

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Art Education curriculum maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potential.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: create, respond, connect, and present.

How to Use the Visual Art Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. For Visual Art, this is generally reflected in the following quarterly framework:

Big Ideas: The big idea helps students connect the skills/techniques to the purpose and relevance of the unit's content.

Guiding Questions: Asking guiding questions at the start of a unit allows students to move to higher levels of thinking that calls their attention to the big idea.

Vocabulary: This list of general art terms for each unit will help students speak and write about their art and the art of others.

Skills/Techniques: This column reflects the standards and essential tasks associated with mastery of the unit.

Suggested Activities: Like a menu, teachers may choose one or more student activities that will reinforce learning as it relates to the standards and big ideas. Teachers may also incorporate activities that are not explicitly listed in these maps.

Suggested Assessments: Like a menu, teachers may choose one or more assessment (formative or summative) that will gauge students' mastery of the knowledge/skills related to the standard. Teachers may also utilize an assessment that is not explicitly listed in these maps.

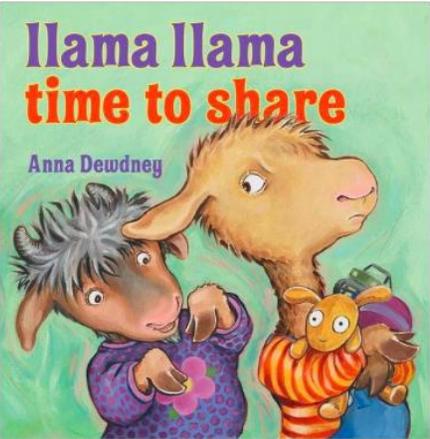
Interdisciplinary Connections: Connections to ELA, Math, Social Studies, and Science are included for overall support of the district's goals.

Visual Text/Art Criticism: A suggested work of art and reflection questions are included to further support the curriculum. Teachers may choose to incorporate other exemplar works of art and additional questions that are not explicitly listed in these maps.

Resources: Links to articles, books, websites, or videos are included to further support implementation of the curriculum.

Elementary Curriculum Map- Visual Art

Grade: Kindergarten				
Quarter and Timeframe (#days/weeks): Q1/Unit 1 (1 week)		Unit: Introduction to the Art Classroom		
<p>Big Ideas: The art room must be a safe place for students to experiment and create.</p> <p>Guiding Questions: How do artists care for art materials, tools, and equipment? Why is it important to understand and follow rules and procedures in the art room? How can we create a safe and collaborative community in the art classroom?</p>		<p>Standards:</p> <p><u>CREATE</u> K.VA.Cr2.B: Use art materials, tools, and equipment safely. K.VA.Cr3.A: Explain the process of making art while creating.</p> <p><u>RESPOND</u> K.VA.R1.A: Describe what an image represents. K.VA.R1.B: Identify uses of art within one's personal environment. K.VA.R2.A: Interpret art by identifying subject matter and describing relevant details while using appropriate art vocabulary.</p> <p><u>CONNECT</u> K.VA.Cn1.A: Create art that tells a story about a life experience. K.VA.Cn2.A: Identify a purpose of an artwork.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Rules Procedures Media Tools Collaboration Illustration Subject/Main idea	Rules and procedures in the art classroom Proper and safe handling of art tools; sharing art tools and materials Identifying uses and purposes of art in everyday surroundings	Role play following rules and procedures Read a book Discuss art in everyday life	Demonstrate proper and safe use of tools and materials Pre-Assessment drawing (i.e. Draw a picture that shows something you did over the summer.) Pre-assessment critique	ELA: <i>Llama Llama Time to Share</i> ; subject/main idea, illustration

<p>Visual Text</p> 	<p>Art Criticism: Anna Dewdney, <i>Llama Llama Time to Share</i></p> <p>Describe: What is happening in this artwork? Analyze: What do you see that makes you say that? Interpret: What do you think is the subject of this book? Judge: Do you think you will like this book? Why or why not?</p>	<p>Resources</p> <p>Llama Llama Time to Share Art of Ed: How to Introduce Your Classroom Management Plan Art of Ed: 5 Classroom Management Strategies for the Art Room 82 Questions to Ask About Art Art of Ed: First Day Activities</p>
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Elementary Curriculum Map- Visual Art

