

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Elementary Art: K/TK-5th

Course Purpose:

In K/TK-5 Elementary Art, students will be given a basic art curriculum foundation to gain exposure to the visual arts. Through direct instruction, experimentation and exploration, students will build their artistic skills in various media and approaches to art-making, develop fine motor skills, and unlock their creativity in order to produce works of art that use artistic elements such as color, shape, line, texture, space, form, and value. The student will learn to make choices that enhance communication of his or her ideas.

Students will be introduced to various works and styles of exemplar art and artists as well as works and styles of art and artists that are culturally, socially and personally relevant. Components of Diversity, Equity and Inclusion (DEI) as well as Social and Emotional Learning (SEL) will be interwoven throughout the K/TK-5 Course of Art.

Students will apply learned skills and concepts to develop, create, revise and present their own works of art, collaborate with others, and respond to and connect with the artwork of peers, the broader community, and through interdisciplinary connections. Through critical analysis, students will learn to interpret the meaning of artwork and to judge its purpose and value.

K/TK-5 Elementary Art lays the groundwork for more in-depth work and development in the years to come.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

To provide opportunities for students to experience and develop skill in art, media, techniques, and processes in an age appropriate structured sequence.

To expose students to the elements and organizational principles of art.

To facilitate the selection and application of subject matter, symbols, and ideas for problem solving.

To foster an understanding of the development of the visual arts in relation to world art history and culture as well as contemporary art history and culture.

To foster the development of the visual arts in relation to student's personal narrative, history and culture.

To foster the development of Social and Emotional Learning (SEL) through the lense of the visual art classroom.

To foster an understanding of the visual arts in relation to the concepts of Diversity, Equity and Inclusion (DEI).

To develop the students' ability to analyze, interpret and assess their work and the work of others.

To develop connections between visual arts, other disciplines, and daily life.

To provide experiences for the freedom of self-expression and creativity in a setting conducive to education in the visual arts.

To provide instruction for students to be able to continue as life long participants in the creation and appreciation of the visual arts.

Units/Theme/Concept and # of Weeks Year=36 weeks --- usually spread over 40 weeks	
1. Painting: Elements of Art, media, techniques, and processes	2. Drawing: Elements of Art, media, techniques, and processes
3. Sculpture/3D: Elements of Art, media, techniques, and processes	4. Mixed Media/Collage: Elements of Art, media, techniques, and processes
5. Art History/Culture/Contemporary Art/Culture: world art history and culture/contemporary art/culture/personal narrative, history and culture. continuing concept throughout all units	6. Art Terms and Vocabulary continuing concept throughout all units
7. Diversity, Equity, and Inclusion (DEI) continuing concept throughout all units	8. Social and Emotional Learning (SEL) continuing concept throughout all units

Mappers/Authors: Bethany Kohary, Rachel Brensilver, Kim Menacho

Date Approved:

Part 1 - Unit/Theme/Concept			
Grade: K/TK-5th	Subject: Art	Course: Elementary Art	Length of Unit: Year=36 weeks --- usually spread over 40 weeks

Common Core State Standards: **National Core Arts Standards (NCAS)**

Supporting Standards: **National Core Arts Standards (NCAS)**

Connecticut State Standards: **National Core Arts Standards**

(NCAS) <https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Part 2 – Standards

Key (GLE) Content Knowledge and Concepts/Skills

Bloom's Taxonomy Levels

Creating, Evaluating,
Analyzing, Applying,
Understanding and
Remembering

<p>The students will know:</p> <p>Elements of Art</p> <p>Color: light reflected off of objects</p> <ul style="list-style-type: none"> ● Color Wheel/Color Schemes ● Primary ● Secondary ● Warm/Cool ● Tints/Tones/Shades ● Tertiary/Intermediate ● Neutral ● Complementary ● Monochromatic 	<p>The students will be able to:</p> <p>K/TK Color: Recognize and use Primary and Secondary colors in their work</p> <p>1st Grade Color: Recognize and use Primary, Secondary, <i>Warm Colors, Cool Colors</i> in their work</p> <p>2nd Grade Color: Recognize and use Primary, Secondary, Warm Colors, Cool Colors, <i>Tints and Shades</i> in their work</p> <p>3rd grade Color: Recognize and use Primary, Secondary, Warm Colors, Cool Colors, Tints and Shades in their work</p> <p>4th Grade Color: Recognize and use Primary, Secondary, Warm Colors, Cool Colors, Tints and Shades, <i>Tertiary/intermediate, Neutral</i> in their work</p> <p>5th Grade Color: Recognize and use Primary, Secondary, Warm Colors, Cool Colors, Tints/Tones/ Shades, Tertiary/Intermediate, Neutral, <i>Complementary, Monochromatic</i> in their work</p>	<p>1.</p>
---	--	-----------

