

Visual Arts Curriculum Map

Sussex Montessori School

“Art is a means of problem solving, communication and expression”

Overview: The following curriculum was created in response to the Phase 2 requirements of the charter school application process for First State Montessori Academy and will be used by Sussex Montessori School. The multi-age classrooms we intend to teach will be broken down as follows: K-1, 2-3, 4-6. Because of this, the scope and sequence we have created match the grade level break down of our classrooms but we used the grade level indicators and standards as our guide. There are three scope and sequence documents that will cover all of the grades we intend to teach.

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Introduction

As reflected by Dr. Montessori, Sussex Montessori School has the goal of providing rich experience for children in a safe and supportive school climate in which each child is healthy, safe, engaged, supported and challenged. This will be attained through traditional academics as well as considerations of the whole child and his needs. Children must be considered in their entirety and experiences that move beyond the traditional classroom are needed. In this vein, a program of instruction will be provided in art, music, theater, dance, and physical education including health, to children in all grades.

In order to better understand their world, children need experiences offered by these supplemental classes. This not only exposes them to the arts, but allows them to use their bodies in different ways, learning about their strengths and challenges beyond the classroom walls. These classes also give children the opportunity to learn about other ways in which they may be “smart”, as explained by Howard Gardner’s multiple intelligences of linguistics, logical/mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, naturalistic, and visual/spatial. Attention to each of these intelligences builds a positive school climate which in turn reduces bullying and improves attendance, engagement, empowerment, ownership, teaching and learning.

Sussex Montessori School’s curriculum outlines a variety of ways in which children will access the arts, movement, technology and library throughout their days. The supplementary classes offered in these areas are opportunities to strengthen these connections and allow for direct instruction to further support their learning. It is in living Dr. Montessori’s mission that children are given multiple opportunities to learn how to co-exist, working together respectfully and responsibly.

This document specifically addresses the Visual Arts. The Visual Arts at the elementary level should not only be a means of expression, but a means of communicating and problem solving. It is intended that students to be able to solve problems through a visual process and products. Therefore, it is critical for the learner to understand the how and why of the process of solving problems and make the connections of problem solving in a visual arts to other learning arenas. As with all traditional Montessori subject matter, art media and concepts are introduced to the children in the early years (3-5 and 5-7) and expanded upon as they continue to move through the elementary program. They not only learn more techniques of how to use particular media to produce desired effects but learn and assume more responsibility for the use and care of the materials, their personal work, and time

management. It is this process that allows the student to grow as more than just a producer of art work but a person able to see, express, evaluate and solve/resolve problems visually and academically. The Standards for the Visual Arts are addressed through the exploration of five art forms: **Drawing, Painting, Print Making, Sculpture, and Fibers**. The following document outlines the developmental progression within each standard as related to these art forms and provides a traditional scope and sequence of how the year might progress for children at each level.

| Goal 1: Drawing | | | |
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| Enduring Understandings: Artists understand and apply media, techniques, and processes Artists make thoughtful choices and are actively engaged in the process of creating unique works of art. Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols and ideas. Artists reflect upon and assess the characteristics and merits of their work. Artist must learn the proper use and function of materials, process and techniques before adapting them for their own use artistically. | | Essential Questions: Why do we create drawings? How do we create drawings? How do we affect others with our drawings? How do other respond to our drawings? | |
| Standard | 5-7 (grade k/1) Indicators | 7-9 (grade 2 / 3) Indicators | 9-12 (grades 4/5/6) Indicators |
| Artists understand and apply media, techniques and processes. | <u>Students will know:</u> - the differences between materials and techniques - how to use drawing materials and tools in a safe and responsible manner | <u>Students will know:</u> - the differences between drawing materials, techniques and processes - how to use different drawing media, techniques, and processes to communicate ideas, experiences and stories - how to use drawing materials and tools in a safe and responsible manner | <u>Students will know:</u> - how to select drawing media, techniques and processes - how to be effective in communicating ideas and reflect upon the effectiveness of their choices in their drawings - how to intentionally take advantage of the qualities and characteristics of drawing media, techniques & processes to enhance communication of their ideas |

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| | | | - how to use drawing materials & tools in a safe, responsible manner |
| Artists make thoughtful choices and are actively engaged in the processes of creating unique works of art | <u>Students will know:</u> - That there are often multiple approaches to a visual problem | <u>Students will know:</u> - That there are often multiple approaches to a visual problem | <u>Students will know:</u> - and understand that there are often multiple approaches to a visual problem |
| Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols and ideas. | <u>Students will know:</u> - the elements of design/art | <u>Student will know:</u> - the elements of design/art - the principles of art | <u>Students will know:</u> - the use of the elements of design/art - the use of the basic principles of design - how to generalize about the effects of the elements and principles of design and art and reflect upon these effects in their own art |
| Artists choose and evaluating a range of subject matter, symbols and ideas | <u>Students will know:</u> - how to select and use subject matter, symbols and ideas to communicate meaning | <u>Students will know:</u> - how to select and use subject matter, symbols and ideas to communicate meaning - how to explore and understand prospective content for works of art | <u>Students will know:</u> - select and use subject matter symbols and ideas to communicate meaning - explore and understand prospective content for works of art |
| Artists reflect upon and assess | <u>Students will know:</u> | <u>Students will know:</u> | <u>Students will know:</u> |

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| the characteristics and merits of their work and the work of others | - various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks | - There are various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks | - various purposes for creating works of visual art - how to pursue and explore different responses to their work |
| Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression |

| Goal 2: Painting | | | |
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| Enduring Understandings: Artists understand and apply media, techniques and processes Artists make thoughtful choices and are actively engaged in the process of creating unique works of art Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols and ideas Artists reflect upon and assess the characteristics and merits of their work Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically | | Essential Questions: Why do we create paintings? How do we create paintings? How do we affect others with our paintings? How do others respond to our paintings? | |
| Standard | 5-7 (grades K/1) Indicators | 7-9 (grades 2 / 3) Indicators | 9-12 (grades 4/5/6) Indicators |
| Artists understand and apply | <u>Students will know:</u> | <u>Students will know:</u> | <u>Students will know:</u> |

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| media, techniques and processes | <ul style="list-style-type: none"> - the differences between painting materials and techniques - how to use painting material and tools in a safe and responsible manner | <ul style="list-style-type: none"> - the difference between painting materials, techniques and process - how to use different painting media, techniques, and processes to communicate ideas, experiences and stories - how to use painting materials and tools in a safe and responsible manner. | <ul style="list-style-type: none"> - how to select painting media, techniques and processes - how to be effective in communicating ideas; and reflect upon the effectiveness of their choices in their paintings - how to intentionally take advantage of the qualities and characteristics of painting media, techniques and processes to enhance communication of their ideas - how to use painting materials and tools in a safe and responsible way |
| Artists make thoughtful choices and are actively engages in the processes of creating unique works of art | <u>Students will know:</u> <ul style="list-style-type: none"> - that there are often multiple approaches to a visual problem | <u>Students will know:</u> <ul style="list-style-type: none"> - that there are often multiple approaches to a visual problem | <u>Students will know:</u> <ul style="list-style-type: none"> - and understand that there are often multiple approaches to a visual problem |
| Artists use knowledge of structure & functions to choose and evaluate a range of subject matter, symbols and ideas | <u>Students will know:</u> <ul style="list-style-type: none"> - the elements of design/art | <u>Students will know:</u> <ul style="list-style-type: none"> - the elements of design/art - the principles of art | <u>Students will know:</u> <ul style="list-style-type: none"> - the use of the elements of design/art -the use of the basic principles of design - how to generalize about the effects of the elements and principles of design and art and |

