

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.

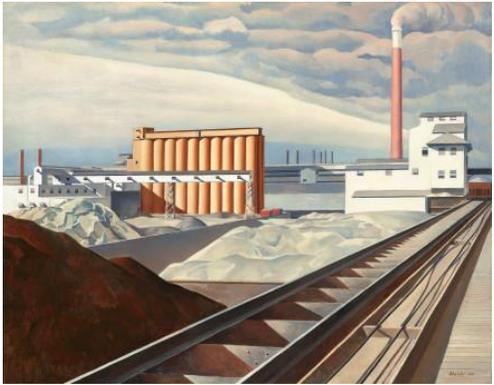
Visual Text/Art Criticism: A suggested work of art and reflection questions are included to further support the curriculum. Teachers may choose to incorporate other exemplar works of art and additional questions that are not explicitly listed in these maps.

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

Elementary Curriculum Map- Visual Art

Grade: 1st Grade				
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: <u>CREATE</u> 1.VA.Cr1.B Use observation and investigation in preparation for making an artwork. 1.VA.Cr2.A Explore uses of materials and tools to create works of art or works of art or design, using developmentally appropriate craftsmanship. 1.VA.Cr2.B Demonstrate safe and proper procedures for using materials, tools, and equipment. 1. VA.Cr2. C Identify and classify uses of everyday objects through diverse visual art media.</p> <p><u>PRESENT</u> 1. VA.P1.A Explain why some objects, artifacts, and artwork are valued over others.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Rules Procedures Media Tools Collaboration	Rules and procedures in the art classroom Proper and safe handling of art tools; sharing art tools and materials Collaborating	Role play following rules and procedures Read a book Discuss the value of art in everyday life	Demonstrate proper and safe use of tools and materials Pre-assessment drawing (i.e. Draw an object from observation.) Pre-assessment landscape or portrait Pre-assessment critique	ELA: EL Module 1: Tools and Work
<p>Visual Text</p>  <p>Salvador Dali, <i>The Persistence of Memory</i> 1931</p>	<p>Art Criticism Salvador Dali, <i>The Persistence of Memory</i> 1931</p> <p>Describe: What is going on in this picture? Analyze: What do you see that makes you say that? Interpret: What do you think this artwork is about? Judge: Do you like this artwork? Why or why not? Why do you think this is a famous artwork?</p>		<p>Resources Classroom Management PPT presentation 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>	

Elementary Curriculum Map- Visual Art

Grade: 1st Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 2 (2 weeks)		Unit: Lines and Mark Making		
<p>Big Ideas: Lines are one of the most basic elements of art.</p> <p>Essential Questions/Understandings: 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: CREATE 1.VA.Cr1.A Explore and experiment imaginatively with ideas and materials through collaboration. 1.VA.Cr1.B Use observation and investigation in preparation for making a work of art. 1.VA.Cr2.A Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship. 1.VA.Cr2.B Demonstrate safe and proper procedures using materials, tools, and equipment. 1.VA.Cr3.A Use art vocabulary to describe choices while creating art.</p> <p>RESPOND 1.VA.R2.A Interpret art by categorizing subject matter and describing relevant details while using appropriate art vocabulary.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Line types (review) Line characteristics: thick, thin, short, long, vertical, horizontal, diagonal Shape Tools Landscape	Identify lines in artwork and surroundings Create a variety of lines with an assortment of tools	Mark-making with different art tools and/or found objects (sticks, toy cars, q-tips) Creating lines with yarn/body Trace lines in an artwork	Line drawing Collaborative artwork Landscape drawing Drawing from observation Critique	ELA: EL Module 1: Tools and Work SS: Mark-making throughout history
Visual Text 	Art Criticism Charles Sheeler, <i>Classic Landscape</i> 1931 Describe: What is the subject of this picture? What kind of artwork is it? Analyze: What kinds of lines can you find? Interpret: If you could climb inside this artwork, how would you feel? Judge: Is this artwork unique or important? Why or why not?		Resources Art Class Curator: Artworks That Show Line National Gallery of Art: The Elements of Art: Line Lines That Wiggle by Candace Whitman Art of Ed: Action Jackson Line Lesson Youtube - Elements of Art: Line KQED Art	

Elementary Curriculum Map- Visual Art

Grade: 1st Grade

Quarter and Timeframe (#days/weeks): Q1/Unit 3 (2 weeks)	Unit: Shapes in Our Surroundings
<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 turn into a shape? What is the difference between a geometric shape and an organic (or free form) shape? What kinds of shapes can you find in your surroundings?</p>	<p>Standards: CREATE 1.VA.Cr1.B Use observation and investigation in preparation for making a work of art. 1.VA.Cr2.A Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship. 1.VA.Cr2.B Demonstrate safe and proper procedures for using materials, tools, and equipment. 1.VA.Cr3.A Use art vocabulary to describe choices while creating art.</p> <p>RESPOND 1.VA.R1B Select and describe works of art that illustrate daily life experiences. 1.VA.R2.A Interpret art by categorizing subject matter and describing relevant details while using appropriate art vocabulary.</p>

