

Art Curriculum
Nest-5/6
Marcia Beckett
2016



**Art Curriculum
NEST (Kindergarten)**

<p>Art Curriculum Level: Nest September</p>			
<p>Essential Questions & Artistic Behaviors</p>	<p>Skills & Concepts</p>	<p>Sample Projects</p>	<p>Resources & Artists</p>
<p>What materials can be used to create art?</p> <p>What are some different types of lines?</p> <p>What are the primary colors?</p> <p>What are procedures for taking care of art materials in class?</p> <p>Artists take care of their studio.</p> <p>Artists solve problems.</p> <p>Artists make drawings and sculptures.</p>	<p>Explore tools, control and manipulation of a variety of art materials, fine motor skill development.</p> <p>Understand dots as a design element.</p> <p>Combine parts to make a whole.</p> <p>Use overlap.</p> <p>Demonstrate types of lines – straight, broken, dotted, zigzag, wavy, curly, spiral, etc. Demonstrate expressive use of line.</p> <p>Use line in a sculpture.</p> <p>Recognize the primary colors.</p> <p>Follow rules, show respect for equipment, recycle used paper.</p>	<p>Dot Picture – using only dots to create a picture</p> <p>Line Painting</p> <p>Line Drawing</p> <p>Line Sculpture</p> <p>Drawing in the style of Mondrian, using primary colors</p> <p>Mouse Paint</p>	<p><u>The Dot</u>, by Peter Reynolds</p> <p><u>Lines that Wiggle</u> by Candace Whitman</p> <p>Piet Mondrian</p>

<p>Art Curriculum Level: Nest October</p>			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is a pattern?</p> <p>What is texture?</p> <p>Artists use warm and cool colors to communicate feelings.</p> <p>Artists are inspired by the seasons.</p>	<p>Arrange lines and shapes into patterns.</p> <p>Cut shapes to form recognizable silhouettes.</p> <p>Identify the warm and cool colors.</p> <p>Use the entire space of the picture plane.</p> <p>Create a work of art that represents personal solutions to art problems.</p>	<p>Texture Teddy Bears</p> <p>Leaf Prints or Rubbings</p> <p>Haunted House Silhouettes</p> <p>Cool Color Fish</p>	

Art Curriculum Level: Nest November			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How do cultures use symbols to communicate?</p> <p>How can clay be manipulated?</p> <p>Artists make art for a purpose: ie, decorative, functional.</p> <p>Artists make gifts.</p> <p>Artists create and use symbols.</p>	<p>Discuss and use symbols (such as from the Native American culture).</p> <p>Discuss the concept that people in all cultures create works of art.</p> <p>Explore sculptural materials.</p> <p>Demonstrate how to roll clay coils and secure them together.</p> <p>Describe the sequence of steps in the making of a work of art.</p> <p>Practice using clay glazes properly.</p>	<p>Paper Mache Rattles</p> <p>Drawings Using Symbols</p> <p>Model Magic Snowman</p> <p>Clay Hearts</p>	<p>Traditional Native American art</p>

Art Curriculum Level: Nest December			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What are different types of shapes?</p> <p>How can shapes be used to create a design?</p> <p>Artists use shapes.</p>	<p>Identify geometric shapes such as circle, triangle, oval and square.</p> <p>Identify organic shapes as being free form shapes.</p> <p>Demonstrate understanding of symmetry.</p>	<p>Shape Collages in the style of Matisse</p> <p>Paper Snowflakes</p>	<p><u>When a Line Bends, a Shape Begins</u> by Rhonda Greene</p> <p><u>Oooh! Matisse</u> by Mil Niepold</p> <p><u>Video—Getting to Know Shape in Art</u></p> <p><i>Dropping in on Matisse</i></p> <p>Henri Matisse</p>

Art Curriculum Level: Nest January			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is the difference between 2-D and 3-D art?</p> <p>What is a color wheel and how is it used?</p> <p>Artists use color.</p> <p>Artists observe.</p>	<p>Identify the primary colors.</p> <p>Use the primary colors to mix the secondary colors.</p> <p>Identify the secondary colors.</p> <p>Practice simple printmaking techniques.</p> <p>Use watercolor pencils to create blending of colors.</p> <p>Strengthen observational drawing skills.</p>	<p>Penguin Project (classroom theme)</p> <p>100 Shapes for the 100th Day of School</p> <p>Color Mixing</p> <p>Print Circles with Toilet Paper Tubes</p> <p>Flower or Bird Drawing</p>	<p><u>Mouse Paint</u> by Ellen Stoll Walsh</p> <p><u>The Color Tree</u> by Denise Minnerly</p> <p>Video- <i>Getting to Know Color in Art</i></p>