Shape: a closed line

- Geometric/Basic/Simple
- Complex
- Organic

K/TK Shape: Recognize and use Geometric/Basic/Simple in their work

1st Grade Shape: Recognize and use Geometric/Basic/Simple/*Complex* in their work

2nd Grade Shape: Recognize and use Geometric/Basic/Simple, *Organic* in their work

3rd Grade Shape: Recognize and use Geometric/Basic/Simple, Organic in their work

4th Grade Shape: Recognize and use Geometric/Basic/Simple, Organic in their work

5th Grade Shape: Recognize and use Geometric/Basic/Simple/Complex, Organic in their work

Line: a mark with greater length than width.

- Straight, curved, thick, thin, loopy, wavy, horizontal, vertical, etc.
- “Outline”

K/TK Line: Recognize and use a variety of lines in their work

1st Grade Line: Recognize and use a variety of lines in their work, *outline*

2nd Grade Line: Recognize and use a variety of lines in their work, outline

3rd Grade Line: Recognize and use a variety of lines in their work, outline

4th Grade Line: Recognize and use a variety of lines in their work, outline

5th Grade Line: Recognize and use a variety of lines in their work, outline

Texture: the surface quality that can be seen and/or felt

- Actual
- Implied

K/TK Texture: Recognize and use a variety of actual texture in their work

1st Grade Texture: Recognize and use a variety of actual texture in their work

2nd Grade Texture: Recognize and use a variety of actual texture in their work

3rd Grade Texture: Recognize and use a variety of actual, *as well as implied texture* texture in their work

4th Grade Texture: Recognize and use a variety of actual, as well as implied texture, in their work

5th gradeTexture: Recognize and use a variety of actual, as well as implied texture, in their work

<p>Space: the area between and around objects</p> <ul style="list-style-type: none"> ● Relational size ● Overlapping ● Perspective 	<p>K/TK Space: Students will recognize and use relational size to show space in their work</p> <p>1st Grade Space: Students will recognize and use relational size to show space in their work <i>Students will recognize and use overlapping to show space in their work</i></p> <p>2nd Grade Space: Students will recognize and use relational size to show space in their work Students will recognize and use overlapping to show space in their work <i>Students will show perspective by recognizing:</i> <i>Foreground, Middle Ground and Background</i> <i>Objects in the background are smaller than those in the foreground</i></p> <p>3rd Grade Space: Students will recognize and use relational size to show space in their work Students will recognize and use overlapping to show space in their work Students will show perspective by recognizing: Foreground, Middle Ground and Background Objects in the background are smaller than those in the foreground <i>Objects in the background have less detail and are lighter</i></p> <p>4th Grade Space: Students will recognize and use relational size to show space in their work Students will recognize and use overlapping to show space in their work Students will show perspective by recognizing: Foreground, Middle Ground and Background Objects in the background are smaller than those in the foreground Objects in the background have less detail and are lighter</p> <p>5th Grade Space: Students will recognize and use relational size to show space in their work Students will recognize and use overlapping to show space in their work Students will show perspective by recognizing: Foreground, Middle Ground and Background Objects in the background are smaller than those in the foreground</p>	
--	--	--

Objects in the background have less detail and are lighter

<p>Value: visible lightness or darkness of a color</p>	<p>K/TK Value: Students will recognize and use value in their work using “light” and “dark”</p> <p>1st Grade Value: Students will recognize and use value in their work using “light” and “dark”</p> <p>2nd Grade Value: Students will recognize and use value in their work using “light” and “dark”</p> <p>3rd Grade Value: Students will recognize and use value in their work using “light” and “dark”</p> <p>4th Grade Value: Students will recognize and use value in their work using “light” and “dark”</p> <p>5th Grade Value: Students will recognize and use value in their work using “light” and “dark” <i>Students will recognize, create and use value in their work using tints, tones, and shades</i></p>	
---	--	--

<p>Form: three-dimensional shapes expressing length, width, and depth</p>	<p>K/TK Form: 3d: Students will be able to create a 3d form (introduce within K-5 dependent on building/facilities)</p> <p>1st Grade Form: 3d: Students will be able to create a 3d form (introduce within K-5 dependent on building/facilities)</p> <p>2nd Grade Form: 3d: Students will be able to create a 3d form (introduce within K-5 dependent on building/facilities)</p> <p>3rd Grade Form: 3d: Students will be able to create a 3d form (introduce within K-5 dependent on building/facilities)</p> <p>4th Grade Form: 3d: Students will be able to create a 3d form (introduce within K-5 dependent on building/facilities)</p> <p>5th Grade Form: 3d: Students will be able to create a 3d form (introduce within K-5 dependent on building/facilities)</p>	
--	--	--