<p>Grade: Kindergarten</p>				
<p>Quarter and Timeframe (#days/weeks): Q1/Unit 2 (2 weeks)</p>		<p>Unit: Lines and Mark Making</p>		
<p>Big Ideas: Lines are one of the basic elements of art.</p> <p>Guiding Questions: What is a line? What are the different types of lines? What kinds of tools can we use to create lines? What happens when you close a line?</p>		<p>Standards:</p> <p><u>CREATE</u> K.VA.Cr1.A Explore and experiment imaginatively with ideas and materials. K.VA.Cr1.B Collaborate in creative art making in response to an artistic problem. K.VA.Cr2.A Through experimentation, build skills in various media and art-making approaches, using developmentally appropriate craftsmanship. K.VA.Cr2.B Use art materials, tools, and equipment safely.</p> <p><u>RESPOND</u> K.VA.R1.A Describe what an image represents.</p>		
<p>Vocabulary</p>	<p>Skills/Techniques</p>	<p>Suggested Activities</p>	<p>Suggested Assessments</p>	<p>Interdisciplinary Connections</p>
<p>Line Line types: straight, wavy, curved, zig-zag, dotted, dashed, curly, spiral Shape Tools Abstract Realistic</p>	<p>Identify lines in artwork and surroundings</p> <p>Create a variety of lines with an assortment of tools</p> <p>Identifying realistic vs. abstract artworks</p>	<p>Mark-making with different art tools</p> <p>Mark-making with found objects (sticks, toy cars, q-tips)</p> <p>Creating lines with yarn/body</p> <p>Trace lines in an artwork</p>	<p>Abstract line drawing</p> <p>Collaborative artwork with lines</p> <p>Critique</p>	<p>ELA: EL Module 1: Toys and Play</p> <p>SS: Mark-making throughout history</p>

<p>Visual Text</p> 	<p>Art Criticism Frank Stella, <i>Jarama II</i> 1982</p> <p>Describe: Describe what you see in this artwork? Analyze: What are the line types you can identify in this artwork? Interpret: What do you think this is a picture of? Have you seen something like this before? Judge: How would this artwork change if only one type of line or shape was used?</p>	<p>Resources Art Class Curator: Artworks That Show Line Lines That Wiggle by Candace Whitman Art of Ed: Action Jackson Line Lesson National Gallery of Art: The Elements of Art: Line Youtube - Elements of Art: Line KQED Art</p>
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Elementary Curriculum Map- Visual Art

<p>Grade: Kindergarten</p>				
<p>Quarter and Timeframe (#days/weeks): Q1/Unit 3 (2 weeks)</p>		<p>Unit: Shapes in our Surroundings</p>		
<p>Big Ideas: Artists use shapes to create artwork from observations, from memory, and from their imaginations.</p> <p>Guiding Questions: How can a line be turned into a shape? What is the difference between a geometric shape and a free form shape? What kinds of shapes can you find in your surroundings?</p>		<p>Standards: <u>CREATE</u> K.VA.Cr1.A Explore and experiment imaginatively with ideas and materials. K.VA.Cr2.A Through experimentation, build skills in various media and art-making approaches, using developmentally appropriate craftsmanship. K.VA.Cr2.B Use art materials, tools, and equipment safely.</p> <p><u>RESPOND</u> K.VA.R1.A Describe what an image represents. K.VA.R2.A Interpret art by identifying subject matter and describing relevant details while using appropriate art vocabulary.</p>		
<p>Vocabulary</p>	<p>Skills/Techniques</p>	<p>Suggested Activities</p>	<p>Suggested Assessments</p>	<p>Interdisciplinary Connections</p>

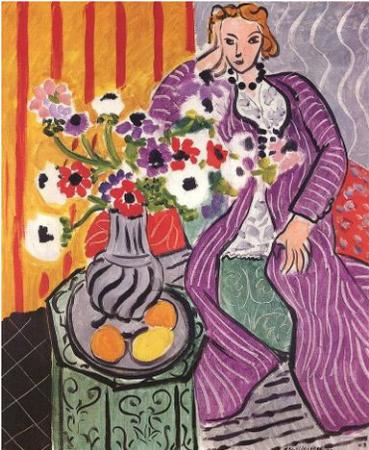
Shape Geometric Free Form Collage Abstract Still Life Portrait	Identifying shapes in surroundings Drawing geometric and freeform shapes Cutting and pasting geometric and freeform shapes Identifying portraits and still lifes	Teacher-directed drawing Combining shapes to draw people and objects Collage with a variety of shapes	Portrait drawing Toy drawing Animal drawing Still life drawing/collage Abstract geometric/free form collage Critique	ELA: EL Module 1: Toys and Play Math: Geometric shapes Science: Shapes in nature
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<p>Visual Text</p> 	<p>Art Criticism Joan Miro, <i>El Sol (The Sun)</i> 1949</p> <p>Describe: What is this a picture of? Analyze: Do you see any free form shapes? What types of geometric shapes can you find? Interpret: How do you think the artist was feeling when he made this artwork? Judge: What do you like about this artwork? What would you change or do differently if this were your artwork?</p>	<p>Resources</p> <p>Art Class Curator: Artworks That Show Shape National Gallery of Art: The Elements of Art: Shape Youtube - Elements of Art: Shape KQED Arts Art of Ed: 6 Ways To Connect Math and Art</p>
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Elementary Curriculum Map- Visual Art