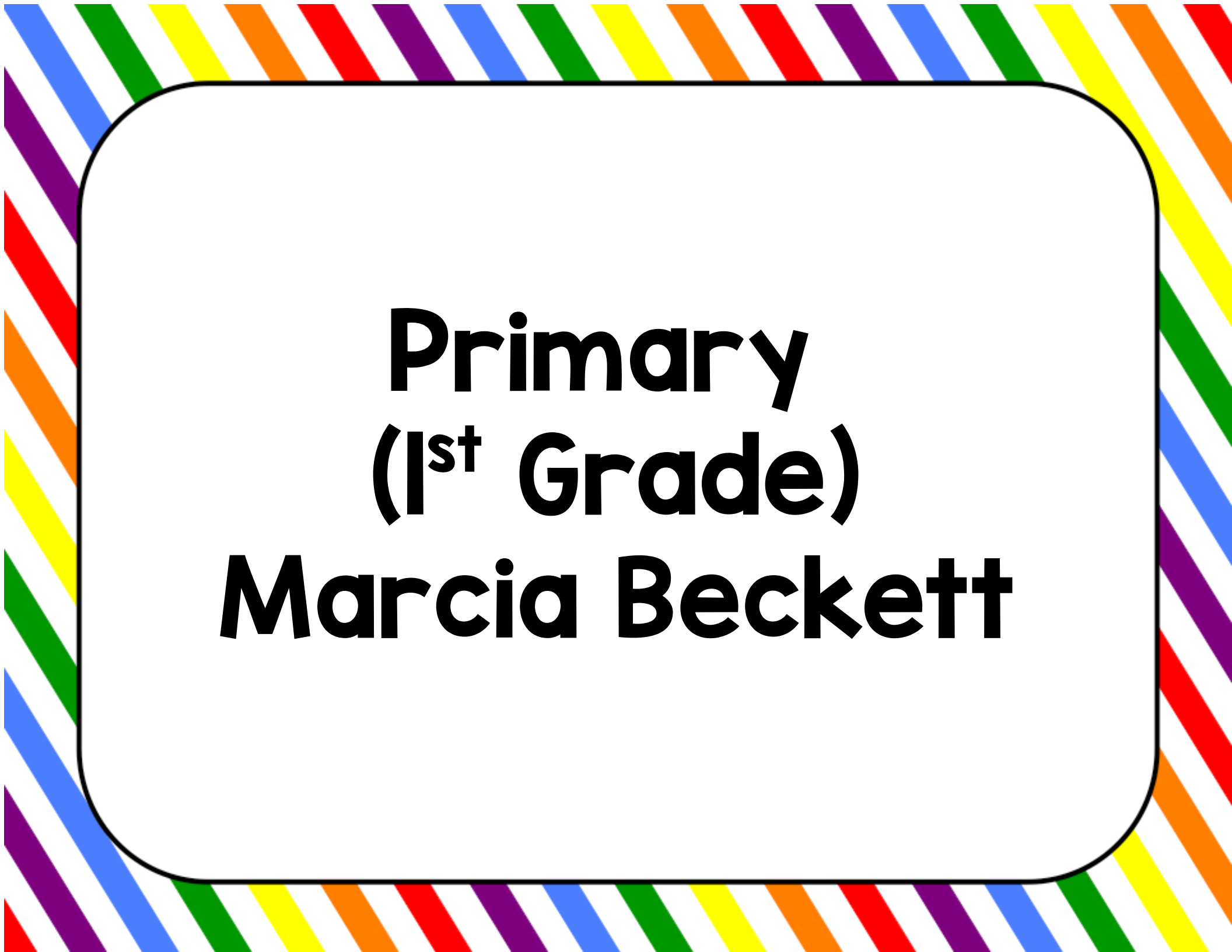
Art Curriculum
 Level: Nest
 February

Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is an architect?</p> <p>How can shapes be arranged to make a design?</p> <p>What is weaving?</p> <p>Artists weave.</p> <p>Artists build.</p> <p>Artists create art about things that are important to them.</p>	<p>Experiment with combining shapes and mixed materials to make a design.</p> <p>Identify and demonstrate spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.</p> <p>The student will identify people who make art as “artists” (e.g., painters, sculptors, printmakers, architects, graphic designers, weavers).</p> <p>Use the whole picture plane while drawing.</p>	<p>Map of My Heart</p> <p>Fairytale Castle Collage</p> <p>Paper Weaving</p> <p>President's Day “If I were a President..” drawing</p>	<p><u>Roberto the Insect Architect</u> by Nina Laden</p> <p><u>The Goat in the Rug</u> by Charles L. Blood</p> <p>Weavers and architects</p> <p>Children's book about presidents</p>

Art Curriculum Level: Nest March			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How can artists make texture in their artwork?</p> <p>What is a self-portrait?</p> <p>Artists make artwork about their personal life.</p>	<p>Use texture plates to make texture rubbings.</p> <p>Draw human face using detail and proportion.</p>	<p>Texture Rubbing Drawings (with Miro inspired lines)</p> <p>Self Portrait on Construction Paper with Collage Background</p>	<p>Juan Miro</p>

Art Curriculum Level: Nest April			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
How can a picture tell a story?	Use children's picture books and literature to inspire artwork.	Family Memory Picture inspired by Faith Ringgold	<u>Tar Beach, by Faith Ringgold.</u>
What is an illustrator?	Create a work of art that commemorates a personal event or memory.	Dinosaurs in a City Picture Dinosaur Fossil from Clay	<u>Getting to Know Faith Ringgold.</u>
Artists draw from memories.	Explore the processes of building with clay (slab, slump molds, imprints).	Leaf Shaped Clay Bowl	<u>If the Dinosaurs Came Back,</u> by Bernard Most
Artists create from their imagination.			Faith Ringgold

Art Curriculum Level: Nest May			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How can you arrange pieces to make an interesting whole?</p> <p>Artists are making art today in many different ways.</p>	<p>Experimenting with shapes, colors and arrangement.</p> <p>Identify artwork by a particular artist and describe qualities of the art.</p> <p>Analyze how color and line can affect the mood of art.</p>	<p>Cardboard shape pictures</p> <p>Van Gogh Starry Night Inspired Picture</p>	<p><u>The First Starry Night</u> by Joan Isom</p> <p><u>Video—</u> <i>Getting to Know Van Gogh</i></p> <p>Vincent Van Gogh</p> <p>Contemporary artist: Marcus Oakley</p>

The background of the slide is a vibrant, multi-colored border consisting of diagonal stripes in shades of purple, blue, green, yellow, orange, and red. In the center of this border is a white rounded rectangle with a black outline, which contains the text.

**Primary
(1st Grade)
Marcia Beckett**

Art Curriculum Level: Primary September			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How is art a part of all cultures?</p> <p>How do artists' styles differ?</p> <p>What are the different types of shapes?</p> <p>Artists use shapes.</p> <p>Artists develop their own style.</p>	<p>Express a point of view regarding the definition of art and what purpose art serves.</p> <p>Draw many types of shapes.</p> <p>Classify shapes as organic or geometric.</p> <p>Discuss shapes, colors and lines seen in an artwork.</p> <p>Discuss the differences and similarities between two artworks of a similar theme.</p> <p>Develop eye/hand coordination by painting and constructing.</p>	<p>Shape booklet</p> <p>Shape Artwork with Oil Pastels or Chalk/Water or Cut Paper Collage</p> <p>Vase of Flowers</p>	<p>Freidensreich Hundertwasser</p> <p>Vincent VanGogh</p> <p>Contemporary Artists: Gordon Hopkins Reggie Laurent</p> <p><u>M is for Masterpiece</u> by David Domeniconi</p>

Art Curriculum Level: Primary October			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How can texture be made in artwork?</p> <p>How do artists use words in art?</p> <p>Artists use texture.</p> <p>Artists use words and letters in art.</p>	<p>Use texture rubbing plates to create texture.</p> <p>Use colors and shapes from nature to create a work of art.</p> <p>Describe and discuss the visual qualities and content of works of art, using an art vocabulary</p>	<p>Textured Pumpkin</p> <p>Alphabet Art</p> <p>Turkey Drawing, colored in imaginative colors.</p>	<p>Stuart Davis</p> <p>Jasper Johns</p> <p>Robert Indiana</p> <p>Franz Marc</p>

Art Curriculum Level: Primary November			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What are different ways to use tools to create a variety of effects while painting?</p> <p>How are tools properly used in the art classroom?</p> <p>What kinds of unconventional materials can be used to create art?</p> <p>Artists observe.</p> <p>Artists create from found objects and cast-off materials.</p>	<p>Use a variety of watercolor painting techniques—wet on wet, varied sizes of brushes, amount of water added to brush, pressure of stroke.</p> <p>Employ the proper steps to set up and clean up a painting area.</p> <p>Observe and depict an animal in a work of art (frog).</p> <p>Recognize and discuss various solutions to a single art problem.</p> <p>Create art from real and imaginary sources of inspiration.</p> <p>Collect and assemble unusual, “cast-off” materials to create a work of art with meaning.</p> <p>Interpret ideas and feelings expressed in personal and others’ works of art.</p> <p>Use basic printmaking techniques to make a picture.</p>	<p>Frog on a Lilypad</p> <p>Scrap Mask</p> <p>Snowman from Found Objects (makeup puffs, cotton balls, buttons, ribbon, etc.)</p>	<p><i>Linnea in Monet’s Garden</i> video</p> <p><i>Stay Away from the Junkyard</i> video</p> <p><u>Snowballs</u>, by Lois Ehlert</p> <p><u>Scraps</u>, by Lois Ehlert</p> <p><u>My Best Friend is as Sharp as a Pencil</u>, by Hanoch Piven</p> <p>Claude Monet</p> <p>Lois Ehlert</p>