<p>Media/techniques/skills/processes</p> <p>Cutting: Arranging: Gluing: Folding:</p> <p>Painting:</p> <ul style="list-style-type: none"> ● Watercolor ● Tempera <p>Drawing:</p> <ul style="list-style-type: none"> ● Pencils ● Markers ● Crayons ● Oil Pastels ● Colored Pencils ● Chalk Pastels <p>Sculpture/3D: (introduce within K-5 dependent on building/facilities)</p> <ul style="list-style-type: none"> ● Clay ● Model Magic ● Found Items ● Recycled Items <p>Mixed Media/Collage:</p> <ul style="list-style-type: none"> ● Artworks composed from a combination of different media or materials 	<p>Students will develop their techniques/skills/processes in art through:</p> <p>Landscape (introduce by 1st) Still-life (introduce by 2nd) Portraiture (introduce by 3rd) Self-Portrait (introduce by 5th) Weaving/textiles (introduce by 4th) Sculpture/3D (introduce within K-5 dependent on building/facilities)</p> <p>K/TW: Students will develop skill in Cutting, Arranging, Gluing, and Folding while Drawing, Painting, Mixed Media/Collage, Sculpture/3D, with Pencils, Markers, Crayons, Watercolor Paint, Tempera Paint</p> <p>1st Grade: Students will develop skill in Cutting, Arranging, Gluing, and Folding while Drawing, Painting, Mixed Media/Collage, Sculpture/3D, with Pencils, Markers, Crayons, <i>Oil Pastels</i>, Watercolor Paint, Tempera Paint</p> <p>2nd Grade: Students will develop skill in Cutting, Arranging, Gluing, and Folding while Drawing, Painting, Mixed Media/Collage, Sculpture/3D, with Pencils, Markers, Crayons, Oil Pastels, <i>Colored Pencils</i>, Watercolor Paint, Tempera Paint</p> <p>3rd Grade: Students will develop skill in Cutting, Arranging, Gluing, and Folding while Drawing, Painting, Mixed Media/Collage, Sculpture/3D, with Pencils, Markers, Crayons, Oil Pastels, <i>Chalk Pastels</i>, Watercolor Paint, Tempera Paint</p> <p>4th Grade: Students will develop skill in Cutting, Arranging, Gluing, and Folding while Drawing, Painting, Mixed Media/Collage, Sculpture/3D, with Pencils, Markers, Crayons, Oil Pastels, Chalk Pastels, Colored Pencils, Watercolor Paint, Tempera Paint</p>	
---	---	--

	<p>5th Grade: Students will develop skill in Cutting, Arranging, Gluing, and Folding while Drawing, Painting, Mixed Media/Collage, Sculpture/3D, with Pencils, Markers, Crayons, Oil Pastels, Chalk Pastels, Colored Pencils, Watercolor Paint, Tempera Paint</p>	
--	--	--

<p>Art History/Culture/ Contemporary Art/Culture: world art history and culture/contemporary art/culture/personal narrative, history and culture.</p> <ul style="list-style-type: none"> ● continuing concept throughout all units <p>Art Terms/Vocabulary</p> <ul style="list-style-type: none"> ● continuing concept throughout all units <p>Diversity, Equity, and Inclusion (DEI)</p> <ul style="list-style-type: none"> ● continuing concept throughout all units <p>Social and Emotional Learning (SEL)</p> <ul style="list-style-type: none"> ● continuing concept throughout all units 	<p>Students will gain an understanding of the development of the visual arts in relation to world art history and culture as well as contemporary art history and culture.</p> <p>Students will create works of art in relation to their personal narrative, history and culture.</p> <p>Students will learn and use art terms and vocabulary in order to analyze, interpret and assess their work and the work of others.</p>	
--	--	--

--

--

Big Idea and Essential Questions

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. (NCAS)

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? (NCAS)

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. (NCAS)

Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? (NCAS)

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. (NCAS)

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? (NCAS)

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. (NCAS)

Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? (NCAS)

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. (NCAS)

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? (NCAS)

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. (NCAS)

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? (NCAS)

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. (NCAS)

Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? (NCAS)

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. (NCAS)

Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? (NCAS)

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. (NCAS)

Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? (NCAS)

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. (NCAS)

Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? (NCAS)

Enduring Understanding: Visual imagery influences understanding of and responses to the world. (NCAS)

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? (NCAS)

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. (NCAS)

Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? (NCAS)

Enduring Understanding: People evaluate art based on various criteria. (NCAS)

Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? (NCAS)

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. (NCAS)

Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? (NCAS)