<p>Grade: Kindergarten</p>	
<p>Quarter and Timeframe (#days/weeks): Q1/Unit 4 (4 weeks)</p> <p>Big Ideas: Lines and shapes can be used to create texture and pattern in artworks.</p> <p>Guiding Questions: What is texture? How do artists include texture in artworks? How are pattern and texture related?</p>	<p>Unit: Texture and Pattern</p> <p>Standards:</p> <p>CREATE K.VA.Cr1.A Explore and experiment imaginatively with ideas and materials. K.VA.Cr2.A Through experimentation, build skills in various media and art-making approaches, using developmentally appropriate craftsmanship. K.VA.Cr2.B Use art materials, tools, and equipment safely.</p> <p>RESPOND K.VA.R1.A Describe what an image represents. K.VA.R2.A Interpret art by identifying subject matter and describing relevant details while using appropriate art vocabulary. K.VA.R3.A Explain reasons for selecting a preferred artwork.</p>

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Texture (Soft, hard, rough, bumpy, smooth, sticky, fluffy, prickly, slimy) Pattern Printmaking	Identifying textures and patterns in artworks and surroundings Texture rubbing Repeating lines and shapes to create pattern/implied texture Printmaking process	Pattern/texture hunt around school Create your own texture tools Make painted paper with patterns and textures Make patterns with wooden blocks	Printmaking with pattern/texture Animal drawing with patterns/textures Still life Painted paper collage Critique	ELA: EL Module 1: Toys and Play Math: Ordered pattern Science: Pattern and texture in nature

<p>Visual Text</p> 	<p>Art Criticism Henri Matisse, <i>Purple Robe and Anemones</i> 1937</p> <p>Describe: Is this a portrait or a still life? What is the subject of this artwork?</p> <p>Analyze: What types of pattern can you see? Can you find examples of texture?</p> <p>Interpret: What do you think is the relationship of the subject to the artist?</p> <p>Judge: Do you prefer a more realistic artwork like this to abstract artworks? Why or why not?</p>	<p>Resources Geometric wooden blocks Art Class Curator: Artworks That Show Line Art Class Curator: Artworks That Show Texture National Geographic: Patterns in Nature Youtube - Elements of Art: Texture KQED Arts</p>
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Elementary Curriculum Map- Visual Art

Grade: Kindergarten				
Quarter and Timeframe (#days/weeks): Q2/Unit 5 (9 weeks)			Unit: Color and Value	
<p>Big Ideas: Color is used in artworks and in everyday life to communicate ideas and feelings.</p> <p>Guiding Questions: Why are the primary colors so important? How are colors organized on the color wheel? How can color help an artist express feelings and ideas?</p>			<p>Standards:</p> <p>CREATE</p> <p>K.VA.Cr1.A Explore and experiment imaginatively with ideas and materials.</p> <p>K.VA.Cr2.A Through experimentation, build skills in various media and art-making approaches, using developmentally appropriate craftsmanship.</p> <p>K.VA.Cr2.B Use art materials, tools, and equipment safely.</p> <p>K.VA.Cr3.A Explain the process of making art while creating</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections

Color wheel Primary colors Secondary colors Value Tint Shade	Basic painting skills/techniques Color placement on color wheel Identifying primary/secondary colors Identifying tints/shades	Painting practice Primary color mixing with oil pastels Place paint samples/chips in value order Sort colors in color wheel order	Color wheel or rainbow painting Painting with tints and shades Landscape with weather painting Critique	ELA: EL Module 2: Weather Wonders Math: Addition Science: Color spectrum
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<p>Visual Text</p> 	<p>Art Criticism Jacob Lawrence, <i>The Cabinet Maker</i> 1994</p> <p>Describe: What is happening in this artwork? Analyze: Which color groups or vocabulary terms can you find in the work? Interpret: Why do you think the artist chose these colors? How do the colors make you feel? Judge: Do you like this artwork? Why or why not?</p>	<p>Resources Art Class Curator: Artworks That Show Color Art of Ed: Ways to Teach Color Theory Youtube - Elements of Art: Color KQED Arts Art of Ed: Color Theory Basics</p>
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Elementary Curriculum Map- Visual Art