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| | | | reflect upon these effects in their own art |
| Artists choose and evaluating a range of subject matter, symbols and ideas | <u>Students will know:</u> - how to select and use subject matter, symbols and ideas to communicate meaning | <u>Students will know:</u> - how to select and use subject matter, symbols and ideas to communicate meaning - how to explore and understand prospective content for works of art | <u>Students will know:</u> - select and use subject matter, symbols and ideas to communicate meaning - explore and understand prospective content for works of art |
| Artists reflect upon and assess the characteristics and merits of their work and the work of others | <u>Students will know:</u> - various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks | <u>Students will know:</u> - there are various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks | <u>Students will know:</u> - various purposes for creating works of visual art - how to pursue and explore different responses to their works |
| Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically. | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression. | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression. | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression |

| Goal 3: Print Making | | | |
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| Enduring Understandings: Artists understand and apply media, techniques and processes Artists make thoughtful choices and are actively engaged in the process of creating unique works of art Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols and ideas Artists reflect upon and assess the characteristics and merits of their work Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically | | Essential Questions: Why do we create prints? How do we create prints? How do we affect others with our prints/how do other respond to our prints? | |
| Standard | 5-7 (grades k/1) Indicators | 7-9 (grades 2 / 3) Indicators | 9-12 (grades 4/5/6) Indicators |
| Artists understand and apply media, techniques and processes | <u>Students will know:</u> - the differences between print making materials and techniques - how to use print making materials and tools in a safe and responsible manner | <u>Students will know:</u> - the differences between print making materials, techniques and processes - how to use different print making media techniques and processes to communicate ideas, experiences and stories - how to use print making materials and tools in a safe and responsible manner | <u>Students will know:</u> - how to select print making media, techniques and processes - how to be effective in communicating ideas; and reflect upon the effectiveness of their choices in print making - how to intentionally take advantage of the qualities and characteristics of print making media, techniques, and processes to enhance communication of their ideas |

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| Artists make thoughtful choices and are actively engaged in the process of creating unique works of art | <u>Students will know:</u> - that there are often multiple approaches to a visual problem | <u>Students will know:</u> - that there are often multiple approaches to a visual problem | <u>Students will know:</u> - and understand that there are often multiple approaches to a visual problem |
| Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols and ideas | <u>Students will know:</u> - the elements of design/art | <u>Students will know:</u> - the elements of design/art - the principles of art | <u>Students will know:</u> - elements of design/art - basic principles of design - how to generalize about the effects of the elements and principles of design and art and reflect upon these effects in their own art |
| Artists choose and evaluate a range of subject matter, symbols and ideas | <u>Students will know:</u> - how to select and use subject matter, symbols and ideas to communicate meaning | <u>Students will know:</u> - how to select and use subject matter, symbols and ideas to communicate meaning - how to explore and understand prospective content for works of art | <u>Students will know:</u> - select and use subject matter, symbols and ideas to communicate meaning - explore and understand prospective content for works of art |
| Artists reflect upon and assess the characteristics and merits of their work and the work of others | <u>Students will know:</u> - various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks | <u>Students will know:</u> - there are various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks | <u>Students will know:</u> - various purposes for creating works of visual art - how to pursue and explore different responses to their work |

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| Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression |
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| Goal 4: Sculpture | | | |
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| Enduring Understanding(s): Artists understand and apply media, techniques and processes Artists make thoughtful choices and are actively engaged in the process of creating unique works of art Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols and ideas Artists reflect upon and assess the characteristics and merits of their work Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically | | Essential Questions: Why do we create sculptures? How do we create sculptures? How do we affect others with our sculptures/how do other respond to our sculptures? | |
| Standard | 5-7 (grades k/1) Indicators | 7-9 (grades 2 / 3) Indicators | 9-12 (grades 4/5/6) Indicators |
| Artists understand and apply media, techniques and processes | <u>Students will know:</u> - the differences between sculpture materials and techniques - how to use sculpture materials and tools in a safe and responsible manner | <u>Students will know:</u> - the differences between sculpture materials, techniques and processes - how to use different sculpture media, techniques and processes to communicate ideas, | <u>Students will know:</u> - how to select sculpture media, techniques and processes - how to be effective in communicating ideas; and reflect upon the effectiveness of their choices in their sculptures |

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| | | <p>experiences and stories</p> <ul style="list-style-type: none"> - how to use sculpture materials and tools in a safe and responsible manner | <ul style="list-style-type: none"> - how to intentionally take advantage of the qualities and characteristics of sculpture media, techniques and process to enhance communication of their ideas - how to use sculpture materials in a safe and responsible manner |
| Artists make thoughtful choices and are actively engaged in the processes of creating unique works of art | <u>Students will know:</u> <ul style="list-style-type: none"> - That there are often multiple approaches to a visual problem | <u>Students will know:</u> <ul style="list-style-type: none"> - that there are often multiple approaches to a visual problem | <u>Students will know:</u> <ul style="list-style-type: none"> - and understand that there are often multiple approaches to a visual problem |
| Artists use knowledge of structures & functions | <p>Students will know:</p> <ul style="list-style-type: none"> - the elements of design/art | <p>Students will know:</p> <ul style="list-style-type: none"> - the elements of design/art - the principles of art | <p>Students will know:</p> <ul style="list-style-type: none"> - the use of the elements of design/art - the use of the basic principles of design - how to generalize about the effects of the elements and principles of design and art and reflect upon these effects in their own art |
| Artists choose and evaluate a range of subject matter, symbols and ideas. | <p>Students will know:</p> <ul style="list-style-type: none"> - how to select and use subject matter, symbols and ideas to communicate meaning | <p>Students will know:</p> <ul style="list-style-type: none"> - how to select and use subject matter, symbols and ideas to communicate meaning | <p>Students will know:</p> <ul style="list-style-type: none"> - select and use subject matter, symbols and ideas to communicate meaning |

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| | | - how to explore and understand prospective content for works of art | - explore and understand prospective content for works of art |
| Reflecting upon and assessing the characteristics and merits of their work and the work of others. | Students will know: - various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks | Students will know: - there are various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks | Students will know: - various purposes for creating works of visual art - how to pursue and explore different responses to their work |
| Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically. | Students will know: - traditional methods in order to adapt the methods and foster their own creative expression | Students will know: - traditional methods in order to adapt the methods and foster their own creative expression | Students will know: - traditional methods in order to adapt the methods and foster their own creative expression |

| Goal 5: Fiber Art | |
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| Enduring Understandings: Artists understand and apply media, techniques and processes Artists make thoughtful choices and are actively engaged in the process of creating unique works of art Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols and ideas Artists reflect upon and assess the characteristics and merits of their work Artists must learn the proper use and function of materials, processes | Essential Questions: Why do we create fiber art? How do we create fiber art? How do we affect others with our fiber art/how do others respond to our fiber art? |

| and techniques before adapting them for their own use artistically | | | |
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| Standard | 5-7 (grades k/1) Indicators | 7-9 (grades 2 / 3) Indicators | 9-12 (grades 4/5/6) Indicators |
| Artists understand and apply media, techniques and processes | <u>Students will know:</u> <ul style="list-style-type: none"> - the differences between fibers materials and techniques - how to fibers materials and tools in a safe and responsible manner | <u>Students will know:</u> <ul style="list-style-type: none"> - the differences between fibers materials, techniques and processes - how to use different fibers media, techniques and processes to communicate ideas, experiences and stories - how to use fiber materials and tools in a safe and responsible manner | <u>Students will know:</u> <ul style="list-style-type: none"> - how to select fiber media, techniques and processes - how to be effective in communicating ideas; and reflect upon the effectiveness of their choices - how to intentionally take advantage of the qualities and characteristics of fibers media, techniques and processes to enhance communication of their ideas |
| Artists make thoughtful choices and are actively engages in the process of creating unique works of art | <u>Students will know:</u> <ul style="list-style-type: none"> - that there are often multiple approaches to a visual problem | <u>Students will know:</u> <ul style="list-style-type: none"> - that there are often multiple approaches to a visual problem | <u>Students will know:</u> <ul style="list-style-type: none"> - and understand that there are often multiple approaches to a visual problem |
| Artists use knowledge of structures & functions | <u>Students will know:</u> <ul style="list-style-type: none"> - elements of design/art | <u>Students will know:</u> <ul style="list-style-type: none"> - the elements of design/art - the principles of art | <u>Students will know:</u> <ul style="list-style-type: none"> - the use of the elements of design/art - the use of the basic principles of design - how to generalize about the |

