

Elementary Curriculum Map – Visual Art - Kindergarten

Subject: Visual Art – Unit 1				
Quarter and Timeframe (# days/weeks): First Quarter		Unit: Elements of Art - Line		
Big Ideas: The student understands and applies a variety of lines in creating an artwork.		Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The students understands the visual arts in relation to history and culture VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.		
Essential Questions/Understandings: How can lines help tell a story in an artwork?				
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Thick, thin, vertical, horizontal, diagonal, zigzag, curved, rough and smooth lines.	Visual Artists: Katsushika Hokusai, Claude Monet Websites: <ul style="list-style-type: none"> www.umfa.utah.edu www.sylvia-long.com www.metmuseum.org www.artic.edu/aic www.currierandives.com 	SRA Art Connections: Lessons: Introduction, 1, 3, 5 Projects: <ul style="list-style-type: none"> Torn paper landscape with construction paper Draw a clown face Draw a pet using smooth and rough lines with crayon 	<ul style="list-style-type: none"> Creative Expression Rubric, p. 87 SRA Art Connections Assessment pp 9 – 10 for Thick and thin lines; pp. 13-14 for diagonal and zigzag lines; pp. 17-18 for smooth and rough lines. 	<ul style="list-style-type: none"> Math: classification of types of lines

Art is H.O.T. (Higher Order Thinking)



Art Criticism – “The Great Wave Off Kanagawa” by Katsushika Hokusai

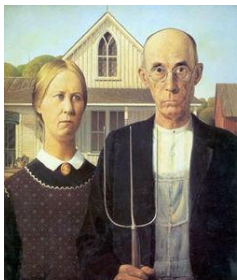
- Describe the different types of lines you see in this artwork. (Describe)
- What lines did the artist use to show movement? (Analysis)
- What type of feeling does this color woodcut have? (Interpretation)
- What lines help to create the feeling? (Analysis)

Elementary Curriculum Map – Visual Art - Kindergarten

Subject: Visual Art – Unit 2				
Quarter and Timeframe (# days/weeks): First Quarter		Unit: Elements of Art - Shape		
Big Ideas: Artworks can contain both geometric and free-form shapes.		Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The students understands the visual arts in relation to history and culture VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.		
Essential Questions/Understandings: How can we describe two-dimensional shapes, and where do we find them in everyday life?				
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Shape, outline, geometric shapes, circle, square, triangle rectangle, free-form shapes	Visual Artists: Grant Wood Websites: <ul style="list-style-type: none"> www.littlecritter.com www.moma.org www.sdmart.org www.okeeffemuseum.org www.nmaa.si.edu www.artmuseums.harvard.edu www.jacoblawrence.org www.whitney.org 	SRA Art Connections: Lessons: Introduction, Lessons 2, 3, 4 Projects: <ul style="list-style-type: none"> Make a collage with geometric shapes Print using leaves and water-soluble ink Draw a landscape of a house Draw a full-body self-portrait 	<ul style="list-style-type: none"> Creative Expression Rubric, p. 90, SRA Art Connections Assessment pp 23-24 for geometric shapes; pp. 25-26 for free-form shapes; pp. 27-28 for geometric and free-form shapes 	<ul style="list-style-type: none"> Math: two-dimensional geometry

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Art Criticism – “American Gothic” by Grant Wood



- Describe the different types of shapes you see in this artwork. (Description)
- Identify the geometric shapes? (Analysis)
- Identify the free-form shapes? (Analysis)
- What are the people doing? (Interpretation)
- What is the feeling of this artwork? (Judgment)

Elementary Curriculum Map – Visual Art - Kindergarten

Subject: Visual Art – Unit 3				
Quarter and Timeframe (# days/weeks): Second Quarter		Unit: Elements of Art - Color		
Big Ideas: Works in visual art are organized by elements and principles that guide the creators of art. Essential Questions/Understandings: What things do we see every day that color helps us to identify? Would we be able to identify these objects without color?		Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The students understands the visual arts in relation to history and culture VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Primary colors – red, yellow and blue Secondary colors – orange, violet and green Dark and light colors	Visual Artists: Henri Matisse Websites: <ul style="list-style-type: none"> • www.zalucha.com • www.encyclopedia.com • www.artcyclopedia.com • www.whitney.org • www.artnet.com • www.artchive.com • www.nga.gov • www.carnegiemuseums.org • www.tamu.edu • www.johnhtwachtman.com 	SRA Art Connections: Lessons: Introduction, Lessons 1,2,6 Projects: <ul style="list-style-type: none"> • Use shapes to draw an imaginary creature • Draw a landscape of a house with marker • Create a family portrait collage with marker and patterned paper 	<ul style="list-style-type: none"> • Creative Expression Rubric, p. 93, SRA Art Connections • Assessment pp 33-34 ; pp. 35-36 and 43-44 for light and dark colors 	<ul style="list-style-type: none"> • Math: •

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Art Criticism – “Woman in a Purple Coat” by Henri Matisse

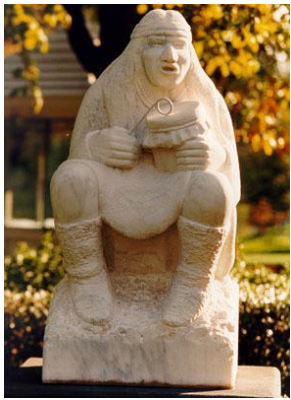


- List all the colors you see in this artwork. (Description)
- What are the people doing? (Interpretation)
- What is the feeling of this artwork? (Judgment)
- Describe the lines that you see (Description)
- How do the lines add to the feeling of this painting? (Analysis)
- Do you see geometric or free-form shapes? (Description)

Elementary Curriculum Map – Visual Art - Kindergarten

Subject: Visual Art – Unit 4				
Quarter and Timeframe (# days/weeks): Second Quarter		Unit: Elements of Art – Space and Form		
Big Ideas: Experiences in the arts foster understanding, acceptance and enrichment among individuals, groups and cultures from around the world and across time. Essential Questions/Understandings: Why is seeing space important around a form?		Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The students understands the visual arts in relation to history and culture VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Space, form, sculpture, art form	Visual Artists: Allan Houser Websites: <ul style="list-style-type: none"> • www.albrightknox.org • www.metmuseum.org • www.henry-moore-fdn.co.uk • www.pbs.org 	SRA Art Connections: Lessons: Introduction, Lessons 2, 3, 6 Projects: <ul style="list-style-type: none"> • Make a clay sculpture of a person • Make a paper towel tube puppet • Make a clay pinch pot 	<ul style="list-style-type: none"> • Creative Expression Rubric, p., SRA Art Connections • Assessment pp 47-48 ; pp. 49-50 and 55-56 	<ul style="list-style-type: none"> • Math: • Literature: “Henry and Mudge Under the Yellow Moon: by Cynthia Rylant. Describe space and form in the artwork in this book.

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Art Criticism – “Earth Song” by Allan Houser

- Where do you see form? (Description)
- Where do you see space? (Description)
- Do you see geometric or free-form shapes? (Description)
- What is this man doing? (Interpretation)

Elementary Curriculum Map – Visual Art - Kindergarten

Subject: Visual Art – Unit 5				
Quarter and Timeframe (# days/weeks): Third Quarter		Unit: Elements of Art – Texture		
Big Ideas: Experiences in the arts foster understanding, acceptance and enrichment among individuals, groups and cultures from around the world and across time. Essential Questions/Understandings: In what way do visual textures look different from real textures?		Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The students understands the visual arts in relation to history and culture VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Real texture, visual texture, collage, texture,	Visual Artists: Beau Dick Websites: <ul style="list-style-type: none"> • www.nmwa.org/collection • www.samuseum.org • www.arc.gov • www.artic.edu • www.nmai.si.edu • www.asia.si.edu 	SRA Art Connections: Lessons: Introduction, Lessons 1, 2, 5 Projects: <ul style="list-style-type: none"> • Create a landscape collage with texture materials • Create a texture hat with crayon rubbings • Create textured clay medallions 	<ul style="list-style-type: none"> • Creative Expression Rubric, p., SRA Art Connections • Assessment pp 57-58 ; pp. 59-60 and 65-66 	<ul style="list-style-type: none"> • Math: • Literature: “The Pig’s Picnic” by Keiko Kasza. Look for textures and describe them. (SRA Art Connections)

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Art Criticism – “Urban Raven/Urban Indian Transformation Mask” by Beau Dick



- Describe the textures you see in this mask. (Description)
- Do you see geometric and organic shapes and where? (Analysis)
- Why do you think the artist created two figures in this mask? (Interpretation)
- What do you think the artist is trying to tell us? (Judgment)

Elementary Curriculum Map – Visual Art - Kindergarten

Subject: Visual Art – Unit 6				
Quarter and Timeframe (# days/weeks): Fourth Quarter		Unit: Elements of Art – Principles of Art: Pattern, Rhythm, Movement, Balance, Unity		
Big Ideas: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups and cultures from around the world and across time. Essential Questions/Understandings: Why do artworks need unity?		Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The students understands the visual arts in relation to history and culture VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Pattern, rhythm, movement, even balance, symmetry, unity, sculpture	Visual Artists: Maria Martinez Websites: <ul style="list-style-type: none"> • www.pbs.org • www.folkartmuseum.org • www.moma.org/whatisaprint • www.diegorivera.com 	SRA Art Connections: Lessons: Introduction, Lessons 2, 4, 5 Projects: <ul style="list-style-type: none"> • Draw a train and train tracks • Cut a symmetrical shape • Draw people dancing 	<ul style="list-style-type: none"> • Creative Expression Rubric, p., SRA Art Connections • Assessment pp 71, 72 ; pp. 75, 76 and 77, 78 	<ul style="list-style-type: none"> • Math: • Literature: “The Maestro Plays” by Bill Martin, Jr. Describe the similarities and differences between music and visual rhythm. (SRA Art Connections)

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Art Criticism – Blackware Pottery by Maria Martinez



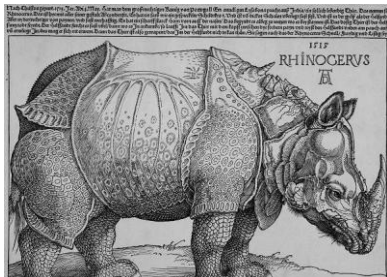
- Describe the patterns you see in this pottery. (Description)
- Describe the lines and shapes that you see. (Description)
- What do you think the symbols mean in this pottery? (Interpretation)
- Do you feel that these pieces of pottery have unity? (Judgment)

Elementary Curriculum Map – Visual Art – First Grade

Subject: Visual Art - Unit 1				
Quarter and Time frame (# days/weeks): First Quarter		Unit: Line		
Big Ideas: The student can create art by using a variety of line types and qualities. Essential Questions/Understandings: How do artists use lines to create images?		Sunshine State Standards/Benchmarks: VA.A.1.1 The student understands and applies media, techniques, and processes. VA.A.1.1 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. VA.C.1.1 The student understands the visual arts in relation to history and culture.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: straight, zig zag, curved, curled, dotted, thick, thin, smooth, rough, solid, broken	Visual Artists: Albrecht Dürer, Wassily Kandinsky, Websites <ul style="list-style-type: none"> www.guggenheimcollection.org www.moma.org www.jasperjohns.com www.jacoblawrence.org 	Lessons: SRA Art Connections: Introduction , 1,2,4,6 Projects: <ul style="list-style-type: none"> Abstract Line Designs Create a drawing of your favorite quiet outdoor place using calm lines. Draw people in movement and at play. 	<ul style="list-style-type: none"> SRA Art Connections Assessment pg. 9 for lines. Calm lines pp. 11-12, curved lines pp. 15-16, lines show movement pp. 19-20 Assessment Rubric Teachers Edition pg. 39A 	<ul style="list-style-type: none"> Math: classification of lines Language arts: recognizes and uses new vocabulary; follows 3-step oral directions. Science: knows that objects can be grouped according to characteristics. Social Studies: understands how art reflects people & their beliefs.