Art Curriculum Level: Primary December			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is the difference between abstract art and realistic art?</p> <p>How can clay be manipulated to make an object?</p> <p>Artists create artwork from dreams and imagination.</p> <p>Artists learn how to use tools and materials.</p>	<p>Explain the difference between abstract and realistic art and classify artworks as such.</p> <p>Select a preferred work of art from among others and explain why it was chosen.</p> <p>Incorporate unanticipated results of art making into works of art.</p> <p>Develop a narrative from their abstract art.</p> <p>Use and develop motor skills to manipulate clay.</p>	<p>Abstract Picture Inspired by Juan Miró</p> <p>Clay Butterflies</p> <p>Clay Pinch pots</p>	<p>Juan Miró</p>

Art Curriculum Level: Primary January			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is weaving and how is it important to many cultures?</p> <p>How can mixed media be used to make a figure?</p> <p>Artists make clothing and functional cloth items.</p> <p>Artists create puppets and dolls for performances and play.</p>	<p>Use texture to create an interesting weaving by choosing a variety of types of yarns.</p> <p>Demonstrate understanding of spatial relationships such as over and under, back and forth.</p> <p>Use and develop fine motor skills by manipulating yarn, beads, feathers, and wire through weaving.</p> <p>Use literary sources to generate ideas for works of art.</p> <p>Create a three-dimensional work of art, using a variety of materials.</p> <p>Combine media to make a figure.</p>	<p>Weaving on Styrofoam with yarn and fabric</p> <p>Large Collaborative Weaving</p> <p>Fairytale Puppet</p> <p>Zig Zag Fabric Collage</p>	<p><u>The Weaving Adventures of Edgar and Rita</u>, by Frances Iverson</p> <p><i>Gente de Sol: Guatemalan Weaving</i> video</p> <p><u>Zig Zag</u>, by Robert San Souci</p> <p>Dolls and figures throughout history</p>

Art Curriculum
 Level: Primary
 February

Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is printmaking?</p> <p>What is emphasis and how can you show it in art?</p> <p>Artists are inspired by holidays.</p> <p>Artists use knowledge of nature and animals to create art.</p>	<p>Use knowledge of nature and animals to create art.</p> <p>Recognize cool colors and use them in an artwork.</p> <p>Explore basic techniques for Styrofoam printing.</p> <p>Use lines to define details in a picture.</p> <p>Explore the elements and principles of art.</p> <p>The student will identify people who make art as “artists” (e.g., painters, sculptors, printmakers, architects, graphic designers).</p> <p>Use size to show emphasis.</p>	<p>Model Magic Hearts</p> <p>Printed Hearts on Styrofoam plates</p> <p>Arctic Animal Prints or Paintings</p>	<p>Jim Dine</p> <p><i>Elements of Art</i> video</p>

Art Curriculum Level: Primary March			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is positive and negative space?</p> <p>What are some inventive techniques to create 3-D objects?</p> <p>Artists use space.</p>	<p>Demonstrate understanding of positive and negative space in a cut paper collage and drawing.</p> <p>Develop hand/eye coordination by drawing.</p> <p>Create lines and shapes in a variety of media.</p> <p>Develop an awareness of shape and space.</p> <p>Identify objects within the environment that occupy space.</p> <p>Demonstrate use of proportion while building a three-dimensional sculpture.</p>	<p>Inside-Out Pictures</p> <p>Negative Space Drawings</p> <p>Construction Building Day</p>	

Art Curriculum Level: Primary April			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is a focal point?</p> <p>Why would an artist study nature?</p> <p>How do you read an artwork's label?</p> <p>What are shades and tints?</p> <p>What is overlap and why is it important in art?</p> <p>Artists are inspired by nature and animals.</p>	<p>Examine art and determine a focal point. Explain reasons for the decision.</p> <p>Mix shades and tints of colors in a painting of a bird.</p> <p>Observe and depict a bird in an artwork.</p> <p>Use overlap in a mixed media collage.</p> <p>Observe and depict underwater life in a collage.</p>	<p>Bird Painting</p> <p>Watery Grotto Collage</p>	<p><u>The Boy Who Drew Birds</u> By <u>Jacqueline Davies</u> and <u>Melissa Sweet</u></p> <p>John James Audubon David Hockney Robert Wyland Ron Steven (Rogest) Louis Renard Dorothy Cross Jennifer Belote</p>

Art Curriculum Level: Primary May			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How do artists get ideas?</p> <p>What are foreground, middle ground and background?</p> <p>Artists observe.</p> <p>Artists use unconventional materials to make art.</p>	<p>Develop “seeing” skills by drawing from observation.</p> <p>Use foreground, middle ground and background in a drawing. Use proportion and size to describe objects.</p> <p>Use unconventional materials to make art, like stickers or tape.</p>	<p>Stuffed Animal Still Life</p> <p>Drawing Toys and Figurines from Observation</p> <p>Tape and Sticker Art</p>	<p>Contemporary artists who make art about stuffed animals and toys</p> <p>Contemporary artists who use tape and stickers in their art</p>



**Upper Primary
(2nd Grade)
Marcia Beckett**

Art Curriculum Level: Upper Primary September			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How are tools properly used in the art room?</p> <p>What is a self-portrait?</p> <p>What is Pop Art?</p> <p>Artists draw from their imagination.</p> <p>Artists use ideas from pop culture.</p> <p>Artists study art history and contemporary artists.</p> <p>Artists illustrate.</p>	<p>Demonstrate the safe use of art materials, including clean up.</p> <p>Demonstrate understanding of basic human proportion and incorporate facial details within a self-portrait.</p> <p>Use expressive color in a self-portrait.</p> <p>Categorize artwork by artist and style.</p> <p>Use book illustrations to inspire a drawing.</p> <p>Create a work of art using fantasy and imagination.</p>	<p>Andy Warhol style Self-Portraits</p> <p>Dr. Suess Inspired Architecture</p>	<p>Roy Lichtenstein</p> <p>Andy Warhol</p> <p>Wayne Thiebaud</p> <p>Dr. Suess</p> <p><i>Who is the Artist?</i> Pop art video</p> <p><u>Getting to Know Andy Warhol</u> book</p>

Art Curriculum Level: Upper Primary October			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is the Day of the Dead?</p> <p>How does art play a role in cultural holidays?</p> <p>How can a map be art?</p> <p>Artists are inspired by their community and neighborhoods.</p> <p>Artists are inspired by the human form.</p> <p>Artists are inspired by holidays and culture.</p>	<p>Identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.</p> <p>Explore the use of proportions in the human figure through drawing of the skeleton.</p> <p>Discuss how art plays a role in various holidays.</p> <p>Create an imaginative map using elements of map making.</p> <p>Identify and use the various elements of map making.</p>	<p>Draw skeleton model</p> <p>Cut out and assemble paper skeleton, decorate with clothing and accessories.</p> <p>Imaginary Map</p> <p>Map of a Neighborhood</p>	<p>Day of the Dead art and books</p> <p>Artistic maps</p>