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| | | | effects of the elements and principles of design and art and reflect upon these effects in their own art |
| Artists choose and evaluate a range of subject matter, symbols and ideas | <u>Students will know:</u> - how to select and use subject matter, symbols and ideas to communicate meaning | <u>Students will know:</u> - how to select and use subject matter, symbols and ideas to communicate meaning - how to explore and understand prospective content for works of art | <u>Students will know:</u> - select and use subject matter, symbols and ideas to communicate meaning - explore and understand prospective content for works of art |
| Artists reflect upon and assess the characteristics and merits of their work | <u>Students will know:</u> - various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks | <u>Students will know:</u> - there are various purposes for creating works of visual art - and appreciate that there are different responses to specific art works | <u>Students will know:</u> - various purposes for creating works of visual art - how to pursue and explore different responses to their work |
| Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression | <u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression |

Sussex Montessori School - Visual Arts Unit Breakdown in Suggested Order

| K - 1 | 2 - 3 | 4 - 6 |
|---|---|---|
| Art Safety and Creativity (September) | Art Safety and Creativity (September) | Art Safety and Creativity (September) |
| Painting - Shapes, Lines and Patterns (September/October) | Painting - Shapes, Lines and Patterns (September/October) | Bringing a Painting to Life (October) |
| Art in History and Culture (October/November) | Art in History and Culture (October/November) | Art in History and Culture (October/November) |
| Symbols (December) | Using Chalk and Pastels to Show a Connection (December) | Art Movements (December) |
| Printing Techniques (January) | Printing Techniques (January) | Printing Techniques (January) |
| Look, Eat and Draw (February) | Look, Eat and Draw (February) | Experimenting with Clay (January/February) |
| Experimenting with Clay (March) | Experimenting with Clay (February/March) | Portrait Creations (February/March) |
| Camouflaged Animals in Art (April) | Continent Painting (April) | Papier Mache' (April) |
| Weaving (April/May) | Weaving (May) | Collage (April/May) |
| Alphabet Boxes (May/June) | | Mosaics (May/June) |

Sussex Montessori School
Visual Arts Curriculum
K-1st Grade

Kindergarten and 1st Grade Visual Arts Curriculum

The Visual Arts at the elementary level should not only be a means of expression, but a means of communicating and problem solving. It is intended that students be able to solve problems through a visual process and product. Therefore, it is critical for the learner to understand the how and why of the process of solving problems and make the connections of problem solving in the visual arts to other learning arenas.

As with all traditional Montessori subject matter, art media and concepts are introduced to the children in the early years (3-5 and 5-7) and expanded upon as they continue to move through the elementary program. They not only learn more techniques of how to use particular media to produce desired effects but learn and assume more responsibility for the use and care of the materials, their personal work, and time management. It is this process that allows that student to grow as more than just a producer of art work but a person able to see, express, evaluate and solve/resolve problems visually and academically.

The following chart is designed to provide a framework for the units that will be covered in a year. Differentiation for Kindergarten and 1st grade students will be done while students are participating in the same topics. In some cases, suggested differentiation ideas are listed but most will come not based on a child's specific grade level but instead on a child's ability. Instruction will be given to match what children are ready to learn. This will require the art teacher to be a keen observer and note-taker in order to plan purposeful and meaningful lessons for all students.

Note: **Highlighted Units** have been created in depth and are attached

| | | Unit Topic | Big Ideas | Suggested Activities Include: |
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| Painting | Fall - 2 to 3 weeks | Art Safety and Creativity Standard 1: Understanding and applying media, techniques and processes. | There are a variety of purposes, possibilities and characteristics of art mediums. Unit Essential Questions: What are some different ways to use a material? What does it mean to be “safe” in art? | Create a looks like/sounds like chart on safety with students Use Guided Discovery format to teach about paint - idea generation and care of materials Use Samples of painted art to generate ideas, model techniques, and active prior knowledge about paint. |

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| Painting | Fall - 4 to 6 weeks | <p>Painting Shapes, Lines and Patterns</p> <p>Standard 1: Understanding and applying media, techniques and processes.</p> <p>Standard 2: Using knowledge of structure and functions</p> | <p>There are media techniques and processes that artists used to communicate.</p> <p>Art is a form of expression</p> <p>Unit Essential Questions: How do artists use form and function? How can I use paint to create shapes, lines and patterns?</p> | <p>Year 1: Students will be directed to observe the lines and shapes that make up an action painting. They will look at examples of works by Jackson Pollack and create their own similar painting.</p> <p>Year 2: Students are shown how to create 2 and 3 dimensional shapes (K students do 2 dimensional and 1st graders do 3 dimensional) with paint through demonstration and modeling.</p> <p>Students fill their paper with shapes then use black and white paint to add lines and patterns.</p> <p>Incorporate into lesson ideas about contrasting colors.</p> |
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| Drawing | Fall - 4 to 6 weeks | <p>Art in History and Culture</p> <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <p>Standard 5: Reflecting upon and assessing characteristics and merit of their work and the work of others</p> | <p>Through art we can learn about different historical periods and different cultures.</p> <p>Art has been created by all peoples, in all times, and in all places.</p> <p>Unit Essential Question: How can we use art to help us learn about the past? How can we use art to help us learn about other cultures?</p> | <p>Building background knowledge by showing a variety of different art pieces that are associated with different periods of time or different cultures. (Year 1 and Year 2 will utilize different options)</p> <p>Possibilities include: (Art teacher may collaborate with classroom teacher to incorporate topics that match continent or region being studied)</p> <ul style="list-style-type: none"> • Create cave drawings - show samples through visuals or projected images, model and demonstrate technique, share out products. hang paintings all together in connected way (possible in a corner) to give a cave-like feel. • Create individual totem poles - show samples through visuals or artifacts, share that totem poles were used to tell the history of a culture, have students think about events in their own life and create pictures to represent these events. Put pictures together to create a totem pole. • Navajo Natives created sand paintings as a way of chasing away evil spirits. Students can create their own sand paintings. |
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| Drawing / Fibers | Winter - 4 Weeks | Symbols Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas Standard 6: Making connections between visual arts and other disciplines | People use symbols to represent their ideas. Art is a universal symbol that transcends all language barriers. Unit Essential Question: How can we use symbols to represent our ideas? | Introduction of symbols - sharing of artifacts, pictures, photographs and samples of symbols. Read Aloud - The Legend of the Poinsettia Students create symbolic representation of a gift they could give "from the heart" Students use paper to create their own visual of a poinsettia Class charts of symbols found around school - Go on a symbol hunt and photograph Have students bring in something that has a symbol on it. |
| Print Making | Winter - 4 weeks | Printing Techniques Standard 1: Understanding and applying media, techniques and processes Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas | There are different ways to recreate similar ideas, objects and pictures. Unit Essential Question: What are some printing techniques used to create more of something? | Suggested Techniques include but are not limited to: <ul style="list-style-type: none"> • Thumbprinting • Hand Prints • Apple Prints • Sponge Prints (Year 1 and Year 2 will implement different options) Model and demonstrate techniques prior to having children experience and explore each technique |