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Analysis – Albrecht Dürer “*Rhinoceros*” 1515



- Describe the different types of lines you see in this artwork. (Describe)
- Why are some parts empty of line and other parts full of line? (Analysis)
- What do you think the rhinoceros would feel like if you touched it? Why?(Interpretation)
- What do you think people thought about this image in 1515? (Interpretation)

Elementary Curriculum Map – Visual Art – First Grade

Subject: Visual Art - Unit 2				
Quarter and Time frame (# days/weeks): First Quarter		Unit: Shape		
Big Ideas: The student understands that objects are represented by shapes (free form or geometric) which are defined by outlines. Essential Questions/Understandings: How does an artist choose a particular shape to represent an object?		Sunshine State Standards/Benchmarks: VA.A.1.1 The student understands and applies media, techniques, and processes. VA.A.1.1 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. VA.C.1.1 The student understands the visual arts in relation to history and culture.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Free-form shape, geometric shape, outline, position, still life	Visual Artists: Henri Rousseau, Jacob Lawrence, Pablo Picasso, Paul Cézanne Websites: <ul style="list-style-type: none"> www.nga.gov/education/classroom/ www.jacoblawrence.org http://www.mykidsart.com.au/Pablo_Picasso_Famous_Artists_My_Kids_Art.html www.expo-cezanne.com www.aboriginalartonline.com www.moma.org/momalearning/artsafari/ 	Lessons: SRA Art Connections: Introduction, 1,2,3,4,6 Projects: <ul style="list-style-type: none"> crayon resist fish texture rubbings shape collage black glue free-form flower Still life construction paper collage Painted self portrait 	<ul style="list-style-type: none"> SRA Assessment pg. 21, 23,25,27 ,31 Show what you know pg. 92 Creative Expression rubric pg 69A, 73A,77A,81A, &89A 	<ul style="list-style-type: none"> Math: Identifies compares and describes geometric shapes. Math: Understands part – whole relationships and properties of shapes. Science: knows that objects can be described and classified by their composition, color, size and shape. Language Arts: Recognizes and uses new vocabulary

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Art Criticism - “ The Equatorial Jungle” by Henri Rousseau

- What kinds of shapes were used to create this painting? (Describe)
- Why would the artist leave such a small area of sky? (Analysis)
- What kind of feeling do you think the artist had about this jungle? (Interpret)

Elementary Curriculum Map – Visual Art – First Grade

Subject: Visual Art - Unit 3				
Quarter and Time frame (# days/weeks): Second Quarter		Unit: Color		
Big Ideas: The students understand the color wheel and the 3 primary and the 3 secondary colors. The student understands how the secondary colors are created. Essential Questions/Understandings: How can color in an artwork express feelings?		Sunshine State Standards/Benchmarks: VA.A.1.1 The student understands and applies media, techniques, and processes. VA.A.1.1 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. VA.C.1.1 The student understands the visual arts in relation to history and culture.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: color wheel rainbow, primary color, secondary color, Genre painting.	Visual Artists: David Hockney, Thomas Hart Benton Websites: <ul style="list-style-type: none"> • http://www.hockneypictures.com/home.php • www.moma.org • www.okeeffemuseum.org • www.musee-matisse-nice.org • www.mostateparks.com/benton.htm 	SRA Connections: Lessons: Introduction, 1 & 6 Projects: <ul style="list-style-type: none"> • Use a rainbow of color to create an image. • Mixing primary paint colors to create secondary colors. 	<ul style="list-style-type: none"> • Creative Expression rubric pg. 99A, 119A • Assessment pg. 33, 43 • Creative Expression Rubric pg 99A, 119A • Show What You Know pg. 122 	<ul style="list-style-type: none"> • Math: Uses appropriate vocabulary to compare shapes according to attributes (color). • Math: recognizes linear pattern. • Science: understands that color comes from light. • Social Studies: understands symbols of certain colors.

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Analysis – “Hollywood Hills House” by David Hockney 1982



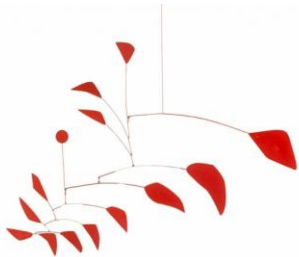
- Describe the colors within this work of art. (Describe)
- Categorize the primary and secondary colors in this work of art. (Describe)
- What kind of place does this art work project based on the colors used? (Interpret)

Elementary Curriculum Map – Visual Art – First Grade

Subject: Visual Art - Unit 4				
Quarter and Time frame (# days/weeks): Second Quarter		Unit: Form and Space		
Big Ideas: Space is all around us. Artist can fill spaces with forms and shapes. Essential Questions/Understandings: How does and artist create forms from shapes?		Sunshine State Standards/Benchmarks: VA.A.1.1 The student understands and applies media, techniques, and processes. VA.A.1.1 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. VA.C.1.1 The student understands the visual arts in relation to history and culture.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: height, width, depth, form, space, geometric form, free-form form	Visual Artists: Alexander Calder, Frank Stella, Websites: <ul style="list-style-type: none"> www.calder.org www.metmuseum.org www.nmwa.org 	Lessons: SRA Connections: Introduction, 1,3,5 Projects: <ul style="list-style-type: none"> Construction paper mobile. Clay animal sculpture 3D found object building 	<ul style="list-style-type: none"> Assessment pg. 45,49,53 Creative Expression rubric pg. 129A, 137A,145A Show What You Know pg. 152 	<ul style="list-style-type: none"> Math: identifies geometric forms and shapes. Science: is able to create balance Social Studies: recognizes skills used to create clay sculptures are both ancient and modern. Language Arts: recognizes new vocabulary and uses descriptive words in art analysis.

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Analysis – Alexander Calder, “Big Red” 1959



- What kinds of lines and shapes do you see in this artwork (Describe)
- Why are the shapes spaced as they are? (Analysis)
- Why did the artist name this mobile “Big Red”? (Interpretation)
- Does this mobile look like it works? (Evaluation)

Elementary Curriculum Map – Visual Art – First Grade

Subject: Visual Art - Unit 5				
Quarter and Timeframe (# days/weeks): 3rd Quarter		Unit: Texture, Pattern, and Rhythm		
Big Ideas: The student can identify texture, pattern and rhythm in works of art. Essential Questions/Understandings: Why would an artist want to add texture, pattern and/or rhythm to works of art?		Sunshine State Standards/Benchmarks: VA.A.1.1 The student understands and applies media, techniques, and processes. VA.B. 1.1 The students create and communicate a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. VA.D. 1.1 The students assess, evaluates, and responds to the characteristics of works of art.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: carving, collage, motif, pattern, real texture, rhythm, visual texture, weaving	Visual Artists: John singleton Copley, Winslow Homer, Barbara Zook Peachey Websites: <ul style="list-style-type: none"> www.npg.si.edu www.mfa.org/home.htm www.folkartmuseum.org 	SRA Art Connections: Lessons: Introduction 1, 2, 4, 5 Projects: <ul style="list-style-type: none"> Collage with different textures Self portrait crayon resist Printed pattern design paper weaving 	<ul style="list-style-type: none"> SRA Art connections Assessment, pg. 57,59,63,65 Creative Expression rubric Teachers Edition pg 159A,136A,171A,175A Show What You Know pg 182 Art Criticism 	<ul style="list-style-type: none"> Math: recognizes and predicts pattern. Math: measures Science: understands that objects can be grouped by their characteristics. Social Studies understand how art forms reflect daily life. Language Arts: uses art vocabulary words in art analysis.

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Analysis – John Singleton Copley “Mrs. Ezekiel Goldthwait “ 1771



*Describe the textures of the lady and the objects within the painting. (Describe)

- Why would the artist create a dark background? (Analyze)
- Why is the lady dressed like she is? (Interpret)
- Where is the light coming from? (Analyze)

Elementary Curriculum Map – Visual Art – First Grade

Subject: Visual Art - Unit 6				
Quarter and Timeframe (# days/weeks): 4th Quarter		Unit: Balance, Emphasis and Unity		
Big Ideas: The students can understand and apply balance, emphasis and unity in their works of art. Essential Questions/Understandings: How does an artwork achieve unity?		Sunshine State Standards/Benchmarks: VA. A.1.1 The student understands and applies media, techniques, and processes. VA.B.1.1 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. VA.C.1.1 the student understands the visual arts in relation to history and culture. VA.E.1.1 The student makes connections between the visual arts, other disciplines and the real world.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: balance, emphasis, landscape, mask, mola, sculpture, unity	Visual Artists: Leonardo da Vinci, Rene Magritte, Marc Chagall, Stuart Davis Websites: <ul style="list-style-type: none"> www.panart.com/mola_gallery.htm www.magritte.com www.moma.org www.ibiblio.org/wm/ 	SRA Art Connections: Lessons: Introduction 1,3,5, Projects: <ul style="list-style-type: none"> T-Shirt design Landscape collage Imaginary animal 	<ul style="list-style-type: none"> SRA Art Connections Assessment pg. 69,73, 77 Creative Assessment Rubric Teachers Edition pg. 189A197A, 205A Show What You Know pg 212 Art Criticism 	<ul style="list-style-type: none"> Math: recognizes symmetry Language Arts: sees main idea of a painting Science: observes differences and likeness Social Studies: understands ways in which art reflects daily life, history and beliefs.

