-style-type: none">● Envision, Develop Craft, Reflect, value, illusion, space, theme, artist statement, thumbnail													
<p>Supporting Standards:</p> <p>Va.Cr. 2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design</p> <p>Va.Cr.8.1.7 Interpret art and generate meanings through describing feelings , subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.</p>			Acquisition			Knowledge and Understanding:	Skills:		<p><i>Students will know and understand...</i></p> <ul style="list-style-type: none">● The system of 2 point perspective	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none">● Drawing using the system of 2 point perspective drawing		Assessments			<div><input type="checkbox"/> Pre-Assessment</div> <div><input type="checkbox"/> Checks for Understanding</div>
Acquisition															
Knowledge and Understanding:	Skills:														
<p><i>Students will know and understand...</i></p> <ul style="list-style-type: none">● The system of 2 point perspective	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none">● Drawing using the system of 2 point perspective drawing														
Assessments															
<div><input type="checkbox"/> Pre-Assessment</div> <div><input type="checkbox"/> Checks for Understanding</div>	<div><input type="checkbox"/> Summative Assessment</div> <div><input checked="" type="checkbox"/> Performance-Based Task</div>														