Art Curriculum Level: Upper Primary November-December			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is printmaking?</p> <p>What are the characteristics and functions of Alaskan masks?</p> <p>What are the steps to creating a clay sculpture?</p> <p>Artists have a global awareness of art.</p>	<p>Explore the process of collograph printing.</p> <p>Discuss the ways that the art of a culture reflects its people's attitudes and beliefs.</p> <p>Create art based on the Native Alaskan culture.</p> <p>Describe the characteristics and purposes of Alaskan masks.</p> <p>Create a work of art by manipulating clay.</p> <p>Explain the sequence of steps in the process of making clay sculptures (building, drying, firing, glazing as well as steps to secure parts of a clay project)</p>	<p>Collograph</p> <p>Masks Inspired by Alaska</p> <p>Clay Animals or Monsters</p>	<p>Jasper Johns</p> <p>Alaskan Native Masks</p> <p>Jasper Johns <i>Scholastic Art</i> magazine</p> <p><u>The Etcher's Studio</u>, by Arthur Geisert</p> <p>Alaskan Art video</p>

Art Curriculum Level: Upper Primary January			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is a landscape?</p> <p>How do artists show depth in art?</p> <p>What are ways artists create weavings?</p> <p>Is weaving an art form?</p> <p>How do museum curators decide what to put in a museum?</p> <p>Artists create functional crafts.</p>	<p>Classify artworks as landscape, still-life or portrait.</p> <p>Identify and use foreground, middle ground, and background in two-dimensional works of art.</p> <p>Use size relationships and simple depth techniques to show space in an artwork.</p> <p>Examine the relationship between form and function in the artifacts of a culture.</p> <p>Discuss the difference between art and other types of objects, using appropriate art vocabulary.</p> <p>Develop and describe personal reasons for valuing works of art.</p> <p>Explain the sequence of creating a weaving using proper weaving vocabulary (warp, weft, loom, yarn and string)</p> <p>Develop hand/eye coordination and fine motor skills by creating a weaving using a variety of yarns.</p>	<p>Winter Landscape Collage</p> <p>Folk Art Landscape Drawing or Painting</p> <p>Circular Weaving</p>	<p>Grandma Moses</p> <p>Weavers</p> <p><u>The Year of Grandma Moses</u> by W. Nikola Lisa</p> <p><u>Dropping in on Grandma Moses</u> by Pamela Stephens</p> <p><u>Weaving the Rainbow</u>, by George Ella Lyon</p>

Art Curriculum Level: Upper Primary February			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
How are oil pastels used? What is emphasis? Artists use patterns. Artists refine their knowledge of qualities of media.	Identify and use primary, secondary and neutral colors Use shading to create the illusion of form Take advantage of the unique properties of oil pastels by creating a 2-D artwork incorporating color mixing and blending. Explore the use of emphasis in a collage.	Tropical Landscape Valentine's Day Collage Romero Britto Hearts	Paul Gauguin Romero Britto <u>Getting to Know Paul Gauguin</u> <u>What is Space?</u> <u>Happy</u> , by Romero Britto

Art Curriculum Level: Upper Primary March			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is positive space and negative space?</p> <p>How does artwork reflect a culture's attitudes and beliefs?</p> <p>What are characteristics and symbols in Australian artwork?</p> <p>Artists use symbols.</p>	<p>Demonstrate unity in an artwork.</p> <p>Explore and discuss how artwork reflects a culture's attitudes and beliefs.</p> <p>Create artwork inspired by Australian art.</p> <p>Use science and nature as an inspiration for artwork.</p> <p>Develop an eye for observation and detail.</p>	<p>Australian Aboriginal Dot Paintings</p> <p>Drawings with Insects</p>	<p>Australian Aboriginal art</p> <p>Louise Borgeouis</p>

Art Curriculum Level: Upper Primary April			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>Who are some artists from Wisconsin?</p> <p>How does environment influence an artist's work?</p> <p>Artists are architects and inventors.</p>	<p>Identify and use three-dimensional forms.</p> <p>Explore the characteristics of Frank Lloyd Wright's architectural design. Describe and analyze the qualities of his work.</p> <p>Investigate the relationship between form and function.</p> <p>Recognize the careers related to the media they have studied.</p> <p>Express a point of view regarding what art is and what purpose art serves.</p>	<p>Building with Blocks/Architectural Drawing</p> <p>Building with Recycled Materials</p>	<p>Frank Lloyd Wright</p> <p><u>Roberto the Insect Architect</u> book</p> <p><u>Iggy Peck Architect</u> book</p>

Art Curriculum Level: Upper Primary May			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>Who are some artists from Wisconsin?</p> <p>How does an artist's environment influence their artwork?</p> <p>Artists are influenced by the environment.</p> <p>Artists are illustrators.</p>	<p>Describe how people's experiences influence the development of specific artworks</p> <p>Create artwork influenced by a particular artist and time period</p> <p>Take advantage of the unique qualities of tissue paper to create an enlarged, close-up collage of a flower.</p> <p>Use motor skills to tear, construct, form and otherwise manipulate art materials.</p> <p>Recognize and describe the art of Eric Carle.</p> <p>Describe the process Eric Carle uses to make his collages.</p>	<p>Tissue Paper Flower Collage</p> <p>Clay Flowers</p> <p>Painted Paper Collage</p>	<p>Georgia O'Keeffe</p> <p><u>Georgia's Bones</u> by Jen Bryant</p> <p>Eric Carle's art and books</p>

The background of the slide is a vibrant, multi-colored border consisting of diagonal stripes in shades of red, orange, yellow, green, blue, and purple. In the center of this border is a large white rounded rectangle with a black outline, which contains the text.

Intermediate
(3rd grade)
Marcia Beckett

Art Curriculum Level: Intermediate September			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is craftsmanship?</p> <p>How have artists in other cultures and times expressed themselves through self-portraits?</p> <p>How do contemporary artists combine media?</p> <p>What careers can artists have?</p> <p>What is a photomontage?</p> <p>Artists make self-portraits.</p> <p>Artists combine and reinvent.</p>	<p>Define self-portrait. Compare and describe various works of art that have a similar theme and were created at different time periods.</p> <p>Create art based on self.</p> <p>Use proportion while drawing facial features in the correct placement.</p> <p>Mix and apply tempera paints to create tints and shades.</p> <p>Combine geometric shapes to make a picture.</p> <p>Understand how a color wheel is used.</p> <p>Combine photos and painting/drawing to make an animal photomontage that shows anthropomorphosism.</p>	<p>Mixed Media Self-Portrait</p> <p>Klee Buildings</p> <p>Animal Photomontage</p>	<p><u>What is a Self Portrait?</u> by Ruth Thompson</p> <p><u>The Cat and the Bird: A Children's Book Inspired by Klee</u></p> <p><u>Flo & Wendell</u> <u>Flo & Wendell Explore</u>, by William Wegman</p> <p>Van Gogh</p> <p>Frida Kahlo</p> <p>Paul Klee</p> <p>William Wegman</p>

Art Curriculum Level: Intermediate October			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How are symbols used in African art?</p> <p>Artists paint on alternative surfaces such as cloth.</p> <p>Artists have a global awareness of art.</p>	<p>Use various art processes and techniques to produce works of art that demonstrate craftsmanship.</p> <p>Use artwork from other cultures as inspiration.</p> <p>Create a work of art by painting on fabric.</p> <p>Explore the art of selected cultures.</p> <p>Show repetition in a border.</p>	<p>Painted Korhogo Cloth</p>	<p>African Art</p>