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
<p>Essential Vocabulary: Shape Geometric Organic (free form) Still life Portrait Collage</p>	<p>Identifying shapes in artwork and surroundings</p> <p>Drawing shapes</p> <p>Cutting and pasting shapes</p>	<p>Combining shapes to draw people and objects</p> <p>Collage with a variety of shapes</p>	<p>Portrait drawing</p> <p>Still life drawing from observation</p> <p>Geometric/free form collage</p> <p>Critique</p>	<p>ELA: EL Module 1: Tools and Work</p> <p>Math: Geometric shapes</p> <p>Science: Organic shapes</p>

<p>Visual Text</p> 	<p>Art Criticism Romare Bearden, <i>Early Carolina Morning</i> c. 1955</p> <p>Describe: What do you see in this artwork? Analyze: What shapes can you find? How did the artist make this? Interpret: What do you think is the relationship between the two people? What are their lives like? Judge: Would you like to have this artwork in your house? Why or why not?</p>	<p>Resources 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 Art of Ed: Collage Techniques for Every Level</p>
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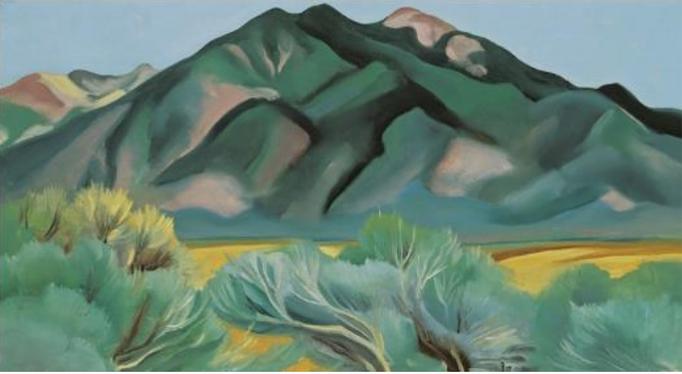
Elementary Curriculum Map- Visual Art

Grade: 1st Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 4 (4 weeks)			Unit: Texture and Pattern	
<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? What is the difference between actual texture and visual texture? How are pattern and texture related?</p>			<p>Standards:</p> <p><u>CREATE</u></p> <p>1.VA.Cr1.A Explore and experiment imaginatively with ideas and materials through collaboration.</p> <p>1.VA.Cr2.A Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship.</p> <p>1.VA.Cr2.B Demonstrate safe and proper procedures for using materials, tools, and equipment.</p> <p>1.VA.Cr3.A Use art vocabulary to describe choices while creating art.</p> <p><u>RESPOND</u></p> <p>1.VA.R2.A Interpret art by categorizing subject matter and describing relevant details while using appropriate art vocabulary.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
<p>Texture</p> <p>Actual/real texture</p> <p>Visual/implied texture</p> <p>Pattern</p>	<p>Identify textures and patterns in artworks and surroundings</p> <p>Texture rubbing</p> <p>Repeating lines and shapes to create pattern/implied texture</p> <p>Printmaking</p>	<p>Create your own texture tools</p> <p>Collaboratively use paint and texture tools to create painted paper</p> <p>Make patterns with wooden blocks</p>	<p>Printmaking with pattern/texture</p> <p>Animal drawing with pattern/texture</p> <p>Painted paper collage</p> <p>Critique</p>	<p>ELA: Module 1: Tools and Work</p> <p>Math: Ordered pattern</p> <p>Science: Pattern and texture in nature</p>
<p>Visual Text</p> 		<p>Art Criticism</p> <p>Ruby Onyinyechi Amanze, <i>Kindred</i> 2014</p> <p>Describe: What do you see in this picture?</p> <p>Analyze: What art elements did the artist use? How is the pattern and texture created?</p> <p>Interpret: What is the artist trying to communicate? If this artwork had sound effects, what would they sound like?</p> <p>Judge: What is missing from this artwork, if anything? Why do you think that?</p>		<p>Resources</p> <p>Geometric wooden blocks</p> <p>Art Class Curator: Artworks That Show Line</p> <p>Art Class Curator: Artworks That Show Texture</p> <p>National Geographic: Patterns in Nature</p> <p>Youtube - Elements of Art: Texture KQED Arts</p> <p>Art of Ed: Printmaking Made Easier</p>