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Analysis – Rene Magritte, *Time Transfixed* 1938





- Describe what you notice first in this painting? (Describe)
- What made you notice that first? (Analyze)
- Why did the artist give it the title “Time Transfixed”? (Interpret)
- Why did the artist choose those particular objects in the painting? (Interpret)

Elementary Curriculum Map – Visual Art – First Grade



Elementary Curriculum Map – Visual Art – Grade 2

Subject: Visual Art - Unit 1				
Quarter and Timeframe (# days/weeks): First Quarter			Unit 1: Line and Shape	
Big Ideas: The student understands and applies a variety of lines and shapes in creating artwork. Essential Questions/Understandings: How can lines and shapes help tell a story in an artwork?			Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The students understands the visual arts in relation to history and culture VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.	 Manatee Elementary
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Line: vertical, horizontal, active, arc, broken, calm lines, diagonal, rough, smooth, thin, thick, zigzag Shape: geometric shapes, circle, free-form shapes, irregular, splash, angle, blob, rectangle, sail	Visual Artists: Jacob Lawrence , Theodore Seuss Geisel (Dr. Seuss) Websites: <ul style="list-style-type: none"> www.learnnc.org/lp/pages/1887; www.getty.edu/art/exhibitions/devices/flash; 	SRA Art Connections: Lessons: Unit 1 Lessons 1,5,6 Projects: <ul style="list-style-type: none"> Create a personal picture narrative painting in the style of Jacob Lawrence * Create a paper sculpture Create a mixed media collage Create a shadow puppet 	<ul style="list-style-type: none"> Creative Expression Rubrics, p. 39A; 55A; 59A SRA Art Connections Assessment pp. 9-10 for Line Direction; pp. 17-18 for Geometric Shapes; pp. 19-20 for Free-Form Shapes Data warehouse quiz #8995 	<ul style="list-style-type: none"> Language Arts: narrative artwork Reading: lines and shapes within letters, Dr. Seuss books Science: free form/organic shapes appear in nature Social Studies: geometric shapes are manmade
<div style="display: flex; justify-content: space-between;"> <div> Art is H.O.T. (Higher Order Thinking)  </div> <div> Analysis – “Jitterbugs II” by William H. Johnson <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> Describe the different types of lines and shapes you see in this artwork. (Describe) Looking at the lines and shapes, how is this work organized? (Analysis) What is the artist trying to say? (Interpretation) Is this painting successful because it is realistic, well organized, or because it has a strong message? (Judgment) </div> </div> </div>				



Elementary Curriculum Map – Visual Art – Grade 2

Subject: Visual Art - Unit 2				
Quarter and Timeframe (# days/weeks): First Quarter			Unit 2: Space and Form	
Big Ideas: The student understands that artists use forms to add dimension to their artwork. The student understands that space is the area around shapes and forms.		Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The student understands the visual arts in relation to history and culture VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.		 <p>Manatee Elementary</p>
Essential Questions/Understandings: When is a free-form a form, and when is a free-form a shape?				
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Form: free-form form, animal form, relief, body form, height, statue, sculpture, Space: overlap, depth, dimension, still life, two-dimensional, three-dimensional	Visual Artists: Henry Moore Websites: <ul style="list-style-type: none"> www.metmuseum.org/explore/First_Cities/firstcities_splash.htm; www.metmuseum.org/explore/newegypt/htm/a_ind ex.htm; www.americanart.si.edu/t2go/1ga/index-frame.html www.nortonsimon.org/collections/browse_artist.asp; 	SRA Art Connections: Lessons: Unit 2 Lessons 1,2,3,5,6 Projects: <ul style="list-style-type: none"> Create a clay sculpture Create a still life/landscape that illustrates using overlapping shapes to create depth 	<ul style="list-style-type: none"> Creative Expression Rubrics, p. 69A; 73A;77A; 85A; 89A SRA Art Connections Assessment pp. 21-22 for Geometric Forms; pp. 23-24 for Free-Form Shapes; pp. 25-26 for Body Forms; pp.29-30 for People and Space; pp. 31-32 for Objects and Space Data warehouse quiz #8996 	<ul style="list-style-type: none"> Math: Forms such as cylinders, cubes and spheres Social Studies: African culture
Art is H.O.T. (Higher Order Thinking)				
Analysis – “Yoruba People (Nigerian) Headdress for Epa Masquerade” c 20 th century				
	<ul style="list-style-type: none"> Read the credit line to find information about this object. (Describe) Look at the different forms within the object, how does the artist organize this work? (Analysis) What do you think this headdress is used for? (Interpretation) Is this headdress successful because it is realistic, well organized, or because it has a strong message? (Judgment) 			


Elementary Curriculum Map – Visual Art – Grade 2

Subject: Visual Art - Unit 3				
Quarter and Timeframe (# days/weeks): Second Quarter		Unit 3: Color and Value		
Big Ideas: The student understands that artists use color and value to add variety to their artwork. Essential Questions/Understandings: How do artists use color to express an idea or feeling?		Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The student understands the visual arts in relation to history and culture. VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Color: hue, primary colors (hues), color wheel, cool hues, warm hues, secondary hues, spectral colors, spectrum, tint, shade Value: photograph, value, dark values, light values	Visual Artists: Georgia O'Keeffe Websites: www.albrightknox.org/artgames/html/Delaunay/delaunay01.htm ; www.pbs.org/wgbh/amex/ansel/www.mariaclaudiacortes.com/ ; www.youtube.com/watch?v=QeB4-iBJLtg&feature=related	SRA Art Connections: Lessons: Unit 3 Lessons: 1, 4 Projects: <ul style="list-style-type: none"> Create a painting using the spectral colors in their correct order Create an abstract value painting 	<ul style="list-style-type: none"> Creative Expression Rubrics, p. 99A; 111A Art Connections Assessment pp. 33-34 for Color and Hue; pp. 39-40 for Value Data Warehouse quiz #8997 	<ul style="list-style-type: none"> Math: values are determined by a certain percentage of a color Science:
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Art is H.O.T. (Higher Order Thinking)  </div> <div style="width: 65%;"> Analysis – “Sonia, Josephine ” by Miriam Schapiro <ul style="list-style-type: none"> What are these people doing in this piece of art? (Describe) How is the color organized in this work? (Analysis) What is the artist trying to say in this artwork? (Interpretation) Is this artwork successful because it is realistic, well organized, or because it has a strong message? (Judgment) </div> </div>				

Elementary Curriculum Map – Visual Art – Grade 2

Subject: Visual Art - Unit 4				
Quarter and Timeframe (# days/weeks): Third Quarter		Unit 4: Pattern, Rhythm, and Movement		
Big Ideas: The student understands that artists use pattern, rhythm and movement to make their artwork more interesting and exciting. Essential Questions/Understandings: Why would adding pattern and rhythm to an artwork make it more interesting?		Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The student understands the visual arts in relation to history and culture. VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Essential Vocabulary: Pattern: pattern, motif Rhythm: rhythm, positive space, negative space Movement: movement, diagonal movement, curving movement, diorama	Visual Artists: Louise Nevelson Websites: <ul style="list-style-type: none"> www.youtube.com/watch?v=jwBVZINyXwQ; www.youtube.com/watch?v=W-Z-hxcs4wY; www.youtube.com/watch?v=k36CNKJOPhU&feature=related; www.jimmcneill.com/demo.html (Lesson plan*) 	SRA Art Connections: Lessons: Unit 4 Lessons 1, 3, 5 Projects: <ul style="list-style-type: none"> Create a sponge print pattern Create a still life that incorporates rhythm Create a computer drawing that shows diagonal movement Create a tessellation * 	<ul style="list-style-type: none"> Creative Expression Rubrics, p. 129A; 137A; 145A Art Connections Assessment pp. 45-46 for Patterns; pp. 49-50 for Rhythm; pp. 52-53 for Diagonal Movement Data Warehouse quiz #8998 	<ul style="list-style-type: none"> Math: Discuss tessellations and how they have both pattern and motif
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Art is H.O.T. (Higher Order Thinking)  </div> <div style="width: 65%; border: 1px solid black; padding: 10px;"> Analysis – “Sugaring Off” by Grandma Moses <ul style="list-style-type: none"> What are these people doing in this piece of art? (Describe) Where do you see pattern, rhythm and movement in this scene? (Analysis) How does this scene make you feel? (Interpretation) Is this artwork successful because it is realistic, well organized, or because it has a strong message? (Judgment) </div> </div>				

Elementary Curriculum Map – Visual Art – Grade 2

Subject: Visual Art - Unit 5				
Quarter and Timeframe (# days/weeks): Third Quarter		Unit 5: Balance, Emphasis, and Texture		
<p>Big Ideas: The student understands that artists use the principles of balance and emphasis when arranging their work. Texture is an element that can be used to create emphasis.</p> <p>Essential Questions/Understandings: Why do artists need an area that is more important than the other areas in an artwork?</p>		<p>Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas. VA.C.1.1: The student understands the visual arts in relation to history and culture. VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.</p>		
		 <p style="text-align: center;">Manatee Elementary</p>		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
<p>Essential Vocabulary: Balance symmetry, symmetrical, axis, balance Emphasis: point of view, focal point, dominant Texture: carving, stitchery, tactile texture, carving, matte, neon, portrait, rough, shiny, smooth, visual texture</p>	<p>Visual Artists: Chryssa</p> <p>Websites:</p> <ul style="list-style-type: none"> www.bbc.co.uk/schools/ancientgreece/index.shtml; www.bbc.co.uk/schools/ancientgreece/index.shtml; www.folkart.org; http://www.cartage.org.lb/en/themes/Arts/sculpturePlastic/AsianSculpture/ChineseAntiquities/PotteryContainers/PotteryContainers.htm; www.metmuseum.org/collectio ns/view1.asp?dep=2&full=1&item=15%2E82 (Beaux); www.womenfolk.com/historyof quilts; 	<p>SRA Art Connections: Lessons: Unit 5 Lessons 1, 3, 5</p> <p>Projects:</p> <ul style="list-style-type: none"> Create a two-dimensional construction paper jar that illustrates balance Create a drawing of a group that illustrates emphasis Create a needlework art piece of a map using texture 	<ul style="list-style-type: none"> Creative Expression Rubrics, p. 129A; 137A; 145A Art Connections Assessment pp. 57-58 for Balance; pp. 49-50 for Emphasis; pp. 65-66 for Tactile Texture 	<ul style="list-style-type: none"> Math: symmetry Reading: Discuss how words are emphasized in print using <u>underlining</u> and bold print Language Arts: tactile texture words (such as soft) are used to describe how something feels Social Studies: Ancient Greece


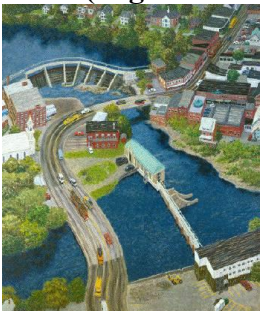
Art is H.O.T. (Higher Order Thinking)



Analysis – “Ballet Dancers ” by Lorenzo Scott

- What are these people doing in this piece of art? (Describe)
- What is the focal point in this painting? (Analysis)
- How does this scene make you feel? (Interpretation)
- Is this artwork successful because it is realistic, well organized, or because it has a strong message? (Judgment)