Art Curriculum Level: Intermediate November-December			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What are characteristics of African masks?</p> <p>What are some ways to represent America?</p> <p>Artists make masks for ceremonies, parades, drama and decoration.</p> <p>Artists create art about their country.</p>	<p>Explore African art.</p> <p>Describe and analyze the qualities and meanings of African masks.</p> <p>Identify common attributes in works of art produced by people within one culture.</p> <p>Develop and describe personal reasons for valuing works of art.</p> <p>Identify and use symbols of America in art.</p>	<p>Mask Drawing</p> <p>Clay Masks</p> <p>Veteran's Day American Symbols collage (Nov. 11)</p>	<p>Masks of Africa</p> <p><u>Can You Spot the Leopard?</u> book</p> <p>Scholastic Art magazine about masks</p> <p><u>How Artists See America</u> book</p>

Art Curriculum Level: Intermediate January			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What are the characteristics of various types of Japanese and Chinese art?</p> <p>How can depth be shown in a painting?</p> <p>Can clothing be art?</p> <p>What are some characteristics of Japanese art and design?</p> <p>Artists are designers.</p> <p>Artists use artwork from other cultures as inspiration.</p>	<p>Explore watercolor painting techniques such as wet on wet, dry brush, using a fan brush, etc.</p> <p>Create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement in the picture plane.</p> <p>Analyze works of art for spatial relationships—overlapping, size, proportion, and placement.</p> <p>Identify and examine art objects from China and Japan.</p> <p>Use artworks from other cultures as inspiration.</p>	<p>Chinese Scroll Paintings</p> <p>Japanese Screens</p> <p>Kirigami</p> <p>Manga Drawings</p> <p>Kimono Paintings</p>	<p>Art from Japan and China</p> <p>Contemporary Manga Artists</p>

Art Curriculum Level: Intermediate February			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is contour line drawing? What are ways that artists develop their drawing skills?</p> <p>What is a monochromatic color scheme?</p> <p>How are shades and tints made?</p> <p>How do you show rhythm in art?</p> <p>Artists use rhythm.</p> <p>Artists show depth in their artwork.</p> <p>Artists use color.</p>	<p>Create contour line drawings that demonstrate perceptual skill.</p> <p>Explore spatial relationships, including size and scale, in a drawing.</p> <p>Solve visual arts problems with originality, flexibility, fluency and imagination.</p> <p>Identify and use rhythm in a painting.</p> <p>Explore color theory and color schemes.</p>	<p>Contour Line Drawings of Shoe (with miniature people on shoe)</p> <p>Monochromatic Painting</p> <p>Color Theory Pictures (Four Photocopied Designs with Rhythm)</p>	<p>Pablo Picasso (Blue Period)</p>

Art Curriculum Level: Intermediate March			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How is rhythm and movement shown in Art? What is Op art?</p> <p>Artists construct with recycled materials.</p> <p>Artists explore playfully.</p> <p>Artists envision and imagine.</p>	<p>Identify and describe the works of European artists.</p> <p>Create the illusion of movement in a two-dimensional work of art.</p> <p>Analyze and understand the purpose art movements.</p> <p>Develop skill and confidence in the use of art media.</p> <p>Construct a 3-d work of art, using a variety of recycled materials.</p>	<p>Cardboard Sculpture</p> <p>Wood & Tape Sculpture</p> <p>Skateboard Park from Recycled Materials</p> <p>Assemblage Shadow Boxes</p> <p>Op Art Marker Drawing</p>	<p>Contemporary artists</p> <p>Bridget Riley</p> <p><i>Op Art</i> Scholastic Art magazine</p>

Art Curriculum Level: Intermediate April-May			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is Impressionism?</p> <p>What is the difference between craft and fine art?</p> <p>What are techniques for creating with clay? How is texture created in clay?</p> <p>Artists research and study other art movements and cultures.</p>	<p>Compare and contrast the works of different Impressionists.</p> <p>Understand important facts about Impressionism, including artistic styles and techniques.</p> <p>Use brushstrokes and color to show expression and light.</p> <p>Explore color mixing with paint.</p> <p>Explain the meaning of several terms related to ceramics—firing, kiln, glaze, score, slabs, coils, incise, texture.</p> <p>Create texture in clay using a variety of tools.</p> <p>Analyze the difference between fine art and craft.</p> <p>Develop skills in clay manipulation.</p>	<p>Impressionist Landscapes</p> <p>Clay Sun</p> <p>Clay Animalitos</p>	<p>Impressionist artists</p> <p>Metatepec Clay Suns</p> <p>Mexican craftspeople</p> <p><u>Josephina</u> by Jeanette Winter</p> <p><u>Musicians of the Sun</u> by Gerald McDermott</p> <p><i>Who is the Artist?</i> Impressionism video</p> <p><i>Rainy Day Art 2</i> Video</p>

The background of the slide consists of diagonal stripes in a rainbow color palette: purple, blue, green, yellow, orange, and red. These stripes are arranged in a repeating pattern that fills the entire frame.

3rd/4th Grade

**Marcia Beckett
2016**

<p>Art Curriculum Level: 3/4 September</p>			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is art? What can be called art? How is art a part of our daily life?</p> <p>What is radial balance? How can an artist create a variety of patterns? What are analogous colors?</p> <p>Artists observe.</p> <p>Artists are inspired by science.</p>	<p>Formulate an opinion about the definition of art.</p> <p>Compare and contrast works of art by genre.</p> <p>Select a preferred work of art from among others and defend the choice, using appropriate art vocabulary.</p> <p>Demonstrate proper use of compass as a drawing tool.</p> <p>Use radial balance to create a design using a variety of patterns.</p> <p>Observe natural objects and draw them realistically.</p> <p>Explore simple bookmaking.</p> <p>Demonstrate the steps of paper marbling or spray inks.</p>	<p>Art is.. poster</p> <p>Radial Mandalas</p> <p>Specimen Books</p> <p>Microorganisms</p>	<p><u>Art is..</u> by Bob Raczka</p> <p>Artists that use microorganisms as inspiration.</p> <p>Artists around the world that create mandalas.</p>

Art Curriculum Level: 3/4 October			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What are the differences among non-objective, abstract and realistic art?</p> <p>What is value in art? (degree of lightness or darkness)</p> <p>How do artists show contrast in art?</p> <p>How has sand been used in art?</p> <p>Artists learn artistic conventions.</p> <p>Artists learn to use tools and materials.</p> <p>Artists learn about art history and contemporary art practice.</p>	<p>Analyze and explain whether an artwork is non-objective, realistic or abstract. Discuss the qualities of each type.</p> <p>Identify and use a variety of types of lines—parallel, perpendicular, diagonal, horizontal, vertical, wavy, loopy, zig-zag, thick, thin, light, dark, spiral, jagged, lines that start out one way and end another way, dotted, dashed, etc.</p> <p>Complete a value scale using 5 values.</p> <p>Identify and use implied texture in a drawing using texture rubbing plates.</p> <p>Use contrast (light and dark) expressively in an original work of art.</p> <p>Use pressure, layering and blending, while exploring various types of drawing pencils, graphite and charcoal.</p> <p>Learn how artists have used sand in art throughout history-- Navajo, Buddhist, contemporary.</p> <p>Create a work of art using sand and paint.</p>	<p>Sand paintings</p> <p>Non-Objective Drawings</p>	<p>Joe Mangrum</p> <p>Native American sand art</p> <p>Buddhist mandalas</p> <p>Pip & Pop</p> <p>Naoshi</p> <p>Wassily Kandinsky</p>