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. (NCAS)

Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? (NCAS)



Part 3 – Common Unit Assessments

Formative Assessments: may include, but not be limited to:

- On going teacher observation of student work: quick and informal way to assess students and check for understanding by looking at the art students are creating.
- Peer to peer interaction/discussion: listen to students as they discuss specific or broad information pertinent to the lesson in order to check for understanding. To give the opportunity to revise artwork in progress on the basis of insights gained through peer discussion.
- Student and teacher critiques and formative verbal feedback to check for understanding and to give the opportunity to revise artwork in progress on the basis of insights gained through discussion.
- Assessment of oral and/or written responses to formative questions and discussions.
- Exit ticket: a quick way to grasp what students have learned and/or need to review.

Summative/Performance Assessment: may include, but not be limited to:

- Exhibitions of student work
- Portfolios of student work
- Profiles of student behavior
- Student reflective journals
- Student interviews and questionnaires
- Assessment of oral and/or written responses to summative questions and discussions

Part 4 – Common/Assured Learning Experiences

Kindergarteners will be given the opportunity to experiment with and become familiar with a variety of media, techniques and processes in order to begin developing art skills. Students will become familiar with the elements of art through drawing, painting, and mixed media exercises/centers/projects. In kindergarten, students will practice recognizing and describing the elements of art in nature, famous artwork and the world around them. Kindergartners will learn the names of art materials and begin to develop the vocabulary to talk about art. Kindergarteners will be able to begin to see that artists observe, imagine and think, and that art is a form of communication historically, currently, and personally. All Kindergarten students will be taught through the lens of SEL as well as DEI.

First Grade students will be given the opportunity to continue their exploration of a variety of media, techniques and processes in order to continue to develop their art skills. Students will continue to become familiar with the elements of art through drawing, painting, and mixed media exercises/centers/projects. In First Grade, students will continue to practice recognizing and describing the elements of art in nature, famous artwork and the world around them. They will continue to learn the names of art materials and will continue to develop the vocabulary to talk about art. First Graders will continue to see in more depth that artists observe, imagine and think, and that art is a form of communication historically, currently, and personally. All First Grade students will be taught through the lens of SEL as well as DEI.

Second Grade students will be given the opportunity to continue their exploration of a variety of media, techniques and processes in order to refine their art skills. Students will deliberately use the elements of art through drawing, painting, and mixed media exercises/projects to convey meaning. In Second Grade, students will continue to practice recognizing and describing the elements of art in nature, famous artwork and the world around them. They will use art vocabulary to talk about their art, as well as the art of others. Second Graders will continue to see in more depth that artists observe, imagine and think, and that art is a form of communication historically, currently, and personally. All Second Grade students will be taught through the lens of SEL as well as DEI.

Third Grade students will be given the opportunity to continue to use a variety of media, techniques and processes in order to continue to refine their art skills. Students will deliberately use the elements of art through drawing, painting, and mixed media exercises/projects to convey meaning. In Third Grade, students will continue to practice recognizing and describing the elements of art in nature, famous artwork and the world around them. They will use art vocabulary to talk about their art, as well as the art of others. Third Graders will continue to see in more depth that artists observe, imagine and think, and that art is a form of communication historically, currently, and personally. All Third Grade students will be taught through the lens of SEL as well as DEI.

Fourth Grade students will be given the opportunity to continue to use a variety of media, techniques and processes in order to continue to refine their art skills. Students will deliberately use the elements of art through drawing, painting, and mixed media exercises/projects to convey meaning. They will analyze and refine their work based on insights gained through peer interactions/discussions. In Fourth Grade, students will continue to practice recognizing and describing the elements of art in nature, famous artwork and the world around them. They will use art vocabulary to talk about their art, as well as the art of others. Fourth Graders will continue to see in more depth that artists observe, imagine and think, and that art is a form of communication historically, currently, and personally. They will use this knowledge to interpret meaning in the art of others. All Fourth Grade students will be taught through the lens of SEL as well as DEI.

Fifth Grade students will be given the opportunity to choose a variety of media, techniques and processes in order to refine the art skills that they have a personal interest in improving upon. Students will deliberately use the elements of art through drawing, painting, and mixed media

exercises/projects to convey meaning. They will analyze and refine their work based on insights gained through peer interactions/discussions. In Fifth Grade, students will continue to practice recognizing and describing the elements of art in nature, famous artwork and the world around them. They will use art vocabulary to talk about their art, as well as the art of others. Fifth Graders will continue to see in more depth that artists observe, imagine and think, and that art is a form of communication historically, currently, and personally. They will use this knowledge to interpret meaning in the art of others. All Fifth Grade students will be taught through the lens of SEL as well as DEI.