Elementary Curriculum Map – Visual Art – Grade 2

Subject: Visual Art - Unit 6				
Quarter and Timeframe (# days/weeks): Fourth Quarter		Unit 6: Harmony, Variety, and Unity		
<p>Big Ideas: The student understands that artists use harmony, variety, and unity to organize the elements of art.</p> <p>Essential Questions/Understandings: Harmony is the use of similar and related objects. Variety is the use of different objects. Unity occurs when artists balance variety and harmony. Why is it important to have both harmony and variety in an artwork?</p>		<p>Benchmark: VA.B.1.1.4: The student uses the elements of art to effectively communicate ideas.</p> <p>VA.C.1.1: The student understands the visual arts in relation to history and culture.</p> <p>VA.D.1.1: The student assesses, evaluates and responds to the characteristics of works of art.</p>	 <p style="text-align: center;">Manatee Elementary</p>	
Vocabulary	Resources	Activities	Assessment	Integration to other areas
<p>Essential Vocabulary:</p> <p>Harmony: harmony, architects, architecture, column</p> <p>Variety: variety, monotonous</p> <p>Unity: unity, proportions</p>	<p>Visual Artists: Diego Valazquez</p> <ul style="list-style-type: none"> Websites: www.artsmia.org/collection/search/art.cfm?id=1318 (Klee); http://www.lochgalleries.com/component?option=com_art/action,artist/id,56/Itemid,30/ (Eyre); www.randomhouse.com/kids/lionni/index.html www.artic.edu/artaccess/AA_Impressionist/pages/IMP_2.shtml (Monet) 	<p>SRA Art Connections: Lessons: Unit 6 Lessons 1, 3, 5</p> <p>Projects:</p> <ul style="list-style-type: none"> Create a class mural using harmony of color Create a print of an underwater scene using variety of color Create a three-dimensional paper sculpture 	<ul style="list-style-type: none"> Creative Expression Rubrics, p. 129A; 137A; 145A Art Connections Assessment pp. 69-70 for Harmony; pp. 73-74 for Variety of Color; pp. 77-78 for Unity in Sculpture 	<ul style="list-style-type: none"> Science: Discuss how some animals have bright colors and others are camouflaged in their habitat
<div style="display: flex; justify-content: space-between;"> <div> <p>Art is H.O.T. (Higher Order Thinking)</p>  </div> <div> <p>Analysis – “Town of Skowhegan , Maine ” by Yvonne Jacquette</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> List everything you see in this piece of art? (Describe) Describe the lines you see. (Describe) Where do you see harmony, variety and unity in this scene? (Analysis) How does this scene make you feel? (Interpretation) Is this artwork successful because it is realistic, well organized, or because it has a strong message? (Judgment) </div> </div> </div>				

Elementary Curriculum Map – Visual Art – Third Grade

Subject: Visual Art - Unit 1-Line and Shape				
Quarter and Timeframe (# days/weeks): First Quarter, 3 weeks		Unit: Line Textbook: <i>SRA Art Connections</i>		
Big Ideas: Students identify and use a variety of lines in art. Essential Questions/Understandings: How can a variety of lines be used in an artwork to create harmony and visual interest? How can different kinds of lines express a mood or feeling?		Next Generation Sunshine State Standards/Benchmark: VA.3.C.1.1: Use the art-making process to develop ideas for self-expression. VA.3.S.1.2: Use diverse resources to inspire artistic expression and achieve varied results. VA.3.F.1.1: Manipulate are media and incorporate a variety of subject matter to create imaginative artwork. VA.3.S.2.1: Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal. .		SBPR Power Standards: Incorporates the elements of art and principles of design in creating two and three-dimensional art. Demonstrates skills in the use of tools and techniques. Analyzes the organization of an artwork using the elements of art and appropriate vocabulary.
Vocabulary	Resources	Activities	Touchpoints/Assessment	Integration to other areas
Variation/Variety Zigzag Curved Vertical Horizontal Diagonal Thick-thin Rough-smooth Broken-solid Long – short	Visual Artists: Pablo Picasso's <i>Mother and Child</i> Claude Monet's <i>Japanese Bridge Over a Pool of Water Lilies</i>	Lessons: Ch. 1, Pgs. 34-36 Projects: <ul style="list-style-type: none"> Draw a bird using a variety of lines to create visual interest. Paint a still life Create a geometric design Make a portrait 	<ul style="list-style-type: none"> Identifies and creates an artwork with a variety of lines. Correctly uses the materials Correctly uses vocabulary associated with the elements of art DW questions: 87922, 87921, 87924 	<ul style="list-style-type: none"> Math: Line Classification Language Arts: Marzano vocabulary Reading: SRA text Science: Discussion to include bird species identification Social Studies: Discussion on backgrounds of artists highlighted


Art is H.O.T. (Higher Order Thinking)

Analysis – “Japanese Bridge Over a Pool of Water Lilies” by Claude Monet



- Describe the types of lines in Monet's painting. (Describe)
- Describe the colors used in this painting. (Describe)
- How do the lines in Monet's painting affect the mood of the painting? (Interpret)
- If you were to change the lines, how would the mood or feeling change? (Interpret)
- Do the colors successfully work with the lines to create the mood? (Judgment)

Elementary Curriculum Map – Visual Art – Third Grade

Subject: Visual Art – Unit 1- Line and Shape				
Quarter and Timeframe (# days/weeks): First quarter, 3 weeks		Unit: Shape Textbook: SRA Art Connections		
Big Ideas: The students learn about geometric and free form shapes and their use in art. Essential Questions/Understandings: How can a variety of shapes be used in a design or artwork to create harmony and visual interest? How can different kinds of shapes show balance?		Next Generation Sunshine State Standards/Benchmark: VA.3.S.2.1: Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal. VA.3.S.2.2: Follow procedures, focusing on the art-making process. VA.3.S.3.2: Develop craftsmanship skills through repeated practice. VA.3.S.1.4: Choose accurate art vocabulary to describe works of art and art processes.		SBPR Power Standards Incorporates the elements of art and principles of design in creating two and three-dimensional art. Demonstrates skills in the use of tools and techniques. Analyzes the organization of an artwork using the elements of art and appropriate vocabulary.
Vocabulary	Resources	Activities	Touchpoints/Assessment	Integration to other areas
Shape Geometric Free-form Circle, Oval, Triangle Square, Rectangle Diamond, Pentagon Pentagon, Hexagon Octagon Trapezoid, Parallelogram	Visual Artists: Edward Hopper	Lessons: Textbook, Lesson 4, Pgs. 54-55 Projects: Design a city with ruler, pencil, poster-size paper and watercolor. Draw a building, or make a city scene- use overlapping. Create a non-objective design using geometric shapes. Create variety by adding a few	<ul style="list-style-type: none"> • Create an artwork using geometric and free-form shapes. • Uses materials correctly and effectively. • Correctly uses vocabulary. • DW questions: 87922, 87917, 87920 	<ul style="list-style-type: none"> • Math: Shape classification • Language Arts: Math Vocabulary • Reading: SRA Text • Science: Discussion to include how cities are constructed. • Social Studies: Discussion to include the functions of various elements of cities.
<div> <div> Art is H.O.T. (Higher Order Thinking) "Nighthawks" by Edward Hopper  </div> <div> <ul style="list-style-type: none"> • Describe the shapes you see in "Nighthawks"(both geometric and free-form) (Description) • What is happening in this artwork? (Description) • What is the mood/feeling of this painting? (Interpretation) • Why do you think the artist painted this scene? What was he telling us? (Judgment) </div> </div>				

Elementary Curriculum Map – Visual Art – Third Grade

Subject: Visual Art – Unit 2 – Space and Form				
Quarter and Timeframe (# days/weeks):		Unit: Space and Form Textbook: <i>SRA Art Connections</i>		
Big Ideas: Students understand how space effects our perceptions and how space/depth is created in an artwork. They also learn the difference between what is 2D and what is 3D Essential Questions/Understandings: How do we begin to describe the use of space in a sculpture? How does this description differ from a painting?		Sunshine State Standards/Benchmarks: VA.3.H.2.1: Compare differences or similarities in artworks across time and culture. VA.3.F.3.2: Collaborate to complete a task in art. VA.3.C.2.2: Critique one’s own and others’ artworks, and identify the use of structural elements of art. VA.3.S.3.1: Use materials, tools, and processes to achieve an intended result in two-and/or three-dimensional artworks.		SBPR Power Standards Incorporates the elements of art and principles of design in creating two and three-dimensional art. Demonstrates skills in the use of tools and techniques. Analyzes the organization of an artwork using the elements of art and appropriate vocabulary.
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Applique Background Depth Foreground Form Freestanding Negative spaces Positive spaces Overlap Relief sculpture Three- dimensional Sculpture	Visual Artists: Edgar Degas Joseph Turner Fernand Leger Mayan reliefs	Projects: <ul style="list-style-type: none"> Create a two dimensional paper mask Draw an outdoor scene Create a drawing using overlapping Create an animal sculpture Make a relief sculpture Create a story that is portrayed in a four-frame storyboard 	<ul style="list-style-type: none"> Uses foreground, middle ground, and background to create depth. Correctly uses materials. Correctly uses art vocabulary in describing their own artwork. DW questions: 87906, 87916, 87917, 87919, 87916, 87912 	<ul style="list-style-type: none"> Math: Language Arts: Reading: Science: Social Studies

Art is H.O.T. (Higher Order Thinking)

Alberto Giacometti- “Walking Man II” sculpture



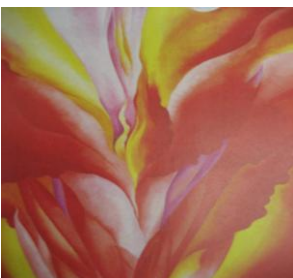
- The title of this artwork is “Walking Man II”. Describe how the artist used line to create the feeling of walking. (Describe)
- How did the artist use negative space? What shapes can you identify? (Describe)
- What is the purpose of this sculpture? (Interpret)
- What do you think about this piece of art? (Judgment)

Elementary Curriculum Map – Visual Art – Third Grade

Subject: Visual Art – Unit 3-Color and Value				
Quarter and Timeframe (# days/weeks): First quarter, 3 weeks		Unit: Color and Value Textbook: <i>SRA Art Connections</i>		
Big Ideas: Color is all around us. Understanding it will help us understand more about life. Essential Questions/Understandings: How can warm and cool colors be used in a design or artwork to create harmony and visual interest?		Next Generation Sunshine State Standards/Benchmark: VA.3.C.3.2: Describe the connections between visual art and other contexts through observation and art criticism. VA.3.F.1.1: Manipulate art media and incorporate a variety of subject matter to create imaginative artwork. VA.3.S.2.1: Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.		SBPR Power Standards Incorporates the elements of art and principles of design in creating two and three-dimensional art. Demonstrates skills in the use of tools and techniques. Analyzes the organization of an artwork using the elements of art and principles of design and appropriate vocabulary.
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Primary Colors Secondary Colors Intermediate Colors Balance Symmetry Mood Contrast Color Wheel Hue Tint Shade Value	Visual Artists: Georgia O’Keeffe Diego Rivera Wayne Thiebaud Paul Klee	Lessons: Textbook, Lesson 4, Pgs. 112-115 Projects: <ul style="list-style-type: none"> Use color to express a mood Create a color wheel Create a color wheel amusement ride Create a paper sculpture Make an imaginative painting Create a group mural 	<ul style="list-style-type: none"> Creates an artwork using primary, secondary or intermediate colors. Identifies color schemes in art using correct vocabulary. DW questions: 87907, 87909, 87922, 87913, 87914, 87915 	<ul style="list-style-type: none"> Math: Color and its use in pattern (sets) Language Arts: Reading: SRA Text Science: Discussion to include how colors are formed (theory). Social Studies:

Art is H.O.T. (Higher Order Thinking)

Analysis – “Red Canna” by Georgia O’Keeffe



- Describe the color patterns in this painting? (Describe)
- Describe the types of lines that you see in this artwork. (Describe)
- What type of mood is created in the painting “Red Canna”? (Interpret)
- If you changed the color scheme to a cool color, how would this change the feeling of the image? (Interpret)

Elementary Curriculum Map – Visual Art – Third Grade

Subject: Visual Art – Unit – 4 – Texture and Balance				
Quarter and Timeframe (# days/weeks):		Unit: Texture and Balance Textbook: <i>SRA Art Connections</i>		
Big Ideas: Artists use the principles of balance and element of texture in designing art. Essential Questions/Understandings: Is balance always necessary in designing a building? Can you find some buildings that are not balanced or perhaps use an asymmetric balance?		Next Generation Sunshine State Standards/Benchmark: VA.3.F.1.1: Manipulate art media and incorporate a variety of subject matter to create imaginative artwork. VA.3.S.2.1: Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal. VA.3.S.1.1: Manipulate tools and media to enhance communication in personal artworks. VA.3.O.1.1: Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.		SBPR Power Standards Incorporates the elements of art and principles of design in creating two and three-dimensional art. Demonstrates skills in the use of tools and techniques. Analyzes the organization of an artwork using the elements of art and principles of design and appropriate vocabulary.
Vocabulary	Resources	Activities	Touchpoints/Assessment	Integration to other areas
Approx. symmetry Asymmetry Architect Central axis Formal balance Highlights Symmetry Tactile texture Visual texture	Visual Artists: Audrey Flack Horace Pippin Senufo culture Henri Rousseau	Projects: <ul style="list-style-type: none"> Create a building drawing Create a papier- mache mask Create a symmetrical design Create a self portrait Make an outdoor scene Create an applique banner Totem poles 	<ul style="list-style-type: none"> Create an artwork using visual textures. Create an artwork incorporating either symmetrical or asymmetrical balance. Use appropriate art vocabulary when talking about art. “Show what you know” page 152 DW question: 87910, 87922 	<ul style="list-style-type: none"> Math: balance, symmetry Language Arts: Reading: Science: textures in nature Social Studies: The culture behind masks

Art is H.O.T. (Higher Order Thinking)

Analysis – Henri Rousseau _ “The Equatorial Jungle”



- What does the title tell you about this work?
- Where do you see symmetry or formal balance? Where do you see approximate symmetry? (Analysis)
- Describe the textures and where you see them. (Description)
- What is happening in this painting? What do you think the animal thinking? Why did the artist include an animal in his work? (Interpretation)
- In what way did the artist succeed in illustrating the title? (Judgment)

Elementary Curriculum Map – Visual Art – Third Grade

Subject: Visual Art – Unit 5- Pattern, Rhythm, and Movement				
Quarter and Timeframe (# days/weeks):		Unit: Pattern, Rhythm, and Movement Textbook: <i>SRA Art Connections</i>		
Big Ideas: Students learn the connections among pattern, rhythm and movement and how they are used in an artwork. Essential Questions/Understandings: How do advertisers make use of pattern, rhythm and movement in their advertisements?		Next Generation Sunshine State Standards/Benchmark: VA.3.C.1.2: Reflect on and interpret works of art, using observation skills, prior knowledge, and experience. VA.3.C.3.1: Critique one’s own and others’ artworks, and identify the use of structural elements of art and organizational principles of design. VA.3.O.1.1: Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.		SBPR Power Standards Incorporates the elements of art and principles of design in creating two and three-dimensional art. Demonstrates skills in the use of tools and techniques. Analyzes the organization of an artwork using the elements of art and principles of design and appropriate vocabulary.
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Alternating pattern Motif Pattern Random pattern Regular pattern Rest Rhythm Three dimensional rhythm Visual Rhythm Movement	Visual Artists: John James Audubon Jacob Lawrence Louise Nevelson	Lessons: 1-6 Projects: <ul style="list-style-type: none"> Create a potato print that shows random pattern Use a computer to create a regular pattern Create a clay container that shows rhythm Draw a parade to show visual rhythm Create a relief sculpture that shows three dimensional rhythm 	<ul style="list-style-type: none"> Creates an artwork demonstrating the use of rhythm and movement. Creates an artwork showing effective use of tools. DW questions: 87923, 87922, 87906 	<ul style="list-style-type: none"> Math: Have students discuss patterns in the multiplication tables Language Arts: Reading: Science: Discuss natural camouflage, Social Studies: Discuss the American flag and other US symbols as to their patterns

Art is H.O.T. (Higher Order Thinking)

Analysis – Jacob Lawrence “Brownstones”



- What color schemes do you see in this painting? (Analysis)
- What time of day is it? How do you know? (Analysis)
- Looking at this painting, can you identify 5 to 10 different activities? (Description)
- Describe the patterns in this painting. (Description)
- Analyze the movement created in this artwork. (Analysis)

Elementary Curriculum Map – Visual Art – Third Grade

Subject: Visual Art – Unit 6 – Harmony, Variety, Emphasis, and Unity				
Quarter and Timeframe (# days/weeks):		Unit: Harmony, Variety, Emphasis, and Unity Textbook: <i>SRA Art Connections</i>		
Big Ideas: Students learn how to create harmony, variety, emphasis, and unity in their works of art. Essential Questions/Understandings: Does every artwork have an area of emphasis?		Next Generation Sunshine State Standards/Benchmark: VA.3.F.1.2: Explore the effects and merits of different solutions to solve an artistic problem. VA.3.O.2.1: Use creative and innovative ideas to complete personal artworks. VA.3.S.1.2: Use diverse resources to inspire artistic expression and achieve varied results.		SBPR Power Standards Incorporates the elements of art and principles of design in creating two and three-dimensional art. Demonstrates skills in the use of tools and techniques. Analyzes the organization of an artwork using the elements of art and principles of design and appropriate vocabulary.
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Contrast Emphasis Focal point Harmony Repetition Simplicity Unity Variety	Visual Artists: Faith Ringgold Fredrick Remington Andy Warhol Henri Matisse	Lessons: 1-6 Projects: <ul style="list-style-type: none"> Plan and create a figural clay bowl that illustrates harmony. Create a weaving using a variety of colors and textures Create a computer drawing with an area of emphasis Create a book cover with emphasis Create a clay fish that is unified by color Create a crayon engraving that shows unity. 	<ul style="list-style-type: none"> Create an artwork that demonstrates unity through the use of the elements and principles. Creates artwork that shows the correct use of materials. Correctly uses vocabulary. 	<ul style="list-style-type: none"> Math: create geometric shape patterns that have harmony Language Arts: Reading: Science: Discuss different kinds of shells found in nature Social Studies: Discuss the importance of compromise to create harmony between people

Art is H.O.T. (Higher Order Thinking) -Compare and Contrast - Faith Ringgold and Henri Matisse



To the left- *Sunflower Quilting Bee at Arles*;To the right – *The Red Room*

- What is emphasized in each of these works of art?
- How is the area of emphasis shown? (What makes this area stand out?)
- Which one has more variety? Why do you think that?
- Do these artworks have variety? Explain how variety is created.



Elementary Curriculum Map – Visual Art – Grade 4

Subject: Visual Art – Unit 1				1
Quarter and Timeframe (# days/weeks): First Quarter		Unit: Line		
Big Ideas: The student uses line to create depth and mood in their artwork. Essential Questions/Understandings: How do various types of lines influence the mood of an artwork?		Benchmark: VA.4.C.1.1: Integrate ideas during the art-making process to convey meaning in personal works of art. VA.4.C.2.2: Use various resources to generate ideas for growth in personal works. VA.4.O.1.1: Use the structural elements of art and organizational principles of design to understand the art-making process. VA.4.S.1.1: Manipulate tools and materials to achieve diverse effects in personal works of art		SBPR Power Standards: Knows the effects and functions of using various organizational elements and principles of design when creating works of art. Demonstrates control in the use of tools and techniques Analyzes and evaluates the organization of an artwork using the elements of art and the principles of design and appropriate vocabulary
Vocabulary	Resources	Activities	Touchpoints/Assessment	Integration to other areas
Line, vertical, curved, horizontal, diagonal, zigzag, non-objective, value, gesture, shading, hatching, cross-hatch, contour-hatching	Visual Artists: Natalia Goncharova quick-to-see Smith	Projects: <ul style="list-style-type: none"> Design a poster Create a 3D paper cube with different lines on each side Create a gesture drawing Make a still life with line shading 	<ul style="list-style-type: none"> Creates an artwork using a variety of lines. Creates an artwork showing effective and correct use of materials. Describes the elements of art using correct vocabulary. 	<ul style="list-style-type: none"> Math: points, line, identify and build a 3D object Language Arts: Science: discuss the scientific method of analysis Social Studies Discuss how Goncharova helped lead the non-objective art movement

Art is H.O.T. (Higher Order Thinking)

Art Criticism –“The Cyclist” by Natalya Goncharova



- Identify different types of line used by the artist. (Describe)
- Explain the similarity between her use of lines and techniques used by cartoonists. (Analysis)
- Analyze how the artists’ use of various lines creates depth in this painting. (Analysis)
- Interpret which mood the artist creates through the use of these lines
- Decide how these various lines help create this mood. (Judgment)

Elementary Curriculum Map – Visual Art – Grade 4

Subject: Visual Art - Unit 2		2		
Quarter and Timeframe (# days/weeks):		Unit: Shape, Pattern, Rhythm and Movement		
Big Ideas: The student will use geometric & free form shapes and how they are used to create patterns, rhythm and movement. Essential Questions/Understandings: How do patterns help create rhythm and movement in an artwork?		Benchmark: VA.4.F.1.1: Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art. VA.4.S.1.3: Create artworks that integrate ideas from culture or history. VA.4.H.2.1: Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.		SBPR Power Standards: Knows the effects and functions of using various organizational elements and principles of design when creating works of art. Demonstrates control in the use of tools and techniques Analyzes and evaluates the organization of an artwork using the elements of art and the principles of design and appropriate vocabulary Develops and understanding of the visual arts in relations to history and culture.
Vocabulary	Resources	Activities	Touchpoints/Assessment	Integration to other areas
Shape, pattern, rhythm, visual movement, geometric, free form, 2-dimensional, motif, non-objective,	Visual Artists: Stuart Davis John Biggers Carolyn Mazloomi	Lessons: Introduction, 1,3,5 Projects: <ul style="list-style-type: none"> A collage in the style of Stuart Davis A paper weaving/quilt with pattern Tessellations An illustration of music w/shapes, line & color 	<ul style="list-style-type: none"> Creates artworks reflecting the ideas/artworks from history. Creates artwork showing effective and correct use of materials. Correctly uses art vocabulary. Data Warehouse questions:167971, 87979, 87981, 168147 	<ul style="list-style-type: none"> Math: Tessellations Language Arts: Reading: Science: Social Studies