Art Curriculum

Level: 3/4

November

Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is Pointillism? How can colors be optically blended?</p> <p>What are masks used for in the Native American culture?</p> <p>How can paper mache be used to create form?</p> <p>Artists develop craft.</p> <p>Artists create works of art that convey personal meaning.</p> <p>Artists make masks for a wide variety of reasons-- spiritual, to disguise, to frighten, conceal, for decoration, to perform, to celebrate..</p>	<p>Create a Pointillist painting showing dimension and form by color mixing.</p> <p>Identify and describe Pointillist paintings.</p> <p>Examine the relationship between form and function in the artifacts of a culture.</p> <p>Use form to express ideas.</p> <p>Develop fine motor skills by using paper mache to build a mask.</p> <p>Identify and use shapes such as ovoids, U's and S-shapes.</p>	<p>Pointillism</p> <p>Native American Pacific Northwest Coast Paper Mache Masks</p>	<p>Georges Seurat</p> <p>Pacific NW Coast Native Americans</p> <p><u>If You Lived with the Indians of the NW Coast</u>, by Anne Kamme</p> <p><u>Raven</u>, by Gerald McDermott</p> <p><i>Georges Seurat Scholastic Art Magazine</i></p> <p><i>Masks from Many Cultures video</i></p>

Art Curriculum Level: 3/4 December			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What are clay handbuilding techniques?</p> <p>What kind of functional art has been made by Native Americans?</p> <p>Artists make functional art.</p> <p>Artists learn to care for tools, materials and space.</p> <p>Artists learn to use art materials.</p>	<p>Create a work of art in clay using the coil building process.</p> <p>Use clay glazes.</p> <p>Identify and describe how cultures define and value art differently.</p> <p>Explore the symbols used by cultures and incorporate symbolism on a clay pot design.</p> <p>Learn basic weaving techniques.</p> <p>Create a weaving on sticks.</p>	<p>Coil Bowls</p> <p>God's Eye Weavings</p> <p>Clay Storyteller Dolls</p>	<p>Navajo Weavings</p> <p>Pueblo Mimbres Bowls</p>

Art Curriculum Level: 3/4 January-February			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What are landscapes? How can texture be created with a fan brush? What are neutral colors?</p> <p>How is perspective used?</p> <p>What is cross-hatching?</p> <p>Artists develop craft.</p> <p>Artists learn to use tools and materials.</p>	<p>Categorize artworks as landscapes, still lifes, or portraits.</p> <p>Describe how artists are inspired by their environment and experiences.</p> <p>Use a fan brush and sponge to create texture in a painting.</p> <p>Understand how to mix neutral colors in paint such as brown, grays, beiges, etc.</p> <p>Add shadows and color variation to enhance depth in a painting.</p> <p>Use one-point perspective properly in a drawing.</p> <p>Explore hatching and cross-hatching.</p>	<p>American Landscapes</p> <p>City Drawing</p> <p>Cross-Hatched Animal</p>	<p>Hudson River Artists</p> <p><i>American Landscapes</i> video</p>

Art Curriculum Level: 3/4 March			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is parody?</p> <p>How have artists parodied other artworks?</p> <p>Artists use humor.</p> <p>Artists appropriate and comment on other artworks.</p>	<p>Analyze how artists use humor, irony and images from pop culture in a parody of a famous artwork.</p> <p>Create a work of art that exhibits an understanding of human proportion.</p> <p>Use imagination and inspiration from pop culture to create a parody of a famous artwork.</p> <p>Identify works of art that relate to early America.</p>	<p>Parody of Grant Wood's <i>American Gothic</i></p>	<p><u>Getting to Know Grant Wood</u> book</p> <p><u>The Art of Freedom</u>, by Bob Raczka</p>

<p>Art Curriculum Level: 3/4 April</p>			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is a silhouette?</p> <p>How are gelli plates used for printmaking?</p> <p>Artists use nature to make art.</p> <p>Artists create works that convey an idea, feeling or personal meaning.</p>	<p>Learn about the history of silhouettes from early America to modern silhouettes.</p> <p>Understand the use of contrast.</p> <p>Develop fine motor skills to cut a powerful design out of black paper.</p> <p>Incorporate a theme of choice within a paper cut, such as portrait, narrative, editorial, or a memory.</p> <p>Collect and use natural materials to make art.</p>	<p>Silhouettes</p> <p>Gelli printing/monoprinting</p> <p>Faerie House</p> <p>Nature Sculpture</p>	<p><u>The Shape of Me</u>, Dr. Suess</p> <p><u>The Amazing Papercuttings of Hans Christian Andersen</u>, by Beth Wagner Brust</p> <p>Silhouette artists: Hans Christian Andersen, Karl Johnson, Robert Ryan</p> <p>Andy Goldsworthy</p>

Art Curriculum Level: 3/4 May			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
What is surrealism? Artists envision and imagine. Artists explore playfully. Artists use juxtaposition and layering.	Examine and discuss Surrealist and fantasy artworks. Utilize fantasy and juxtaposition as a means of expression in art. Express ideas by creating mixed media artworks of fantasy or Surrealist scenes.	Surrealist Magazine Face Collages Surrealist Landscapes	Surrealist artists Contemporary collage artists



4th/5th Grade
Marcia Beckett

<p>Art Curriculum Level: 4/5 September</p>			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>Why do artists sketch? Who was Leonardo Da Vinci?</p> <p>What is hatching and cross-hatching?</p> <p>How do artists use aspects of their life to make art?</p> <p>Artists envision and imagine.</p> <p>Artists reflect on their artwork and process.</p> <p>Artists express ideas through artistic choices including media, techniques and subject matter.</p>	<p>Explore the purposes of artists' sketchbooks.</p> <p>Use imagination to design an innovative invention.</p> <p>Generate ideas for creating works of art using themes and experiences from personal life.</p>	<p>Design an invention.</p> <p>Personal Patchwork collage</p>	<p><u>Literature –</u> <i>Leonardo Da Vinci</i> Scholastic Art magazine</p> <p><u>Leonardo the Flying Boy</u>, by Laurence Anholt</p> <p><u>Emily's Blue Period</u>, by Cathleen Daly</p>

Art Curriculum Level: 4/5 October			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How do artists create abstract art?</p> <p>How do artists choose colors?</p> <p>How can oil pastels be used effectively?</p> <p>Artists explore new materials.</p> <p>Artists are inspired by other artists.</p> <p>Artists make abstract art by changing things from real life.</p>	<p>Explore the progression of an artist's style.</p> <p>Use color and line creatively to capture a mood.</p> <p>Learn various ways of blending oil pastels to create visual effects.</p> <p>Develop observational drawing skills.</p> <p>Learn to paint with alternate materials.</p> <p>Create a picture in an abstract style.</p> <p>Effectively use water-soluble crayons, colored pencils and paints.</p>	<p>Abstract Trees</p> <p>Watercolor Leaves with Glue & Salt</p> <p>Whimsical Landscapes</p>	<p>Piet Mondrian (his tree pictures)</p> <p>Justin Vining contemporary artist</p>