Elementary Curriculum Map- Visual Art

Grade: 1st Grade				
Quarter and Unit: Q2/Unit 5 (9 weeks)		Unit: Color and Value		
<p>Big Ideas: Color is used in artworks and in everyday life to communicate visually.</p> <p>Guiding Questions: How does the arrangement of colors on the color wheel guide us in making secondary colors? How are certain colors associated with warm and cool feelings? What do we add to a color to make it lighter? How do we make a color darker?</p>		<p>Standards:</p> <p><u>CREATE</u></p> <p>1.VA.Cr1.A Explore and experiment imaginatively with ideas and materials through collaboration.</p> <p>1.VA.Cr2.A Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship.</p> <p>1.VA.Cr2.B Demonstrate safe and proper procedures for using materials, tools, and equipment.</p> <p>1.VA.Cr3.A Use art vocabulary to describe choices while creating art.</p> <p><u>RESPOND</u></p> <p>1.VA.R1.A Compare images that represent the same subject.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Color wheel Primary colors Secondary colors Warm colors Cool colors Value Tint Shade	Basic painting skills/techniques Color placement on color wheel Mixing primary to make secondary colors Mixing tints/shades Identify warm/cool colors	Painting practice Primary color mixing with oil pastels or paint Place paint samples/chips in value order Value scale	Day time/night time scene painting Still life painting with tints and shades Collaborative solar system painting/collage Critique	<p>ELA: Module 2: The Sun, Moon, and Stars</p> <p>Math: Addition</p> <p>Science: Color spectrum</p>
<p>Visual Text</p> 	<p>Art Criticism Vincent van Gogh, <i>The Starry Night</i> 1889</p> <p>Describe: What is the main subject of this painting? Analyze: How does the artist use color? Interpret: Why do you think the night sky is painted this way? What idea was the artist trying to share with you? Judge: Did the artist do a good job of painting the night sky? Why or why not?</p>		<p>Resources</p> <p>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>	

Elementary Curriculum Map- Visual Art

Grade: 1st Grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 6 (9 weeks)			Unit: Form and Space	
<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? How does the use of light and shadow affect an artwork?</p>			<p>Standards: <u>CREATE</u> 1.VA.Cr1.A Explore and experiment imaginatively with ideas and materials through collaboration. 1.VA.Cr1.B Use observation and investigation in preparation for making a work of art. 1.VA.Cr2.A Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship. 1.VA.Cr2.B Demonstrate safe and proper procedures for using materials, tools, and equipment. 1.VA.Cr3.A Use art vocabulary to describe choices while creating art.</p> <p><u>CONNECT</u> 1.VA.R1.A Compare images that represent the same subject.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
2D/3D Form Shadow Highlight Space Depth Horizon line Foreground Middle ground Background	Classifying shapes and forms Placement on paper plane, diminishing size, and overlapping to create illusion of depth Placement of highlight and shadow	Constructing with magna tiles Experimenting with clay Constructing with geometric form templates Identifying form and space in artworks	Bird sculpture Still life drawing with everyday objects Drawing of a birdhouse or other animal habitat Drawing of a scene from everyday life	<p>ELA: EL Module 3: Birds' Amazing Bodies</p> <p>Math: Geometric forms</p> <p>Science: Light and shadow</p>
<p>Visual Text</p> 	<p>Art Criticism Georgia O'Keeffe, <i>Taos, New Mexico</i> 1930</p> <p>Describe: What do you see in this painting? What is closest and furthest from you?</p> <p>Analyze: How did the artist create a landscape/the illusion of space?</p> <p>Interpret: Why has the artist chose this subject for her artwork?</p> <p>Judge: Would you like to visit this place? Why or why not?</p>		<p>Resources Magna Tiles KQED Video: Elements of Art National Gallery of Art: Shape Ways to Teach Landscape Art</p>	

Elementary Curriculum Map- Visual Art

Grade: 1st Grade				
Quarter and Timeframe (#days/weeks): Q4/Unit 7 (9 weeks)		Unit: Presentation and Critique		
<p>Big Ideas: Artists create and refine artworks for presentation.</p> <p>Essential Questions/Understandings: What is the purpose of an art museum? What is the role of people who work and visit an art museum? Why are some artworks and artifacts valued over others?</p>		<p>Standards:</p> <p><u>PRESENT</u></p> <p>1.VA.P1.A Explain why some objects, artifacts, and artwork are valued over others.</p> <p>1.VA.P2.A Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <p>1.VA.P3.A Identify roles and responsibilities of people who work in and visit traditional and emerging presentation spaces.</p> <p><u>RESPOND</u></p> <p>1.VA.R3.A Classify artwork based on different reasons for preferences.</p> <p><u>CONNECT</u></p> <p>1.VA.Cn1.A Identify times, places and reasons students make art outside of school.</p> <p>1.VA.Cn2.A Express how people from different places and times have made art for a variety of reasons.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Portfolio Exhibit Art Museum Art Gallery Curator Theme	Describe Analyze Interpret Judge Compare/contrast images that represent the same subject	Visit an art museum or gallery Discuss roles of people who work or visit a museum Group critique Choose theme for grade level exhibition	Portfolio Critique Grade level or school-wide exhibition	Social Studies: Careers in Art

Visual Text



Art Criticism

Pablo Picasso, *Jacinta Salvado as a Harlequin*, 1923

Describe: What is going on in this picture?

Analyze: Did the artist finish this work? What makes you say that?

Interpret: Why do you think the artist left this painting like this?

Judge: If you could change this painting, how would you alter it? Why?

Resource

[Courtauld Institute of Art: Virtual Tour](#)

[The Louvre Museum :360 Virtual Tour](#)

[The Metropolitan Museum of Art: Google Arts and Culture](#)

[Art of Ed: Visual Thinking Strategies Can Help Lead Great Class Discussions](#)

[Art of Ed: Strengthen Critical Thinking Skills by Playing Art Detective](#)