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| Drawing | Winter - 2 to 4 weeks | Look, Eat and Drawn Standard 1: Understanding and applying media, techniques and processes Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas | Artist use techniques to draw contour lines. Artists pay attention to details and changes and show this in their work. Unit Essential Question: Why is paying attention to details important when creating art? | Students will build on prior unit on drawing 3-dimensional shapes. A review may be necessary. Students will be shown how to draw a fruit using information about contour lines. In the second session, the students will eat or cut the fruit and will record the changes in the contour lines. |
| Sculpture | Spring - 4 to 6 weeks | Experimenting with Clay Standard 1: Understanding and applying media, techniques and processes Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas | Clay is a medium that can be used to create sculptures. There are certain techniques for using clay. Unit Essential Question: How do I create a sculpture? | Use Guided Discovery format to teach about clay - idea generation and care of materials Exploration of clay Show samples and artifacts made from clay Year One: Children to create clay pinch pots Year Two: Teach children how to create a sculpture of a person - connect to children's story and recreate character. For example - create colorful clowns, animals, etc. |

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| Painting | Spring - 2 to 4 weeks | <p>Camouflaged Animals in Art</p> <p>Standard 2: Using knowledge of structures and functions</p> <p>Standard 6: making connections between visual arts and other disciplines</p> | <p>The environment and background are important elements in a piece of work.</p> <p>Learning can be deepened by connecting visual art to other disciplines</p> <p>Unit Essential Question: How can the environment impact my work?</p> | <p>Students will be introduced to Hans Hoffman's painting A Hare in the Forest.</p> <p>Class discussion on how the environment influences the animal's characteristics in the painting.</p> <p>Discussion on background and forefront.</p> <p>Students research an animal that uses camouflage, paint that animal within its environment. Older student may also write about the animal and its habitat.</p> <p>Create class mural with selected habitat. For example, have all students research an arctic animal and create an arctic scene. Individual students add their painting to the mural.</p> <p>In Year One and Year Two: different habitats or biomes will be chosen that incorporate a different background.</p> |
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| Fibers | Spring - 2 to 4 weeks | Weaving Standard 2: Using knowledge of structures and functions | Understanding how to use paper in different ways is important. Unit Essential Question: How can I use paper to create a weaving? | Students are taught how to use strips of paper to create a weaving Focus on patterns Students in 1st grade will learn how to alter the results by curving and zigzagging the warp lines. |
| Drawing | Spring - 2 weeks | Alphabet Books Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas Standard 6: Making connections between visual arts and other disciplines | Art is a form of expression that uses a system of visual systems. Learning can be deepened by connecting visual art to other disciplines Unit Essential Question: How are form and function connected? | Using an alphabet book such as "ABCDarium" (a book that uses images of animals or objects to illustrate each letter of the alphabet that incorporates art and writing), students look at this model and recreate their own original pictures to illustrate a letter. Personal name charts are created by creating a visual recreation of a letter using an object or letter and putting the letters together to spell one's name. |

Detailed Unit: Art Safety and Creativity

Summary of Unit/Concept Development: Students will learn to be attentive to the possibilities and characteristics of art mediums and how to use them to achieve variable artistic goals. In this unit, students will be exposed to a variety of different materials. With each new material, there will be time for exploration to help children generate ideas for use. There will also be instruction given on how to care for materials.

| <u>Unit Essential Question:</u> What are some different ways to use materials? What does it meant be “safe” in art? | |
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| <u>Enduring Understanding/Big Idea</u> | <u>Standards</u> |
| Big Idea: There are a variety of purposes, possibilities and characteristics of art mediums. Enduring Understanding: Students will understand how to use art paper, paints, brushes, and how to create with them. Students will understand how to care for different art materials Artists make thoughtful choices when creating works of art | Standard 1: Understanding and applying media, techniques and processes GLE 1.3 - Use media and tools in a safe and responsible manner GLE 1.4 - Demonstrate how a single medium or technique can be used to create multiple effects in art |

Learning Goals/Targets:

| Students will know: | Evidence of understanding will include: |
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| How to use media and tools in a safe and responsible manner | How the students handle the media |
| How to demonstrate how a medium of technique can be used to create multiple effects in art | Discovering the different applications of a medium and then being able to apply the medium to an appropriate project ex. Sample project |
| Students will be able to: | Evidence of ability will include: |
| Describe how media and techniques are used to create two dimensional and three-dimensional works of art | Students are able to demonstrate, discuss or illustrate a technique through a chosen material Students will communicate why a technique was chosen |

Learning Sequence:

Prior knowledge will be assessed during initial idea generation brainstorming activity in session 1, teacher will listen for background knowledge and experience with painting. During exploration times in each lesson, teacher will circulate and look for evidence of prior experience with painting.

Conversation prompts to encourage sharing of prior knowledge may include:

- Have you ever used paint before?
- How have you used paint before?
- What are some ways you have used paint before?

Session 1 - Introduce materials (paper, paint, brushes) through the form of Guided Discovery

Lesson will include introduction and naming of materials, generating ideas for use, and generating ideas for care of materials and exploration of materials

Vocabulary: media, paint, brushes, stroke, technique

Session 2 - Review of ideas for use and guidelines for care of materials

Introduce new concept - artist choose different media depending on their purpose
Share examples of different paint techniques used for different purposes

While students are working, teacher circulates to reinforce proper technique and appropriate care of materials

Session 3 - Review ideas for use and guidelines for care of materials

Students are challenged to try a new technique

While students are working, teacher circulates to reinforce proper technique and appropriate care of materials

Representing Meeting - (once a work is completed and dried, art teacher will arrange a time for a 15 minute class meeting)

In this meeting, students will share out one piece of art they completed.

Students will respond to focus question: "What is something new you learned or tried in painting?"

Students will engage in self-reflection that encourages them to think more deeply about painting.

Students may gain new ideas from peer sharing and will hear how other used the materials.

Assessment: In this session, the teacher will observe the following skills and document through a checklist of anecdotal record.

- Able to use paint to create more than 1 representation
- Ability to explain painting techniques(s) used
- Uses painting materials purposefully and carefully

Detailed Unit: Painting - Creating Shape, Lines and Patterns

Summary of Unit/Concept Development: In this unit, students will receive specific instruction on how to create lines, shapes and patterns. They will have opportunities to demonstrate their abilities to create lines, shapes and patterns. After learning the specific techniques, children may use their new learning to create a painting or self-portrait that incorporates use of different shapes, lines and patterns.

| <u>Unit Essential Question:</u> How can I use paint to create shapes, lines and patterns? | |
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| <u>Enduring Understanding/Big Idea</u> | <u>Standards</u> |
| <p>Big Idea: Artists must use their media, techniques, and processes as tools to communicate their ideas.</p> <p>Enduring Understanding: Students will understand that paint can be used in different ways to create different outcomes.</p> | <p>Standard 1: Understanding and applying media, techniques and processes</p> <p>Standard 2: Using knowledge of structures and functions</p> <p>GLE 1.4 Demonstrate how single medium can be used to create multiple effects</p> <p>GLE 2.2 Select and use the elements of art in works of art</p> <p>GLE 2.2 Select and use the principles of design in works of art</p> |

Learning Goals/Targets:

| Students will know: | Evidence of understanding will include: |
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| Techniques for creating lines, shapes and patterns | Ability to describe the techniques they are using as they create different lines, shapes and patterns |
| Students will be able to: | Evidence of ability will include: |
| Use paint to create different shapes | Kindergarten students will paint 2 dimensional shapes accurately and 1st graders will paint 3 dimensional shapes accurately |
| Use paint to create lines | Students will paint at least 3 different types of lines - straight, curved, zigzag, bumpy, dotted, etc. |
| Use paint to show patterns | Students will include at least one pattern using two different colors |

Learning Sequence

Prior knowledge will be assessed in the first session. The teacher will pose the question, “ how can we use paint to create shapes, lines and patterns?” Students will respond and the teacher will listen for understanding of any techniques that children can articulate or describe. If accurate ideas are shared, the teacher will reinforce these ideas and help children further develop and articulate the original idea.