Art Curriculum			
Level: 4/5			
November			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How can we create a work of art that uses themes, ideas and art forms from the past?</p> <p>What is gesture drawing?</p> <p>What is a profile?</p> <p>What are characteristics and purposes of Egyptian art?</p> <p>How do you mix colors to create skin colors?</p> <p>Artist use symbols and convey meanings through drawings.</p>	<p>Interpret works of art for multiple meanings.</p> <p>Use the conventions of figure proportions in a gestural figure study.</p> <p>Stylize a figure drawing and combine with symbols to create meaning.</p> <p>Use accurate proportions to draw a figure in profile.</p> <p>Identify and discuss the content and characteristics of works of art from ancient Egypt.</p> <p>Demonstrate ability to mix skin colors using tempera paints.</p> <p>Choose hieroglyphics and invent personal symbols to add to the painting.</p> <p>Use art forms from the past for inspiration for an art project.</p>	<p>Keith Haring Style Figural Drawing</p> <p>Egyptian Profile Portrait</p> <p>Sarcophagus Painting</p>	<p>Keith Haring</p> <p>Egyptian Art</p>

Art Curriculum Level: 4/5 December			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How can a reader understand an artist's point of view in an editorial cartoon? How do we analyze the purpose and meaning of an editorial cartoon? Where do cartoonists get ideas for their cartoons?</p> <p>Artists convey opinions.</p> <p>Artists brainstorm, research and plan.</p> <p>Artists are influenced by current issues.</p>	<p>Analyze and interpret current editorial cartoons for meaning.</p> <p>Define, interpret and use analogy, symbols, humor, irony, exaggeration and caricature in editorial cartoons.</p> <p>Choose a current issue of personal importance and create an editorial cartoon that is effective at conveying meaning.</p> <p>Discuss the ways that cartoons reflect people's attitudes and beliefs.</p> <p>Defend a position regarding a contemporary issue through the production of art.</p> <p>Develop ideas for works of art by brainstorming, conducting research and making preliminary sketches.</p>	<p>Editorial Cartoons</p>	<p>Editorial Cartoon video</p> <p>Current editorial cartoons</p>

Art Curriculum Level: 4/5 January			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How does ancient architecture influence modern architecture? What are three types of columns in Ancient Greece and Rome?</p> <p>Artists collaborate.</p> <p>Artists create art for drama and theater productions.</p>	<p>Identify and draw the three types of columns—Doric, Ionic and Corinthian.</p> <p>Work collaboratively to draw scenery for the Greek and Roman plays. Incorporate mythology into the scenery.</p>	<p>Pencil Drawing of Columns with Personal Meaning</p> <p>Scenery for the 4/5 Play</p> <p>Choice of Greek Art themed work/Greek mythology or gods</p>	<p>Ancient Greek and Roman art</p>

Art Curriculum Level: 4/5 February			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How can slabs and coils be combined using clay?</p> <p>What are characteristics of Greek vases? What was the role of ceramics in a culture? What is the function of art?</p>	<p>Describe the changes that occur in clay-- plastic, leatherhard, greenware, bisque, glazeware-- during the ceramic process.</p> <p>Build a vase form with coils and add decorative details with coils and carving.</p> <p>Apply glaze correctly, making sure to apply 3 layers. Appropriately use clay and glazing tools. Show responsibility for clay clean up and storage.</p> <p>Explore the types of Greek vases and use the design features of these vases to create a work of art.</p> <p>Use drawing skills and hand-eye coordination to depict a proportional Greek vase.</p> <p>Take advantage of the qualities of chalk to create a mood in a drawing.</p>	<p>Greek Vases Drawing (Chalk)</p> <p>Greek Vases from Clay</p> <p>Clay Pocket Pots</p> <p>Greek/Roman Foam Print</p>	<p>Ancient Greek and Roman art</p> <p><i>Greek Vases</i>, Scholastic Art magazine</p>

<p>Art Curriculum Level: 4/5 March</p>			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is the history and function of mosaics? How are mosaics made? What are some safety precautions while making mosaics?</p> <p>Artists are making art today in many unique ways.</p> <p>Artists explore new media.</p> <p>Artists develop craft.</p>	<p>Discuss the history of mosaics.</p> <p>Demonstrate proper safety techniques while making a mosaic.</p> <p>Show unity within a mosaic.</p> <p>Learn about a contemporary artist and the motivations behind their work.</p> <p>Use fabric and paint to create an artwork.</p>	<p>Concrete Mosaic or Stepping Stone</p> <p>Abstract Painting Using Fabric and Paint (inspired by Shinique Smith)</p>	<p>Greek and Roman mosaics</p> <p>Contemporary artist Shinique Smith</p>

Art Curriculum Level: 4/5 April			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is the value scale? What are some drawing techniques to create the illusion of 3-D forms on a 2-D surface? What are geometric forms? What is a light source?</p> <p>How can paper pulp be used to create an artwork?</p> <p>Artists plan and envision ideas from imagination.</p> <p>Artists try new media.</p> <p>Artists develop drawing skills.</p>	<p>Use pencil to make a value scale with 5 values. Complete a drawing using pencil that shows a full range of values from black to light gray.</p> <p>Demonstrate understanding of a light source within a drawing.</p> <p>Use shading and shadows to create the illusion of 3-D forms on a 2-D surface.</p> <p>Intentionally take advantage of the unique qualities and characteristics of paper pulp painting to create a flower picture.</p> <p>Learn basic weaving techniques.</p> <p>Create a weaving on a loom.</p>	<p>Secret Cities</p> <p>Bursting Letters and Shapes (perspective)</p> <p>Bedrooms in Perspective (Dream bedroom, Surreal bedroom or actual bedroom)</p> <p>Paper Pulp Flowers</p> <p>Weaving on a Loom</p>	<p><u>In the Tall Tall Grass and Mama Cat has Three Kittens</u>, by Denise Fleming</p> <p><u>The Draw Squad</u> books</p> <p>Vincent Van Gogh's bedroom paintings</p> <p>Surrealism</p>

Art Curriculum Level: 4/5 May			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
What is graphic design? How are different art techniques used to effectively communicate ideas? Artists are designers. Artists commemorate events and people.	Explore typography and layout design. Create a graphic design to commemorate an event, person or cause. Learn about graphic design as a career.	Poster Design Postage Stamps	Peter Max Postage Stamp artists

The background of the slide consists of diagonal stripes in a rainbow color palette: purple, blue, green, yellow, orange, and red. A large white rounded rectangle is centered on the slide, containing the text.