Art is H.O.T. (Higher Order Thinking)

Art Criticism – “Composition 1935” by Stuart Davis



- Identify the different shapes and patterns in this artwork. (Describe)
- Analyze how the artist used geometric and free form shapes to create pattern and movement. (Analysis)
- Identify the color scheme. (Analysis)
- What shapes create a repeated rhythm in this painting? (Analysis)

Elementary Curriculum Map – Visual Art – Grade 4

Subject: Visual Art - Unit 3				3
Quarter and Timeframe (# days/weeks):		Unit: Color & Value		
Big Ideas: The student will use color and value to create an artwork with a unified mood Essential Questions/Understandings: How does color influence the mood of an artwork? Why do sports teams such as the Minnesota Vikings use complementary colors as their team color?		Benchmark: VA.4.F.1.2: Examine and apply creative solutions to solve an artistic problem. VA.4.C.3.2: Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects. VA.4.O.1.1: Use the structural elements of art and organizational principles of design to understand the art-making process. VA.4.S.1.3: Create artworks that integrate ideas from culture and history.		SBPR Power Standards: Knows the effects and functions of using various organizational elements and principles of design when creating works of art. Demonstrates control in the use of tools and techniques Analyzes and evaluates the organization of an artwork using the elements of art and the principles of design and appropriate vocabulary
Vocabulary	Resources	Activities	Touchpoints/Assessment	Integration to other areas
Color wheel, primary, secondary, intermediate, hue, color scheme, neutral, value, monochromatic, complementary, analogous, warm/cool, intensity, blend, tint, shade	Visual Artists: Miriam Shapiro Alfred Hair (Highwaymen)	Lessons: Introduction, 1,4, 5 Projects: <ul style="list-style-type: none"> A color wheel on the computer or a collage color wheel An observation painting w/tints & shades in the style of the “Florida Highwaymen” 	<ul style="list-style-type: none"> Creates an artwork using color schemes as well as value changes. Correctly uses art vocabulary in describing artwork. Creates artworks reflecting ideas from other artists. Data Warehouse questions: 167965, 167966, 167967, 167968, 167969, 167970, 87980, 87982 	<ul style="list-style-type: none"> Math: fractions Language Arts: Science: color spectrum/rainbows Social Studies: FI history/geography, civil rights
Art is H.O.T. (Higher Order Thinking) Art Criticism – “Pas de Trois” –Miriam Shapiro				
		<ul style="list-style-type: none"> Identify the types of colors that were used in the artwork. (Describe) Analyze how colors were used to distinguish the figures from the background. (Analysis) Describe the value changes in this painting. (Describe) Decide how the artist’s use of fabric affects the mood of the artwork. (Judgment) 		

Elementary Curriculum Map – Visual Art – Grade 4

Subject: Visual Art - Unit 4			4	
Quarter and Timeframe (# days/weeks): Quarter 3		Unit: Form, Texture & Emphasis		
Big Ideas: The student will use techniques to create a 3-D form. Essential Questions/Understandings: How do artists use emphasis in forms to communicate feeling and ideas?		Benchmark: VA.4.O.1.2: Identify the structural elements of art used to unite an artistic composition. VA.4.O.1.1: Use the structural elements of art and organizational principles of design to understand the art-making process. VA.4.S.1.1: Manipulate tools and materials to achieve diverse effects in personal works of art. VA.4.C.3.1: Use accurate art vocabulary when analyzing works of art. VA.4.H.2.1: Explore works of art, created over time, to identify the use of structural elements of art in an historical event or art style.		SBPR Power Standards: Knows the effects and functions of using various organizational elements and principles of design when creating works of art. Demonstrates control in the use of tools and techniques Analyzes and evaluates the organization of an artwork using the elements of art and the principles of design and appropriate vocabulary Develops and understanding of the visual arts in relations to history and culture.
Vocabulary	Resources	Activities	Touchpoints/Assessment	Integration to other areas
Form, 2-dimensional, 3-dimensional, cube, sphere, pyramid, free-form, relief sculpture, additive sculpture, positive/negative space, subtractive sculpture, focal point, simulated/tactile texture, emphasis	Visual Artists: Michelangelo Egyptian Sculpture Romare Bearden Henry Moore	Lessons: Introduction, 1,4, 5 Projects: <ul style="list-style-type: none"> Drawings of 3-D objects Collage with visual texture Drawing of an athlete as the focal point A clay totem pole using relief method 	<ul style="list-style-type: none"> Creates and artwork using different types of texture and creating an area of emphasis Responds positively to critiques from teachers/classmate and works to improve artwork. Creates artwork reflecting the ideas/artworks from history. Data Warehouse questions:87984, 87983 	<ul style="list-style-type: none"> Math: 2-d shapes into 3-D forms Language Arts: symbols & stories Science:: Social Studies:


Art is H.O.T

"Pittsburgh Memory" by Romare Bearden



- Describe the textures used in this artwork. (Describe)
- Analyze how texture has been used to create an area of emphasis. (Analysis)
- What type of mood did Bearden create and how do the colors support this feeling (Interpretation)
- Has the artist successfully used texture to create emphasis? (Judgment)

Elementary Curriculum Map – Visual Art – Grade 4

Subject: Visual Art - Unit 5				5
Quarter and Timeframe (# days/weeks): Quarter 4		Unit: Space, Proportion & Distortion		
Big Ideas: The students will learn to use space and proportion to create an artwork. Students learn how to use distortion to create different feelings in an artwork.		Benchmark VA.4.H.2.1: Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style. VA.4.O.1.1: Use the structural elements of art and organizational principles of design to understand the art-making process. VA.4.C.2.1: Review artworks to meet established criteria. VA.4.S.3.3: Follow procedures for using tools, media, techniques, and processes safely and responsibly.		SBPR Power Standards: Knows the effects and functions of using various organizational elements and principles of design when creating works of art. Demonstrates control in the use of tools and techniques Analyzes and evaluates the organization of an artwork using the elements of art and the principles of design and appropriate vocabulary Develops and understanding of the visual arts in relations to history and culture.
Essential Questions/Understandings: What techniques can artists use to create a sense of depth in an artwork?				
Vocabulary	Resources	Activities	Touchpoints/Assessment	Integration to other areas
Proportion, foreground, middle ground, depth background, perspective, overlap, placement, details, point of view, central axis, profile, radial balance	Visual Artists: John Singleton Copley Salvador Dali Marc Chagall	Lessons: Introduction, 2,3,4 Projects: <ul style="list-style-type: none"> A landscape using perspective Multiple views of same object Self portrait 	<ul style="list-style-type: none"> Creates an artwork incorporating space to create depth. Creates an artwork using proportion/distortion. Continually works to improve personal techniques in art. Correctly uses art vocabulary Data Warehouse questions: 87986, 	<ul style="list-style-type: none"> Math: Proportion Language Arts: vocabulary roots Science:: Social Studies: Colonial America
Art is H.O.T. (Higher Order Thinking) Art Criticism – "Sir William Pepperell & His Family" – John Singleton Copley				
<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> Identify the foreground and background of the painting. (Describe) Has the artist used any distortion in this painting? Where? (Analysis) Analyze where the artist used light and dark colors to create emphasis. (Analysis) Decide what the artist is communicating about this family. (Interpretation) </div> </div>				

Elementary Curriculum Map – Visual Art – Grade 4

Subject: Visual Art - Unit 6				6
Quarter and Timeframe (# days/weeks):		Unit: Balance, Harmony, Variety & Unity		
Big Ideas: The student will understand that all artwork in any media uses the principles of design. Essential Questions/Understandings: How do artists use the principles of design to create a good composition?		Benchmark: VA.4.O.1.2: Identify the structural elements of art used to unite an artistic composition. VA.4.O.3.1: Apply meaning and relevance to document self or others visually in artwork. VA.4.S.1.3: Create artworks that integrate ideas from culture or history. VA.4.S.3.1: Experiment with various materials, tools, techniques and processes to achieve a variety of results in two-and/or three-dimensional artworks. VA.4.H.2.1: Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.		SBPR Power Standards: Knows the effects and functions of using various organizational elements and principles of design when creating works of art. Demonstrates control in the use of tools and techniques Analyzes and evaluates the organization of an artwork using the elements of art and the principles of design and appropriate vocabulary Develops and understanding of the visual arts in relations to history and culture.
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Composition, symmetrical balance, asymmetrical balance, formal/informal balance, visual weight, focal point, radial balance, harmony, contrast, variety, unity	Visual Artists: Judith Leyster William Johnson Florida Highwaymen	Lessons: Introduction, 1,3,5,6 Projects: <ul style="list-style-type: none"> A relief sculpture A woven radial wall hanging A radial name design A coil basket Portraiture 	<ul style="list-style-type: none"> Creates artwork showing balance, harmony, variety and unity. Analyzes artworks examining the use of the elements of art and the principles of design using correct vocabulary. Data Warehouse questions: 167975, 168148, 168149, 88181, 167972 	<ul style="list-style-type: none"> Math: Patterns, 2-D & 3-D shapes Language Arts: Science: color schemes Social Studies: Native Americans


Art is H.O.T. (Higher Order Thinking)

Art Criticism – “The Concert” - Judith Leyster



- Identify the color scheme the artist used. Does the use of color define an area of emphasis? (Analysis)
- Identify the type of balance used in this painting. (Analysis)
- Interpret which elements of design helped the artist create unity in the painting. (Analysis)
- Decide how the harmony of visual elements relate to the title of the artwork “The Concert” (Judgment)

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 1 – Line				1
Quarter and Timeframe (# days/weeks): First Quarter, 1-2 weeks		Unit: Line, Varieties of line		Floral Still Life, 5th Grade, Golden Terrace Elementary
Learning Goals: Students will incorporate a variety of lines into their artwork Enduring Understandings: How can a variety of lines be used in an artwork to create harmony and visual interest? How can different kinds of lines express a mood or feeling?		Benchmark: VA.5.S.3.1: Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks. VA.5.S.3.2: Use craftsmanship and technical ability in personal works to show refinement of skills over time.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Contour drawing Contour lines Curved lines Diagonal Gesture drawing Horizontal Line Vertical Zig Zag Perception	Visual Artists: Henri Matisse, Edgar Degas, Henri Toulouse Websites: <ul style="list-style-type: none"> http://www.kids.albrightknox.org/ Art games for students http://www.nga.gov/kids/kids.htm art games for students 	SRA Art Connections: Lessons: SRA Textbook, Introduction, Lessons 1&2; pgs. 34-43 Projects: <ul style="list-style-type: none"> Painting a floral still-life, using a variety of lines to create visual interest. Contour Line Drawing Use a variety of lines in a composition about lines. Perception drawings 	<ul style="list-style-type: none"> Creative Expression Rubric, p.39 SRA Art Connections Assessment book pp. 9, 11 Data Warehouse question numbers: 168306, 168307, 168310, 168311, 168063, 168064, 168065, 168066, 168067 	<ul style="list-style-type: none"> Math: Line Classification Language Arts: Marzano vocabulary Reading: SRA text Science: Discussion to include patterning in nature and in art Social Studies: Discussion on backgrounds of artists highlighted