Session 1 - Students will be shown different types of lines they can create using paint. As teacher demonstrates a line type, she will ask students “what do you notice?” about the line and the technique I used. Students will then imitate the same type of line. This will be done with a variety of different lines - dotted, bumpy, zigzag, horizontal, vertical, straight, curved.

After learning about each type, students will create a line painting where they use different types of lines to fill a page.

Criteria for good work will include using at least 3 different types of lines accurately

Formative Assessment - if children are not able to draw at least 3 different types of lines accurately, reteaching will be incorporated into the next session

Vocabulary - dotted, bumpy, zigzag, horizontal, vertical, straight, curved.

Session 2 - Students are shown how to create 2 and 3 dimensional shapes (K students do 2 dimensional and 1st graders do 3 dimensional) with paint through demonstration and modeling. After demonstration and modeling, students will have time to try out new techniques shared. At the end of the session, students will need to accurately complete at least 3 different shapes.

Criteria for good work will include using at least 3 different types of lines accurately.

Formative Assessment: The teacher will identify if children are able to create 3 shapes and reteach as necessary.

Session 3 - Go over different types of patterns (AB, ABB, AAB, AABB... show samples and have children identify and continue. Samples could include colors shapes or objects that are lined up in a pattern.

Then have students create patterns on strips of paper. They will share their patterns and have others try to guess what would come next?

Formative Assessment: Teacher will observe to see if children can accurately create a pattern using two colors and reteach as necessary.

Session 4 - Putting it all together. Students will create a painting that incorporated their learning of lines, shapes and patterns. Each student will choose two colors to use in their painting. After painting is completed, students will add labels to identify the lines, shapes and patterns in their painting.

Assessment: Final painting and labels will be assessed for accuracy. teachers will use a checklist or anecdotal records to identify the following skills:

- Use of a least 3 different line styles and proper labeling
- Use of a least 2 different shapes and proper labeling
- Use of at least 1 pattern and proper labeling

Summative Feedback will be provided in the form of written comments related to each child's ability to demonstrate the above skills.

Detailed Unit: Symbols

Summary of Unit/Concept Development: Students will listen and discuss the story, the Legend of the Poinsettia by Tomie dePaola. They will then think about gifts given from the heart. Each student will create a flower that will include a symbol or representation of an offering from the heart.

| Unit Essential Question: How can we use symbols to show the meaning of our ideas? | |
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| <u>Enduring Understanding/Big Idea</u> | <u>Standard</u> |
| <p>Big Idea: Art in itself is a symbol that transcends language barriers. Artists choose and use symbols to show their ideas.</p> <p>Enduring Understanding: Students will understand how symbols can be used to share ideas. Students will understand how to purposefully choose symbols to express and idea.</p> | <p>Standard 3: Choosing and evaluating range of subject matter, symbols or ideas.</p> <p>GLE 3.1 - Identify subject matter, symbols and ideas in works of art GLE 3.4 - Select and use matter, symbols and ideas to communicate meaning in works of art</p> |

Learning Goals/Targets

| Students will know: | Evidence of understanding will include: |
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| Examples of symbols and what they mean | After exposure to different symbols, students will be able to identify symbols and their meaning as observed during whole group and individual discussions |

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| Artists can use symbols to convey their ideas | Students will identify different symbols used in different artwork shown by the teacher |
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| Students will know: | Evidence of understanding will include: |
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| Use a symbol to represent an idea | <p>In their representation, students will use a symbol to represent their gift for the heart and will be able to explain what the symbol represents</p> <p>Students will communicate why a symbol was chosen and it will make sense how it is connected to the idea</p> |

Learning Sequence:

Prior knowledge will be assessed in the first session. The teacher will pose the questions, “what is a symbol?” Students will respond and the teacher will listen for understanding of what symbols are and what are some specific symbols. If accurate ideas are shared, the teacher will reinforce these ideas and help children further develop and articulate the original idea.

Session 1 - Introduce topic through discussion - What is a symbol? After initial brainstorming session, teacher will share examples of symbols through artifacts and pictures - ex. flag, American eagle, peace sign, four leaf clover, traffic sign, video game icons, etc.

Students will then think about holiday symbols that are relevant to their culture and create a Holiday Symbol Idea sheet by drawing symbols that they come up with using colored pencils. Students will choose one to cut out and add to a Class Holiday Symbol Ideas chart that will remain up through this unit. As students add their symbols, they will share out what they think it represents.

Vocabulary: symbol

Session 2 - Read aloud - The Legend of the Poinsettia by Tomie de Paola

As the teacher is reading the story, students will be encouraged to identify any symbols that they notice. This discussion will serve as a formative assessment and will provide the teacher with information about the students' understand of symbols, After the story, the teacher will engage children in a conversation about how the poinsettia symbolized a gift from the heart. Students will think of a gift from the heart they could give someone.

Students will then create a symbol that shows a gift from the heart they could give someone. While students are working, teacher circulates to reinforce ideas about symbols and gifts from the heart.

Vocabulary - poinsettia, gift from the heart

Session 3 - Students will create poinsettias using construction paper, scissors and glue. No model or tracer will be used; instead children will be encouraged to be creative. When students finish, they will place their symbol of their gift from the heart inside their poinsettia.

Assessment: In this unit, the teacher will observe the following skills and document through a checklist of anecdotal records.

- A basic understanding of what symbols are and how they are used
- Identifying symbols in our world
- Ability to use a symbol to show an idea

Summative Feedback will be provided in the form of written comments related to each child's ability to demonstrate the above skills.

Sussex Montessori School
Visual Arts Curriculum
2nd-3rd Grade

2nd and 3rd Grade Visual Art Curriculum

The Visual Arts at the elementary level should not only be a means of expression, but a means of communicating and problem solving. It is intended that students to be able to solve problems through a visual process and product. Therefore, it is critical for the learner to understand the how and why of the process of solving problems and make the connections of problem solving in the visual arts to other learning arenas.

As with all traditional Montessori subject matter, art media and concepts are introduced to the children in the early years (3-5 and 5-7) and expanded upon as they continue to move through the elementary program. They not only learn more techniques of how to use particular media to produce desired effects but learn and assume more responsibility for the use and care of the materials, their personal work, and time management. It is this process that allows the student to grow as more than just a producer of art work but a person able to see, express, evaluate and solve/resolve problems visually and academically.