5th / 6th Grade
Marcia Beckett
2016

<p>Art Curriculum Level: 5/6 September</p>			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What are the differences between various types of art media?</p> <p>How can clouds be painted realistically?</p> <p>What are the characteristics of Islamic art? What are the geometric, organic, calligraphic/figural and the medallion types of Islamic art? What is radial symmetry?</p> <p>Artists experiment.</p> <p>Artists use repetition and symmetry.</p>	<p>Explore the properties of many different types of art media.</p> <p>Show responsibility for set up, clean up and management of art materials.</p> <p>Use painting and color mixing techniques to depict several types of clouds realistically.</p> <p>Use scientific content as subject matter for a painting.</p> <p>Categorize Islamic art and describe characteristics.</p> <p>Use folding and carbon paper or a light table to create a radial design showing repetition, pattern and variety.</p>	<p>Mixed Media Exploration</p> <p>Clouds in Art</p> <p>Islamic Tile Design</p> <p>Microorganism Painting</p>	<p>Artists that have painted clouds in their artwork.</p> <p>Artists that use microorganisms as subject matter.</p> <p>Islamic art</p>

Art Curriculum Level: 5/6 October			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What is a still life?</p> <p>What do graphic designers create? How can we investigate a variety of symbols and fonts? How can we use appropriate symbols, color and fonts to express our ideas? How is design used in daily life?</p> <p>Artists pay tribute and honor people through art.</p> <p>Artists exhibit in the community.</p> <p>Artists draw from observation.</p> <p>Artists design print materials.</p>	<p>Develop fine motor skills and ability to draw what you see through observational drawing.</p> <p>Describe and discuss various commercial art careers.</p> <p>Use the elements and principles of design to create an original graphic design using meaningful letters and numbers.</p> <p>Use proportion and overlap to create a unified composition of a still life.</p> <p>Create an artwork as a tribute. (Veteran's Day)</p> <p>Display art in the community at a public event.</p>	<p>Poppy Posters</p> <p>Graphic Design choices</p> <p>Fall Still Life</p>	<p>Graphic designers</p> <p>Artists that have painted still lifes</p>

Art Curriculum Level: 5/6 November			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
What symbols have been used in African art? How can fabric represent cultural beliefs? What are safety precautions that must be used while printmaking?	Discuss and explore various types of traditional African art. Use lino-cutters to carve rubber stamps. Take advantage of the particular characteristics of specific art media (printmaking) to create a work of art inspired by a culture (Africa).	Personal Symbol Stamps	African Adinkra art

Art Curriculum Level: 5/6 December			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How can a reader understand an artist's point of view in an editorial cartoon? How do we analyze the purpose and meaning of an editorial cartoon? Where do cartoonists get ideas for their cartoons?</p> <p>Artists convey opinions.</p> <p>Artists brainstorm, research and plan.</p> <p>Artists are influenced by current issues.</p>	<p>Analyze and interpret current editorial cartoons for meaning.</p> <p>Define, interpret and use analogy, symbols, humor, irony, exaggeration and caricature in editorial cartoons.</p> <p>Choose a current issue of personal importance and create an editorial cartoon that is effective at conveying meaning.</p> <p>Discuss the ways that cartoons reflect people's attitudes and beliefs.</p> <p>Defend a position regarding a contemporary issue through the production of art.</p> <p>Develop ideas for works of art by brainstorming, conducting research and making preliminary sketches.</p>	<p>Editorial Cartoons for the Yahara Contest</p>	<p>Editorial cartoons video</p> <p>Current editorial cartoons</p>

Art Curriculum Level: 5/6 January			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What were castle designs like in the Middle Ages?</p> <p>How can clay be used to build structures?</p> <p>Artists plan and execute ideas.</p> <p>Artists produce architecture that reflect other cultures or time periods.</p>	<p>Use slab building clay techniques to build a clay castle. Attempt building with uniformity thickness in clay and smooth, secure details.</p> <p>Explain the 4 stages of clay: plastic, leatherhard, greenware and bisque.</p> <p>Explain how and why the design of castles changed in the Middle Ages.</p> <p>Describe characteristics of Medieval art.</p>	<p>Clay Castles</p>	<p>Medieval art and castle</p> <p>Medieval art video</p>

Art Curriculum Level: 5/6 February			
Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>How can we explore sculpture? How is movement important in a work of art?</p> <p>Artists work three-dimensionally.</p>	<p>Use three-dimensional art media to create a sculpture in the round.</p> <p>Show dynamic movement in a 3-D sculpture.</p> <p>Construct an armature, cover with paper mache, paint and construct clothes and weapons from various materials.</p> <p>Demonstrate proper use and safety while using a craft knife.</p>	<p>Paper Mache Knight Sculpture</p>	<p>Medieval art</p>

Art Curriculum

Level: 5/6

March

Essential Questions & Artistic Behaviors	Skills & Concepts	Sample Projects	Resources & Artists
<p>What are techniques for creating realistic textures in paintings?</p> <p>What are some simple ways to use Gelli plates for printmaking?</p> <p>Artists develop skills to enhance their artwork.</p>	<p>Create a painting using various painting techniques in watercolor: sponge painting, fan brush, dry brush.</p> <p>Include a background that adds to the realism of a painting.</p> <p>Experiment with creating collages using the Gelli plates.</p>	<p>Animal Painting</p> <p>Gelli Printing Scribble Collage</p>	<p>Jane Davies <i>Scribble Collage</i> video</p>

Art Curriculum Level: 5/6 April			
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<p>How did the use of perspective develop? What is 1-point perspective? What are characteristics of Renaissance art?</p> <p>What is the grid technique and how do artists use it to draw realistically? How can a person overcome disabilities while creating art?</p>	<p>Use one-point or two-point perspective accurately in a drawing.</p> <p>Explore characteristics of Renaissance art and the development of perspective.</p> <p>Demonstrate understanding of the grid technique while drawing.</p> <p>Draw facial proportions accurately.</p> <p>Use colored pencils or graphite to create shaded gradations on a human face.</p>	<p>City Drawing in 1 pt or 2 pt perspective</p> <p>Gridded Drawing of Face</p>	<p>Renaissance</p> <p>Perspective video</p> <p>Chuck Close</p> <p><u>Chuck Close, Up Close</u> by Jan Greenberg</p>

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<p>What is a photomontage? How can art tell a personal story and a story about heritage? Where do artists get their inspiration? How is mood shown in an artwork? How are music and art connected?</p> <p>How have artists used sands and powders in their artwork?</p> <p>How can art be used for religious and healing reasons?</p> <p>How is art being made in contemporary ways today?</p> <p>How can paper be cut and manipulated to make art?</p> <p>Artists use a wide range of materials to make art, including sand and powders.</p> <p>Artists use appropriation, juxtaposition and layering to create meaning.</p>	<p>Use simplification, abstraction, exaggeration, symmetry, color and symbolism in a personal work of art.</p> <p>Create a narrative photomontage based on life experiences.</p> <p>Discuss the content of a photomontage. Explain how life experiences influence art.</p> <p>Analyze how the artwork invokes the senses. Consider the five senses while creating an artwork.</p> <p>View and discuss artworks made from sand from other cultures, art history and contemporary artists.</p> <p>Create an artwork using colored sand and adhesive art boards.</p> <p>Practice safety and care while using craft knives.</p> <p>Gain skill using a craft knife to cut intricate details.</p>	<p>Neighborhood Photomontage</p> <p>Sand Art on Adhesive Boards</p> <p>Paper Cut Out Pop-Ups</p>	<p>Romare Bearden</p> <p><u>Me and Uncle Romie</u>, by Claire Hartfield</p> <p>www.metmuseum.org/explore/the_block/do.html</p> <p>Sand artists (Buddhist, Native American, Joe Mangrum, Pip & Pop, etc.)</p> <p>Pop-up book</p>