Art is H.O.T. (Higher Order Thinking)

Analysis – Henri Matisse “Harmony in Red”



- Describe the lines you see in this painting by Henri Matisse. (Describe)
- What type of mood do the lines create? (Interpretation)
- What happens to the sense of space in the painting because of the lines? (Analysis)
- What do you think of this painting and why? (Judgment)

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art – Unit 1 - Shape/Value				2
Quarter and Timeframe (# days/weeks):		Unit: Shape/Value		Polygons - 5thGrade,
Learning Goals: Students learn that adding shading (value changes) to shapes can turn them into forms. Essential Questions : How can cross-hatching add to a 3-dimensional look to a design?		Sunshine State Standards/Benchmark: VA.5.S.3.1: Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks. VA.5.S.3.2: Use craftsmanship and technical ability in personal works to show refinement of skills over time.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Value Blending Geometric shapes Contrast Cross hatching Free form shapes Hatching Cross hatching Highlights Shadows Perception Stippling	Visual Artists: James Whistler George Braque, Paul Cezanne, Resources: <ul style="list-style-type: none"> http://www.nga.gov/kids/kids.htm 	SRA Art Connections: Lessons: Textbook, Lesson 3-6, Pgs. 44-63 Projects: 2-D, Draw polygons and shade them to appear 3-D, using cross-hatching. Compare and contrast pg44 SRA Art criticism Geometric and free form collages Practice creating values Practice blended shading on form	SRA Art Connections, pg. 51, and 62 (quiz) <ul style="list-style-type: none"> Assessment book pp.13, 15, 17, 19 DW question #'s: 168068, 168069, 168070, 168071, 168072, 168309, 168312, 168313, 10663, 168314, 168316, 168315, 168317, 	<ul style="list-style-type: none"> Math: Polygon studies Language Arts: Marzano vocabulary Reading: SRA Text Science: Discussion to include how shades are formed (theory) and how we see them. Social Studies: Discussion to focus on how we are affected by value, shade or tonal differences.


Art is H.O.T. (Higher Order Thinking)

Compare/Contrast– “Weary” by James Whistler



- Describe the process of cross-hatching you included in your design? (Describe)
- Looking at “Weary”, describe how Whistler used cross-hatching. (Describe)
- How does the cross-hatching in Whistler’s art compare to your art? (Analysis)
- How does cross-hatching create lighter or darker value? (Analysis)
- How would shading or value add to a more 3-D effect? (Interpret)
- What is the feeling/mood of this artwork? (Interpret)

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art – Unit 2 – Space		3		
Quarter and Timeframe (# days/weeks):		Unit: Space SRA “Art Connections” pgs. 64 - 74		
Learning Goal: Students will learn techniques to create depth (space) in an artwork. Essential Question: How can a variety of shapes be used in a design or artwork to create harmony and visual interest? How can different kinds of shapes show balance?		Sunshine State Standards/Benchmark: VA.5.O.2.1: Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. VA.5.O.2.2: Use a variety of sources for ideas to resolve challenges in creating original works.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Space: positive space, negative space, shape reversal, perspective, depth, converging lines, overlapping, size, placement, detail, color Form: freestanding and relief sculpture, scoring	Visual Artists: Jasper Johns, Jan Vermeer, Winslow Homer Websites: <ul style="list-style-type: none"> http://www.nga.gov/kids/kids.htm 	SRA Art Connections: Lessons 1, 2, 3, pgs. 64-74 Projects: <ul style="list-style-type: none"> Design a face using principles of symmetry, positive and negative space. Create a landscape, using perspective. Create a three-dimensional sculpture. 	<ul style="list-style-type: none"> Creative Expression Rubric, SRA Art Connections, pg. 55 Assessment book pp. 21, 23, 25, 27 DW questions #: 168073, 168074, 168075, 168076, 168077, 168318, 168320, 168319, 87939, 168321, 168322, 168324, 168323, 168325, 168326 	<ul style="list-style-type: none"> Math: Principles of Geometry (reflections). Language Arts: Math Vocabulary Reading: SRA Text Science: Discussion to include seeing positive and negative spaces in nature. Social Studies: Discussion to include ways of seeing in other cultures (ex. African Masks)

Art is H.O.T. (Higher Order Thinking)



Analysis – “Cups for Picasso” by Jasper Johns

- Describe how Picasso created positive/negative space in his artwork? (Describe)
- What do you think is the positive space and what is the negative space? (Analysis)
- Why do you think Picasso added color to some parts of this image and used grays in other parts? (Interpretation)
- In Picasso’s artwork, why do you think he created a design that can be seen in two ways? (Judgment)

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 2- Shape and Form				4
Quarter and Timeframe (# days/weeks):		Unit: Shape and Form "SRA Art Connections" pgs. 64-93		
Learning Goals: Using linear perspective, students will change two-dimensional shapes into three-dimensional forms. Essential Question: Why do architects create three-dimensional drawings of buildings?		Benchmark: VA.5.O.3.1: Create meaningful and unique works of art to effectively communicate and document a personal voice. VA.5.C.1.2: Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art. VA.5.S.1.3: Create artworks to depict personal, cultural and/or historical themes.		<i>"To us art is an adventure into an unknown world, which can be explored only by those willing to take the risks."</i> Mark Rothko
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Positive and negative space Form Linear perspective Architecture Shape reversal Converging Foreground middle ground background relief sculpture picture plane	Visual Artists: Frank Stella, Tony Smith, Le Corbusier, Jorn Oberg Ultzon Websites: <ul style="list-style-type: none"> http://www.sydneyoperahouse.com/the_building.aspx Sydney Opera House www.nga.gov/kids/stella/stella1.htm Game for students based on a Frank Stella artwork	SRA Art Connections: Lessons: 4,5,6 <ul style="list-style-type: none"> Make a origami paper sculpture Create a design that uses both organic and geometric shapes Design a building on paper Draw a blueprint /footprint of the building Make your building from cardboard and paint it Study architectural elements: columns, pediments, post and lintel, cathedrals, house styles Create a clay façade 	<ul style="list-style-type: none"> Assessment SRA book Pg. 29, 31, SRA student book pg. 92 DW question #'s: 168078, 168079, 168080, 168081, 168082, 168327, 168328, 168329, 168330 	<ul style="list-style-type: none"> Math: basic geometric shapes Language Arts: have students write out the steps used in the paper sculpture; title their work Reading: SRA text Science: Social Studies: Japanese history and craft of origami

Art is H.O.T. (Higher Order Thinking)

Max Ernst "Capricorn"



- Describe what you see. Can you identify the shapes and/or forms? (Describe)
- How is this work organized? Where do you see positive and negative space? Are the figures flat? (Analysis)
- What is the artist trying to say? Explain the relationships of these people. (Interpretation)
- What do you think about the work? Is the work successful because it is unusual, because it is well organized, or because of its message? (Judgment)

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 3- Color				5
Quarter and Timeframe (# days/weeks):		Unit: Color, SRA “Art Connections” pgs. 94- 108		
Learning Goals: Students learn the importance of color and color schemes when creating an artwork. Essential Question: What color scheme would you use to create a calm, serene artwork? Would you have to use tints or shades to create that mood?		Benchmark: VA.5.F.1.1: Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two-and/or three-dimensional artworks. VA.5.F.1.2: Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.		<i>Our legacy is priceless. It’s a gift our ancestors leave to us and what we give to future generations. It is the same way with art.</i> Willis “ Bing” Davis
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Analogous colors Color intensity Color scheme Complimentary colors Cool color Hue Monochromatic Opaque Transparent Shade Tint Warm color	Visual Artists: Jasper Johns, Georgia O’Keefe, Raoul Dufy, Winslow Homer	SRA Art Connections: Lessons: SRA Textbook, Unit 3, Lessons 1-4 pgs. 94 - 108 <ul style="list-style-type: none"> Draw a real or imaginary animal using monochromatic colors Create an analogous landscape Create a collage using warm and cool. “Name that Color” have students mix a variety of colors from the primaries, and name their new colors 	<ul style="list-style-type: none"> Assessment SRA book Pg. 33, 35, 37, 39 SRA student book pg. 122 DW question #’s:87927, 87930, 87932, 168332, 168333, 168334, 168335, 168336, 138338, 168339, 168340, 168341, 168264, 168265, 168266, 168267, 068268 	<ul style="list-style-type: none"> Math: Lay out a color wheel Language Arts: Reading: SRA text Science: Learn how the eye receives color, and how a prism breaks colors down Social Studies: Studies of the western USA via G. O’Keefe

Art is H.O.T. (Higher Order Thinking) Winslow Homer



- Describe the subject matter in each artwork. (Describe)
- What one color is used most often in each work of art? (Analysis_
- What feeling is expressed in each artwork? How did this artist create these feelings? (Interpretation)
- What are the color schemes in each? (Analysis)



Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 3- Pattern				6
Quarter and Timeframe (# days/weeks):		Unit: Pattern		
Learning Goals: Students will learn about art from different cultures and how patterns are used in creating art. Essential Question: Why is pattern important to use in art?		Benchmark: VA.5.H.1.1: Examine historical and cultural influences that inspire artists and their work. VA.5.S.2.1: Organize the structural elements of art to support planning, strengthen focus and implement artistic vision. VA.5.S.3.1: Use materials, tools, techniques, and processes to achieve expected results in two-and/or three-dimensional artworks.		
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Decorative Motif Nonobjective Pattern	Visual Artists/Cultures: The Wari Empire The Kuba Group The Kongo people Pablo Picasso	SRA Art Connections: Lessons: SRA Textbook, Unit 3; Lessons 5&6 <ul style="list-style-type: none"> Create wrapping paper using an original pattern Design and create a clay coil with a decorative pattern Weave a patterned placemat Print an African pattern/design on a brown paper bag Identify motifs in wallpaper patterns, put them in your journal to use later Use stamps to practice the three types of patterns Create a wrapping paper design using a motif from another culture 	<ul style="list-style-type: none"> Assessment SRA book Pg. 33, 35, 37, 39 SRA student book pg. 122 DW question #'s: 068269, 068270, 068271, 068272, 068273, 168344, 168345, 	<ul style="list-style-type: none"> Math: Patterns Language Arts: Title all of your work Reading: SRA text Science: Look for patterns in nature Social Studies: Locate Peru and the Congo on a globe

Art is H.O.T. (Higher Order Thinking) Picasso "Pierrot and Harlequin"



- What do you see? Describe the people. What are they doing? What is in the background? (Describe)
- How is this work organized? What complementary colors do you see? (Analysis)
- Where do you see patterns? (Analysis)
- What is the artist trying to say? What are these men doing? (Interpretation)
- What do you think about this artwork? Is it successful? Why? (Judgment)

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 4 – Proportion and Distortion				7
Quarter and Timeframe (# days/weeks):		Unit: Proportion and Distortion		
Learning Goals: Students learn about proportion and distortion through sculpture and other art forms. Essential Question: Why would artists used distortion in an artwork?		Benchmark: VA.5.S.1.1: Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. VA.5.S.1.3: Create artworks to depict personal, cultural, and/or historical themes.		<i>Art is something which, although produced by human hands, is not created by these hands alone, but something which wells up from a deeper source in our souls.</i> Vincent Van Gogh
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Proportion Scale Realistic scale Unrealistic scale Face proportions Central axis Profile proportions Distortion Body proportions Exaggerations Ratio scale	Visual Artists: Jan Brett Fernando Botero Amedeo Modigliani George Segal Duane Hanson Marc Chagall	SRA Art Connections: Lessons: SRA Textbook, Unit 4, Lessons 1 -6 pages 124 -153 <ul style="list-style-type: none"> Create a sketch of a model using the sighting technique Create a collage Draw a portrait Create an original superhero Create a papier – mache mask Create a life size soft sculpture Create distorted movement to artistically express emotions 	<ul style="list-style-type: none"> Assessment SRA book Pg. 45, 47, 49, 51, 53, 55 SRA student book pg. 152 DW question #’s:168274, 168275, 168276, 168277, 168278, 168279, 168280, 168281, 168282, 168283, 168346, 168347, 168348, 168349, 168350, 168352, 168351 	<ul style="list-style-type: none"> Math: Language Arts: Reading: SRA text Science: Social Studies:

Art is H.O.T. (Higher Order Thinking)



On the left is a sculptural bust by the artist Amedeo Modigliani, on the right by the artist Jean-Antoine Houdon. What are the differences between them?