The following chart is designed to provide a framework for the units what will be covered in a year. Differentiation for second and third grade students will be done while students are participating in the same topics. In some cases, suggested differentiation ideas are listed but most will come not based on a child's specific grade level but instead on a child's ability. Instruction will be given to match what children are ready to learn. This will require the art teacher to be a keen observer and note-taker in order to plan purposeful and meaningful lessons for all students.

| | | Unit Topic | Big Ideas | Suggested Activities Include: |
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| Painting | Fall - 2 Weeks | Art Safety and Creativity Standard 1: Understanding and applying media, techniques and processes. | There are a variety of purposes, possibilities and characteristics of art mediums. Unit Essential Question: What are some different ways to use a material? What does it mean to be “safe” in art? | Create a looks like/sounds like chart on safety with students Use Guided Discovery format to teach about paint (option: watercolors) - idea generation and care of materials Activate prior knowledge from prior years Use sample of painted art to generate ideas, model techniques and activate prior knowledge about paint. |
| Painting | Fall - 2 to 4 weeks | Painting Shapes, Lines and Patterns Standard 1: Understanding and applying media, techniques and processes. Standard 2: Using knowledge of structures and functions | There are media, techniques and processes that artists used to communicate. Art is form of expression Unit Essential Question: How do artists use form and function? | Students review different ways to paint lines, shapes and patterns from K-1 curriculum. Student will learn about geometric shapes and color as they create a construction paper picture in the style of Piet Mondrian. |

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| Fiber | Fall - 4 to 6 weeks | <p>Art in History and Culture</p> <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <p>Standard 5: Reflecting upon and assessing characteristics and merit of their work and work of others</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> | <p>Through art we can learn about different historical periods and different cultures.</p> <p>Art has been created by all peoples, in all times, and in all places.</p> <p>Unit Essential Question: How can we use art to help us learn about the past? How can we use art to help us learn about other cultures?</p> | <p>Building background knowledge by showing a variety of different art pieces that are associated with different periods of time or different cultures. (Year 1 and Year 2 will utilize different options)</p> <p>Possibilities induced: (Art teacher may collaborate with classroom teacher to incorporate topics that match continent or region being studied)</p> <ul style="list-style-type: none"> • Folk art that incorporates paper or another fiber as part of the project • Yarn Painting: Huichol Indians of Mexico are known for their yarn paintings. • Dream Catchers |
| Drawing | Winter - 2 weeks | <p>Using Chalk and Pastels to Show A Connection</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <p>Standard 5: Reflecting upon and assessing characteristics and merit of their work and the work of others</p> | <p>Artists use different materials for different reasons.</p> <p>Artists use reflection, assessment and refinement as key steps in the process of creating art.</p> <p>Unit Essential Question: How can I use pastels to show a connection between two people?</p> | <p>Year 1: After Learning about Mary Cassatt and her pastel drawings, the children will use colored chalk to depict a close relationship between two people.</p> <p>Year 2: The students will review prior knowledge about Mary Cassatt and use a new medium, pastels, to create a picture in the style of Mary Cassatt.</p> |

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| Print Making | Winter - 4 Weeks | Printing Techniques Standard 1: Understanding and applying media, techniques and processes Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas | There are different ways to recreate similar ideas, objects and pictures. Unit Essential Question: What are some printing techniques used to create more of something? | Suggested Techniques include but are not limited to: <ul style="list-style-type: none"> • Fish Printing • Potato Prints • Styrofoam relief prints Model and demonstrate technique prior to having children experience and explore each technique |
| Drawing | Winter 2 - to 4 Weeks | Look Eat and Draw Standard 1: Understanding and applying media, techniques and processes Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas | Artists use techniques to draw contour lines. Artists pay attention to details and changes and show this in their work. Unit Essential Question: Why is paying attention to details important when creating art? | Students will build on prior unit on drawing 3-dimensional shapes. A review may be necessary. Students will be shown how to draw a fruit using information about contour lines. In the second session, the students will eat or cut the fruit and will record the changes in the contour lines. |

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| Sculpture | Winter / Spring - 4 to 6 weeks | <p>Experimenting with Clay</p> <p>Standard 1: Understanding and applying media, techniques and processes</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> | <p>Clay is a medium that can be used to create sculptures.</p> <p>There are certain techniques for using clay.</p> <p>Unit Essential Question: How do I create a sculpture?</p> | <p>Use Guided Discovery format to teach about clay - idea generation and care of materials</p> <p>Year One: Students choose a continent to recreate using clay. Students may decide what features (rivers, mountain ranges, etc.) to include in their creation.</p> <p>Year Two: The children will create a stand- up figure depicting a historical figure. Having had cultural, geography, and history lessons, students create a figure to depict a culture studied.</p> |
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| Painting | Spring - 2 to 4 weeks | <p>Continent Painting</p> <p>Standard 2: Using knowledge of structures and functions</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> | <p>Learning can be deepened by connecting visual art to other disciplines</p> <p>Unit Essential Questions: How can creating a visual representation help me learn?</p> | <p>Year One: Students will use watercolors to create painting that shows that seven continents and their location. Student will be introduced to the crayon resist techniques to create their outlines and will then fill in the continents. Lessons on color blending will be incorporated.</p> <p>Year two: Students will use watercolors to create painting that shows the United States. Students will revisit the crayon resist technique to create their outlines and will then fill in the states. Lessons on using contrasting colors for neighboring states will be included.</p> |
| Fibers | Spring - 2 to 4 weeks | <p>Weaving</p> <p>Standard 2: Using knowledge of structures and functions</p> | <p>Understanding how to use string of yarn in different ways is important.</p> <p>Unit Essential Question: How can I use yarn to create a weaving?</p> | <p>Students will use or string and individual looms to create a weaving.</p> <p>Year One and Year Two will focus on different patterns and techniques. IF possible, different types of looms will be utilized. (Ex. class loom and individual looms)</p> <p>Focus on patterns</p> |

Sussex Montessori School
Visual Arts Curriculum
4th-6th Grade

4th, 5th and 6th Grade Visual Arts Curriculum

The Visual Arts at the elementary level should not only be a means of expression, but a mean of communicating and problem solving. It is intended that students be able to solve problems through a visual process and product. Therefore, it is critical for the learner to understand the how and why of the process of solving problems and make the connections of problem solving in the visual arts to other learning arenas.

As with all traditional Montessori subject matter, art media and concepts are introduced to the children in the early years (3-5 and 5-7) and expanded upon as they continue to move through the elementary program. They not only learn more techniques of how to use particular media to produce desired effects but learn and assume more responsibility for the use and care of the materials, their personal work, and time management. It is this process that allows the student to grow as more than just a producer of art work but a person able to see, express, evaluate, and solve/resolve problems visually and academically.

The following chart is designed to provide a framework for the units that will be covered in a year. Differentiation for fourth, fifth and sixth student will be done while students are participating in the same topics. In some cases, there are different lessons for the three years a student will engage in this curriculum. For some units, suggested differentiation ideas are listed but most will come not based on a child's specific grade level but instead on a child's ability. Instruction will be given to match what children are ready to learn. This will require the art teacher to be a keen observer and note-taker in order to plan purposeful and meaningful lessons for all students.

| | | Unit Topic | Big Ideas | Suggested Activities Include: |
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| Painting | Fall - 2 weeks | Art Safety and Creativity Standard 1: Understanding and applying media, techniques and processes. | There are a variety of purposes, possibilities and characteristics of art mediums. Unit Essential Question: What are some different ways to use a material? What does it mean to be “safe” in art? | Students work in a small group to create a group guidelines that will have everyone meet their own personal hopes and dreams in art. Activate prior knowledge from prior Years. Use samples of painted art to generate ideas, model techniques, and activate prior knowledge and paint. Create a painting that shows something you remember from art in prior years. |
| Painting | Fall - 2 to | Bringing a Painting to life Standard 1: Understanding and applying media techniques and processes | There are techniques that can be utilized when painting. Unit Essential Question: What can I do to make my painting stronger? | Each year, the teacher will select a theme, object or material to portray. The technique will be identified in the work of others, critiqued and imitated. An example might include: Highlighting: Students will learn highlighting techniques to give their paintings depth. |