<p>Grade: Kindergarten</p>	
<p>Quarter and Timeframe (#days/weeks): Q3/Unit 6 (9 weeks)</p>	<p>Unit: Form and Space</p>
<p>Big Ideas: Artists create the illusion of space to make artworks look like real life.</p> <p>Guiding Questions: What is the difference between 2D and 3D? What techniques do artists use to create the illusion of space and form in a 2D artwork?</p>	<p>Standards: <u>CREATE</u> K.VA.Cr1.A Explore and experiment imaginatively with ideas and materials. K.VA.Cr2.A Through experimentation, build skills in various media and art-making approaches, using developmentally appropriate craftsmanship. K.VA.Cr2.B Use art materials, tools, and equipment safely. K.VA.Cr2.C Create art that represents natural and constructed environments. K.VA.Cr3.A Explain the process of making art while creating.</p>

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
2D/3D Form Natural forms Constructed forms Space Depth Horizon line Foreground Middle ground Background	Classifying shapes and forms Classifying natural and constructed (man-made) forms Placement on paper plane, diminishing size, and overlapping to create illusion of depth	Constructing with magna tiles Experimenting with clay Constructing with geometric form templates Identifying form and space in artworks	Landscape/seascape drawing or collage Drawing of a house Design your own garden or playground with natural and constructed forms	ELA: EL Module 3: Trees Are Alive Math: Geometric forms Science: Natural vs. constructed forms

Visual Text	Art Criticism	Resources
	Art Criticism Jeff Koons, <i>Balloon Dog</i> 1994-2000 Describe: What is this an image of? How do you think it was made? Analyze: Even though this is a flat picture, how do you know that the dog is a form? What makes it look 3D or “real”? Interpret: What is the artist trying to communicate with this artwork? Judge: Do you like this form of art? Why or why not?	Resources Magna Tiles Youtube - Elements of Art: Form KQED Arts Ways to Teach Landscape Art

Elementary Curriculum Map- Visual Art

Grade: Kindergarten	
Quarter and Timeframe (#days/weeks): Q4/Unit 7 (9 weeks)	Unit: Presenting Art for Exhibition
Standards:	

<p>Big Ideas: Artists create and refine artworks for presentation.</p> <p>Guiding Questions: What is the purpose of an art museum? How is a museum different than other presentation spaces, like a house or school? How should we select artwork from our portfolio for presentation at our promotion ceremony?</p>		<p><u>PRESENT</u> K.VA.P1.A Select art objects for personal portfolio and display, explaining why they were chosen. K.VA.P2.A Explain the purpose of a portfolio or collection. K.VA.P3.A Explain the function of an art museum, and distinguish how an art museum is different from other buildings and presentation spaces.</p> <p><u>RESPOND</u> K.VA.R3.A Explain reasons for selecting a preferred artwork.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Portfolio Exhibit Art Museum Purpose	Describe Analyze Interpret Judge Discuss purpose of various art forms	Visit an art museum or gallery Group critique Refine selected artwork for presentation	Portfolio Critique Grade level or school-wide exhibition	ELA: Citing evidence; opinion writing Social Studies: Famous museums around the world
<p>Visual Text</p> 		<p>Art Criticism Yayoi Kusama, <i>I Who Have Arrived in Heaven</i> exhibit at David Zwirner Gallery 2013</p> <p>Pretend you are in this artspace: Describe: What is going on in this room? Analyze: What art elements (line, shape, form, etc) can you find? Interpret: What is the purpose of this artwork? How does the artist want you to feel? Why do you say that? Evaluate: Compare and contrast looking at pictures of this room verses actually visiting an art gallery. Which would you prefer?</p>		<p>Resources</p> <p>Courtauld Institute of Art: Virtual Tour</p> <p>The Louvre Museum :360 Virtual Tour</p> <p>The Metropolitan Museum of Art: Google Arts and Culture</p> <p>Art of Ed: Strengthen Critical Thinking Skills by Playing Art Detective</p>