- Which sculpture shows distortion?
- Use one adjective to describe the expressive quality of each bust.
- Which one is more successful in your opinion? Defend your answer.



Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 5- Texture, Rhythm, Movement				8
Quarter and Timeframe (# days/weeks):		Unit: Texture, Rhythm, Movement		
Learning Goals: Students create artwork that contains either visual or tactile texture. Essential Question: What is the effect of adding real objects to an artwork? Will it change the feeling of the artwork?		Benchmark: VA.5.S.2.1: Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision. VA.5.S.2.2: Identify sequential procedures to engage in art production. VA.5.S.2.3: Visualize the end product to justify artistic choices of tools, techniques, and processes.		<i>Art is not a handicraft; it is the transmission of feeling the artist has experienced.</i> Leo Tolstoy
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Texture Tactile texture Visual texture Assemblage Rhythm Visual rhythm Visual movement	Visual Artists: Vincent Van Gogh George Catlin Joan Miro Pablo Picasso	SRA Art Connections: Lessons: SRA Textbook, Unit 5, Lessons 1, 2, 3 <ul style="list-style-type: none"> Create a memory jar Create a paper weaving Create a still life cubist drawing Collect a number of examples of textures from nature and magazines Use texture, rhythm and movement in an original work of art Create a Surrealist painting Use varying proportions of an object to create rhythm 	<ul style="list-style-type: none"> Assessment SRA book Pg. 57 - 62 SRA student book pg. 182 DW question #'s: 168284, 168285, 168286, 168287, 168288, 87936, 87937, 87938, 168353, 168354, 168355, 168356 	<ul style="list-style-type: none"> Music: The effects of music is created primarily through the elements of beat, rhythm, and tempo Language Arts: create a title for all art work Reading: SRA text Science: Texture in nature Social Studies: North American Memory Jars

Art is H.O.T. (Higher order thinking skills.) Jackson Pollack "Number 7"



- Identify the textures, rhythm, and movement in Pollack's work. (Describe)
- Does the title of this work tell us anything about the artist's intent? (Interpretation)
- Is this work well organized? (Analysis)
- Is this work successful? In what way? (Judgment)

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 5- Balance				9
Quarter and Timeframe (# days/weeks):		Unit: Balance		
Learning Goals: Students will learn various ways to balance an artwork. Essential Question: Is it always necessary to balance the elements in an artwork? What would it look like if it were unbalanced?		Benchmark: VA.5.C.2.1: Revise artwork as a necessary part of the creative process to achieve an artistic goal. VA.5.C.2.2: Analyze personal artworks to articulate the motivations and intentions in creating personal works of art. VA.5.S.1.3: Create artworks to depict personal, cultural and/or historical theme. VA.5.S.3.2: Use craftsmanship and technical ability in personal works to show refinement of skills over time.		<i>Every child is an artist. The problem is how to remain an artist once you grow up.</i> Pablo Picasso
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Balance Formal Balance Central axis Symmetry Approximate symmetry Informal Balance Asymmetry Negative space Radial balance Mandala Frescoes	Visual Artists: Qing Dynasty Diego Rivera Valencian Pottery Rene Magritte	SRA Art Connections: Lessons: SRA Textbook, Unit5 , Lessons 4, 5, 6 <ul style="list-style-type: none"> Create a Batik style self portrait Create a still life mono-print Design a stained glass window 	<ul style="list-style-type: none"> Assessment SRA book Pg. 63, 65, 67 SRA student book pg. 182 DW question #'s: 168357, 168358, 168359, 168360, 87941, 168289, 168290, 168291, 168292, 168293, 87942 	<ul style="list-style-type: none"> Math: Radial Balance; Compass, protractor, ruler, circumference, perimeter Language Arts: Titles Reading: SRA text Science: Balances in natural forms Social Studies: Study of the Qing Dynasty, History of artists in the time lines

Art is H.O.T. (Higher Order Thinking) “The Human Condition” by Rene Magritte



- Describe what you see in this painting. What do you see that is unusual? (Description)
- What is the meaning behind the picture called “The Human Condition”. (Interpretation)
- In what way does the asymmetry play into the meaning? (Analysis)
- Is the work successful because it is realistic or because it has a strong message? (Judgment)

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 6- Harmony, Variety				10
Quarter and Timeframe (# days/weeks):		Unit: Harmony and Variety		
Learning Goals: Students understand how artists use harmony and variety to express their ideas and feelings. Essential Question: If an artwork that had too many similar elements is boring, what would happen if the artwork had too much variety?		Benchmark: VA.5.F.3.1: Create artwork to promote public awareness of community and/or global concerns. VA.5.O.1.1: Use structural elements of art and organizational principles of design to develop content in artwork. VA.5.F.3.3: Work collaboratively with others to complete a task in art and show leadership skills.		<i>My work has always had the problem of where to place it. I will always be an outsider and I like that.</i> Benny Andrews
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Harmony Unity Variety Media Theme	Visual Artists: Berthe Morisot Thomas Hart Benton Grant Wood	SRA Art Connections: Lessons: SRA Textbook, Unit6 , Lessons 1&2 <ul style="list-style-type: none"> Create a unified mural with the class. Draw a school-related scene. Find examples of what creates harmony Enlarge a frame from a comic strip and reorganize and redraw incorporation harmony and repetition 	<ul style="list-style-type: none"> Assessment SRA book Pg. 69, 71, SRA student book pg. 212 DW question #'s: 168294, 168295, 168296, 168297, 168298, 168361, 168362 	<ul style="list-style-type: none"> Math: Language Arts: Reading: SRA text Science: Examine how harmony is reflected in nature Social Studies: Music: Similarity of harmony in art and music.

Art is H.O.T. (Higher Order Thinking) Thomas Hart Benton "Trail Riders"



- What does the title tell us about this painting?
- Describe the spaces and the scene. (Description)
- What is repeated to create harmony? (Description)
- Where is the variety? (Description)
- Tell the story that you imagine from "Trail Riders". (Interpretation)
- Which other principles of design can you identify in the artwork? (Analysis)

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 6- Emphasis, and Unity				11
Quarter and Timeframe (# days/weeks):		Unit: Emphasis and Unity		
Learning Goals: Just as in speaking, students learn to create an area of importance in art by emphasizing it. Essential Question: Would we understand an artwork if it had no area of emphasis or focal point?		Benchmark: VA.5.O.1.2: Organize the structural elements of art to achieve visual unity. VA.5.O.1.1: Use structural elements of art and organizational principles of design to develop content in artwork. VA.5.S.1.3: Create artworks to depict personal, cultural and/or historical theme.		<i>Another definition for "the Fourth Dimension" is the very act of perceiving (consciousness) or feeling (sensation). Artists and writers often think of the fourth dimension as the life of the mind.</i> www.About.com
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Emphasis Focal point Isolation Location unity	Visual Artists: Arthur Dove, Mitch Lyons, Huichol people of Mexico, Hudson River Quilters	SRA Art Connections: Lessons: SRA Textbook, Unit 6, Lessons 3 - 6 <ul style="list-style-type: none"> Create a series of prints Create an original yarn painting design Design and create a clay animal bank To create a "call and response" platter 	<ul style="list-style-type: none"> Assessment SRA book Pg. 73, 75, 77, 79 SRA student book pg. 212 DW question #'s: 168299, 168300, 168301, 168302, 168303, 168363, 87940, 168364, 168365, 168366, 87972 	<ul style="list-style-type: none"> Math: Have students use the dimensions of the quilts used in these lessons to compute the size of each block. Language Arts: Reading: SRA text Science: Social Studies: Find the Hudson river on a map of NY State and trace its path from the Adirondack mountains to the NY city harbor

Art is H.O.T. (Higher Order Thinking)

Henri Matisse "Woman seated in an armchair"



- Describe how the artist used the elements of art. (Description)
- What is repeated to create harmony?
- Where is the Emphasis? How did the artist create unity?
- Who is this girl and what is she doing? Write a paragraph that describes what she is thinking.

Elementary Curriculum Map – Visual Art – Fifth Grade

Subject: Visual Art - Unit 7 – Careers in Art				12
Quarter and Timeframe (# days/weeks):		Unit: Careers		
Learning Goals: Many careers involve information and knowledge that is learned through art. Essential Question: Do careers in and related to the arts significantly and positively impact local and global economies?		Benchmark: VA.5.F.2.1: Describe the knowledge and skills necessary for art-making and art-related careers. VA.5.F.2.2: Explore careers in which artworks and utilitarian designs are created.		<i>I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.</i> Albert Einstein
Vocabulary	Resources	Activities	Assessment	Integration to other areas
Toy designers Jewelers Illustrator Museum curator Archivist Docent Potter Art Educator Architect Art Historian Advertising Graphic art Photographer	Visual Artists: Maria Martinez, Dorothea Lange, Henri Rousseau Websites: <ul style="list-style-type: none"> http://www.princetonol.com/groups/iad/jobs/artjobs.html 	SRA Art Connections: SRA Textbook mixed throughout the textbook all Units. <ul style="list-style-type: none"> Research an art career and present it to the class Interview someone who is in an art related career Make a trifold brochure that features three different art careers 	<ul style="list-style-type: none"> DW question #'s: 87973, 87974, 87975, 168337, 168331, 87925, 87976, 87977, 87978, 88181 	<ul style="list-style-type: none"> Math: Language Arts: Brochures Reading: SRA : research Science: Scientific illustrator, Inventor Social Studies: Photographer