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| Fiber | Fall - 4 to 6 weeks | <p>Art in History and Culture</p> <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <p>Standard 5: Reflecting upon and assessing characteristics and merit of their work and the work of others</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> | <p>Through art we can learn about different historical periods and different cultures.</p> <p>Art has been created by all peoples in all times, and in all places.</p> <p>Unit Essential Question: How can we use art to help us learn about the past? How can we use art to help us learn about other cultures?</p> | <p>Ideas include:</p> <ul style="list-style-type: none"> • Children make traditional Mexican paper cutouts while learning about symmetry in design • Children make traditional paper lanterns or luminaries from Mexico <p>In each year, the art teacher will identify a region or culture to incorporate. This could be done in collaboration with the classroom teacher. The criteria will be to incorporate authentic cultural projects that use paper or a different fiber materials as the primary resource.</p> |
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| Paintings | Winter - 3 weeks | <p>Art Movements</p> <p>Standard 1: Understanding and applying media, techniques and processes.</p> <p>Standard 5: Reflecting upon and assessing characteristics and merit of their work and the work of others.</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> | <p>There are different art movements that have occurred throughout history.</p> <p>Unit Essential Questions: What is _____ (specific movement) and what is the technique used to create it?</p> | <p>In each year a different art movement will be explored, critiqued and imitated.</p> <p>Ex. Surrealism - looking at painting from artists like Dali and Ernst students will learn to create dreamlike scenes.</p> <p>Other art movements may include: Dadaism, Abstract, Art Deco, Pointillism, Modern Art, Medieval, Etc.</p> |
| Print Making | Winter - 2 weeks | <p>Printing Techniques</p> <p>Standard 1: Understanding and applying media, techniques and processes</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> | <p>There are different ways to recreate similar ideas, objects and pictures.</p> <p>Unit Essential Question: What are some printing techniques used to create more of something?</p> | <p>Suggested Techniques include but are not limited to:</p> <ul style="list-style-type: none"> ● Silk Screen Printing <p>Model and demonstrate technique prior to having children experience and explore each technique.</p> <p>In each year, a different printing technique will be used. Also, different materials may be incorporated - printing onto paper, material, tiles, etc.</p> |

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| Sculpture | Winter 4 to 6 weeks | <p>Experimenting with Clay</p> <p>Standard 1: Understanding and applying media, techniques and processes</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> | <p>Clay is a medium that can be used to create sculptures.</p> <p>There are certain techniques for using clay.</p> <p>Unit Essential Question: How do I create a sculpture?</p> | <p>Use Guided Discovery format to teach about clay - idea generation and care of materials</p> <p>Suggested Clay Work:</p> <p>Year One: The students will roll clay slabs to make wall pockets incorporating elements or motifs of interest to the child.</p> <p>Year Two: The children roll slab to create houses representing the housing cultures or time periods they have studied.</p> <p>Year Three: Tile creation that incorporates cultural connection either to personal culture or culture of student's choice.</p> |
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| Drawing / Painting | Winter / Spring - 6 weeks | <p>Portrait Creations</p> <p>Standard 1: Understanding and applying media, techniques and processes</p> <p>Standard 2: Using knowledge of structures and functions</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <p>Standard 5: Reflecting upon and assessing characteristics and merit of their work and the work of others</p> | <p>There are certain techniques and design elements that can be utilized when doing a self-portrait.</p> <p>Enduring Understanding: Students will understand that:</p> <p>The expressive qualities of a portrait can be determined through the use of design elements and principles like color, line quality, emphasis, and proportion.</p> | <p>Students will learn about the artists Frida Kahlo, Chuck Close, and Giuseppe Arcimboldo and how they were influenced by their cultures, times and/or places.</p> <p>Students will learn to create their own self-portrait using different elements and principles of design.</p> <p>Students will create portraits inspired by artists studies in class using their choices of media.</p> <p>Students will participate in self-reflection and critique of others.</p> |
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| Fiber | Spring - 3 weeks | <p>Papier Mache'</p> <p>Standard 2: Using knowledge of structures and functions</p> <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> | <p>Learning can be deepened by connecting visual art to other disciplines</p> <p>Unit Essential Question: What is papier- mâché?</p> | <p>Suggested Papier Mache Work:</p> <p>Year One: The children make masks in the style of African face masks using papier- mâché, having studied the culture.</p> <p>Year Two: The children make pinatas in the style of Mexican artifacts and use them in a traditional celebratory activity.</p> <p>Year Three: Students make a papier- mâché globe using their knowledge of land and water.</p> |
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| Fiber | Spring - 3 Weeks | <p>Collage</p> <p>Standard 1: Understanding and applying media, techniques and processes.</p> <p>Standard 5: Reflecting upon and assessing characteristics and merit of their work and work of others</p> | <p>Art is a form of expression that employs many different styles and techniques.</p> <p>Collage is a technique used by artists to share an idea.</p> <p>Unit Essential Question: What is collage and how can I use it to convey my ideas?</p> | <p>In each year, an artist who utilizes collage in some way will be explored. The first lesson will be an investigation of the creations that use collage. Students will make observations, ask questions, and describe their reactions to the art.</p> <p>Year One: Henri Matisse - the students will use his style to cut and arrange shapes to make collages.</p> <p>Year Two: Pablo Picasso used collage as an early form and is noted by some as the earliest collage artist</p> <p>Year Three: Romare Bearden's collage work will be explored and imitated</p> |
| Fiber | Spring - 3 weeks | <p>Mosaics</p> <p>Standard 1: Understanding and applying media, techniques and processes</p> <p>Standard 2: Using knowledge of structures and functions</p> | <p>Mosaics are a style of art that can be used to creatively communicate one's ideas.</p> <p>Unit Essential Question: What is a mosaic and how can I use it to communicate my ideas?</p> | <p>Teach children about mosaic (A mosaic is an art form made with small pieces of colored glass, stone or other materials. Individual pieces are called tesserae. They fit together to form a design, which is set in mortar).</p> <p>Each year students will create a mosaic to communicate a different idea of them that matches what they are currently studying. Each year a different medium will be used - stone, tile, paper, etc.</p> |

Detailed Unit: Art Safety and Creativity

Summary of Unit: In this beginning of the year unit, students will recall guidelines from prior years in art class. Students will share their personal goals for art this year and will work in groups to create guidelines that will allow everyone to have success in art class and meet their own personal goals.

| Unit Essential Question: What are my responsibilities in art class? | |
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| <u>Enduring Understanding/Big Idea</u> | <u>Standards</u> |
| Big Idea: Students are introduced to a sample of art paper, paints, brushes and how to create with them, and care safely for them Enduring Understanding: Students will understand that there are certain expectations in art class that need to be followed for everyone to be safe. Students will understand that art is a place where we can share our ideas and express ourselves through art. | Standard 1: Understanding and applying media, techniques and processes standard |

Learning Goals/Targets:

| Student will know: | Evidence of understanding will include: |
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| How to use media and tools in a safe and responsible manner That rules and guidelines will help everyone meet their own personal goals | How the students handle the media Participation in discussion regarding how rules will help everyone express themselves |

| Students will be able to: | Evidence of ability will include: |
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| Create rules that help everyone and make art class run smoothly Use materials in safe and purposeful ways | Contribution to small group rule creation chart Students using materials in safe and purposeful ways |

Learning Sequence

Lesson 1: Students share their hopes and dreams for art class this year. From this, small group create a list of group guidelines that will allow everyone to have their hopes and dreams met. Teacher should encourage children to think about the care of materials, respect for each other and personal responsibilities that may need to be included. Each group will create a mini-poster that will be brought out during art class each week.

Lesson 2: Students will be given paint supplies. Activate prior knowledge by asking students what they remember about using these materials from past years. Exploration time will be given for children to create a painting that shows something they remember from painting in prior years. During this time, teacher should circulate and reinforce positive use of materials, respect for each other, and personal responsibility exhibited throughout the work time. If redirection is necessary, this would be a good time to check in and revisit any rules for use that have been articulated in prior years.

Representing Meeting: Students will gather to share our their work. In this session, it will be important to set the tone for supporting each other and providing positive feedback. Risk-taking will help children in future lessons and setting the tone for this at the beginning of the year is important. When children are sharing out, the focus question they will respond to is: What is one thing you remembered about painting in art class? After everyone shares, students will have an opportunity to provide positive feedback to peers.

Assessment: Teacher observation of proper care and use will be the primary assessment method. It is important that the teacher is aware of children's appropriate use of materials to plan future lessons. If care of materials is an issue, it should be revisited before moving on.

Detailed Unit: Portrait Creations
(Mirrored on Delaware Model Unit - Let's Face It)

Summary of Unit/Concept Development: Students will learn about the artists Frida Kahlo, Chuck Close and Giuseppe Arcimboldo, and how they were influenced by their cultures, times and/or places. Students will learn to create their own self-portrait using different elements and principles of design. This unit should be taught in the beginning of the year to introduce the students to portraiture and using the different media. Students will create portraits inspired by artists studied in class using their choices of media.

Unit Components Include:

- **Written Analysis of 3 Artworks:** Through the use of a graphic organizer, students will analyze and compare artworks by Kahlo, Close and Arcimboldo and identify characteristics of their style and ways they were influenced by their cultures, times, and/or places.
- **Portrait Artwork:** Students will use information learned from their analysis to generate ideas for their portraits. They will create their own portraits and select a medium (collage, colored pencils, paint and/or mixed media). Students will prepare the work for an exhibit and critique.

Summative and Formative Assessments Includes:

- Sketches of portraits and notes from class.
- Teacher observation on ongoing work and one-on-one discussions.

- Practice and experimentation with materials.
- Class critique.
- Student reflection in a journal or sketchbook.
- Graphic organizer.

| Unit Essential Question: Who are you and how can you convey yourself in a portrait? | |
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| <u>Enduring Understanding/Big Idea</u> | <u>Standards</u> |
| <p>Big Idea: There are certain techniques and design elements that can be utilized when doing a self-portrait.</p> <p>Enduring Understandings: Students will understand that:</p> <p>The expressive qualities of a portrait can be determined through the use of design elements and principles like color, line, quality, emphasis and proportion.</p> <p>Works of art are created through thoughtful choices and decisions derived from studying other artists, personal style, or an integration of styles.</p> <p>Artists are influenced by their cultures, times and/or places.</p> <p>Other Unit and Lesson Essential Questions:</p> <ul style="list-style-type: none"> ● How can the elements and principles help in the creation of portraits? How are certain effects achieved in artwork? | <p>Visual Art Standard 1 - Understanding and applying media techniques and processes.</p> <ul style="list-style-type: none"> ● 1.1 - Select and use different media, techniques and processes that are used to create works of art <p>Visual Art Standard 2 - Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> ● 2.2 - Select and use the elements of art in works of art ● 2.7 - Select and use the principles of design in works of art <p>Visual Art Standard 3 - Choosing and evaluating a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> ● 3.2 - Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art <p>Visual Art Standard 5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <ul style="list-style-type: none"> ● Describe personal responses to selected works of art |

- How do artists use tools, techniques, observation and media to express ideas and communicate meaning?
- How does art reflect the artists' culture, time and/or place?

Learning Goals/Targets:

| Students will know: | Evidence of understanding will include: |
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| Background information on Frida Kahlo, Chuck Close and Giuseppe Arcimboldo. | Participation in discussion identify different artists and something about their background |
| That culture, times, and places affect the making of portraits. | Explanation of how ideas regarding culture, time and place affect a portrait |
| A variety of ways artists create portraits. | Identification of more than one way an artist could create a portrait |
| The proper proportions and placement of facial features. | Proper proportions and placement of facial features in self-portraits |
| The proper vocabulary in relation to portraits. | Ability to describe portraits using proper vocabulary |
| How to use materials appropriately | Use of materials purposefully and carefully throughout each lesson |
| Students will be able to: | Evidence of ability will include: |
| Compare, analyze and discuss artworks. | Participation in discussions comparing, analyzing and discussing artworks Completion of graphic organizer comparing artists and their work |

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| Make a connection between medium and the desired effect in the finished portrait. | Identification of medium and desired effect of artist in multiple portraits |
| Create a portrait that is expressive of the individual and artists studied. | Portrait that utilizes techniques and designs from the artists studies as well as personal design techniques |
| Critique their work and the work of others | Participation in self-reflection and critique of others |
| Identify historical and cultural characteristics of works of art. | Able to identify cultural characteristics of a work of art |

Learning Sequence:

Lesson 1 (Background and Research, Analyze and Observe): The unit will begin with students drawing a quick sketch of a person. This will be a pre-assessment tool. The class will view a PowerPoint presentation on the artists Kahlo, Close, and Arcimboldo and record their findings on a graphic organizer. The teacher will point out several ways the portraits are reflections of the times, places, and culture of the artists (ex. materials used, settings, body/facial posture). They will be introduced to the unit and final project. They will then work in small groups studying, comparing and contrasting the art. At the end of the lesson, the students will do a think/pair/share to review the concepts learned in class.

Lesson 2 (Observe, General Ideas, Reflect): The teacher will demonstrate to the class how to draw an accurate self-portrait. The students will work on their own sketching their self-portraits using individual mirrors. They will complete checklists to ensure accuracy.

Lesson 3 (Plan, Experiment, Reflect): Students will begin by brainstorming and sketching different symbols and ideas that represent themselves. The teacher will review the three artists studied and present how some of the art elements and/or principles affected the success of the portraits (like color, emphasis, composition, and texture). The teacher will demonstrate how to use the different materials and techniques (paint, collage, and colored pencils). Next, the students will sketch their final artworks. They will

incorporate stylistic elements and/r media choices observed in their analysis of Kahlo, Close and Arcimboldo. When finished, they will experiment with the materials on their sketches They will share with a partner what they have created this far.

Lesson 4, 5, 6 (Studio Time: Experiment, Revise, Refine, Reflect): Students will continue experimenting with the materials. The teacher will provide ongoing feedback while students are working in class. Students will share their work in progress with other students and the teacher.

Lesson 7 (Reflect, Self-Evaluate, Critique): Students will complete a self-reflection using their findings from each step. Classmates will critique each student's work using a checklist.

Self-Reflection: When finished, students will create self-reflections about their own artwork. Students will reflect on the process of finishing their artwork by responding to the following:

- Why did you choose particular artists?
- Why did you choose certain materials?
- Why did you choose certain art elements and principles of design?

Sample Portrait Rubric:

| | Use of Media | Use of Elements and Principles | Content | Personal Critique of Work |
|---|---------------------------|---|---|---|
| 4 | Use of media is mastered. | The elements and principles are used in a highly effective way. | Content of the piece is sophisticated and insightful. | Reflection is thorough and complete. Art vocabulary and criteria and consistently used. |
| 3 | Use of media is skilled. | The elements and principles are used effectively. | Content of the piece is logical and interesting. | Reflection is adequate. Art vocabulary and criteria are frequently used to support ideas. |

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| 2 | Use of media is proficient. | The elements and principles and adequately used. | Content of the piece is generally accurate. | Reflection in vague, Art vocabulary and criteria is generally used. |
| 1 | Use of media is inadequate. | The elements and principles are rarely used. | Content of the piece is not evident. | Reflection is incomplete. Art vocabulary is rarely used. |

Sample Portrait Checklist: Complete the following checklist after you finish your sketch of yourself.

| | Yes | Somewhat | No | Feedback | Comments |
|---|-----|----------|----|----------|----------|
| Shape of the face is an egg shape (oval) | | | | | |
| Eyes in the middle of the head and one eye open | | | | | |
| Nose is width of the space between the eyes | | | | | |
| Mouth is width of the space from the middle of each eye | | | | | |
| Hair start one-third of the way down the forehead | | | | | |