

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: 2nd 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:</p> <p><u>CREATE</u> 2.VA.Cr2.B Demonstrate safe procedures for using and clearing art tools, equipment, and studio spaces.</p> <p><u>RESPOND</u> 2.VA.R2.A Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary. 2.VA.R3.A Use art vocabulary to express preferences about artwork.</p> <p><u>CONNECT</u> 2.VA.Cn1.A Create art about events in home, school, or community life. 2.VA.Cn2.A Compare and contrast purposes of artwork from various cultures, times, and places.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
<p>Essential Vocabulary:</p> <p>Rules Procedures Media Tools Collaboration</p>	<p>Rules and procedures in the art classroom</p> <p>Proper and safe handling of art tools; sharing art tools and materials</p> <p>Collaborating</p>	<p>Role play following rules and procedures</p> <p>Read a book</p>	<p>Demonstrate proper and safe use of tools and materials</p> <p>Pre-assessment drawing (i.e. Draw a picture about home, school or community life)</p> <p>Pre-assessment critique</p>	<p>ELA: EL Module 1: Schools and Community</p> <p>SS: Purposes of artwork from various cultures, times, and places.</p>
<p>Visual Text</p> 		<p>Art Criticism Palmer C. Hayden, <i>Midsummer Night in Harlem</i> 1936</p> <p>Describe: What's going on in this picture? Analyze: What elements of art did the artist use? Interpret: Why do you think the artist created this? What is he trying to communicate? What is the mood? Judge: Do you like this picture? Why or why not? How would a picture of your neighborhood be similar or different?</p>		<p>Resources Classroom Management PPT presentation How to Introduce Your Classroom Management Plan 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: 2nd Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 2 (2 weeks)		Unit: Lines and Movement		
<p>Big Ideas: Artists use lines to show movement and gesture.</p> <p>Guiding Questions: How do artists use line to show movement and gesture? How do lines define shapes?</p>		<p>Standards:</p> <p>CREATE</p> <p>2.VA.Cr1.A Brainstorm collaboratively multiple approaches to an art or design problem.</p> <p>2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.</p> <p>2.VA.Cr2.A Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship.</p> <p>2.VA.Cr2.B Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Line types (review) Line characteristics (review) Gesture Contour line	Identify lines in artwork and surroundings Create a variety of lines with an assortment of tools	Gesture drawing Blind contour line drawing Continuous contour line drawing Tracing shapes and figures	Gesture drawing Figure drawing Abstract line drawing/painting to music Critique	<p>ELA: EL Module 1: Schools and Community</p> <p>Science: human/animal form</p>
<p>Visual Text</p> 		<p>Art Criticism David Hockney, <i>Dachshund Club</i> 1993</p> <p>Describe: What do you see? Analyze: How has the artist used line? Interpret: Why has the artist drawn so many pictures of the same dog? What is he learning? Judge: Do you think this artwork is complete? Why or why not?</p>		<p>Resources</p> <p>Art Class Curator: Artworks That Show Line National Gallery of Art: The Elements of Art: Line Youtube - Elements of Art: Line KQED Art Art of Ed: Contour Drawing</p>

Grade: 2nd Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 3 (2 weeks)		Unit: Shapes and Symbols		
<p>Big Ideas: Artists use shapes to create artwork from observations, from memory, and from their imaginations.</p> <p>Guiding Questions: What kinds of shapes can you find in your surroundings? How does a shape or combination of shapes become a symbol?</p>		<p>Standards:</p> <p>CREATE 2.VA.Cr1.A Brainstorm collaboratively multiple approaches to an art or design problem. <u>2.VA.Cr1.B</u> Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities. 2.VA.Cr2.B Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. 2.VA.Cr3.A: Discuss and reflect with peers about choices made in creating artwork.</p> <p>RESPOND 2.VA.R2.A Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary. 2.VA.R3.A Use art vocabulary to express preferences about artwork.</p> <p>CONNECT 2.VA.Cn1.A Create art about events in home, school, or community life.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
<p>Essential Vocabulary: Shape Geometric Free Form/Organic Symbol Illustration</p>	<p>Identifying shapes and symbols in artwork and surroundings</p> <p>Drawing people and buildings using shapes</p> <p>Reflecting on choices made in creating artwork</p>	<p>Practice drawing people</p> <p>Discuss illustrations in books</p> <p>Brainstorm family and community events</p> <p>Create a map legend with shapes/symbols</p>	<p>Individual or collaborative map of school or neighborhood</p> <p>Illustrate a family or community event</p>	<p>ELA: EL Module 1: Schools and Community; elements of a story</p> <p>Math: Geometric shapes</p> <p>Science: Organic shapes</p> <p>Social Studies: Reading maps</p>
<p>Visual Text</p> 		<p>Art Criticism Carmen Lomas Garza, <i>Cumpleanos de Lala y Tudi</i> 1991</p> <p>Describe: What's happening in this artwork? Analyze: How has the artist used different kinds of shapes? Can you find any symbols? Interpret: Who do you think these people are? What is the story behind this artwork? What is the mood? Judge: Would you like to be in this artwork? Why or why not?</p>		<p>Resources Art Class Curator: Artworks That Show Shape National Gallery of Art: The Elements of Art: Shape Art of Ed: How to Develop Original Concepts Art of Ed: How to Introduce Symbolism in the Form of a Game Youtube - Elements of Art: Shape KQED Arts</p>

Grade: 2nd Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 4 (4 weeks)			Unit: Texture and Pattern	
Big Ideas: Lines and shapes can be used to create texture and pattern in artworks. Guiding Questions: How are texture and pattern related? What is symmetry? Where can we find symmetry in nature and our surroundings?			Standards: <u>CREATE</u> 2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities. 2.VA.Cr2.A Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship. 2.VA.Cr2.B Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. 2.VA.Cr3.A Discuss and reflect with peers about choices made in creating artwork.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Texture Pattern Balance Symmetry Radial symmetry	Radial symmetry Using a ruler Creating and tracing a template Identifying symmetry in nature Reflecting on choices made in creating artwork	Create symbols for personal interests Make symmetrical patterns with wooden blocks	Personal mandala Alebrijes (Mexican spirit animal) drawing Mola drawing or collage Critique	ELA: EL Module 1: School and Community Math: Symmetry Science: Pattern, texture, and symmetry in nature Social Studies: History/culture of mandalas
Visual Text 	Art Criticism Venancio Restrepo, <i>Oiseaux de nuits</i> 2011 Describe: What is this a picture of? Analyze: What patterns can you find? What different types of texture can you describe? Is there symmetry in the work? Interpret: Why did the artist choose to include birds and flowers? Could these be symbols? If so, what could they mean? Judge: What do you think of the artist's choice of material?		Resources Geometric wooden blocks Art Class Curator: Artworks That Show Line Art Class Curator: Artworks That Show Texture Youtube - Elements of Art: Texture KQED Arts Art of Ed: A Better Way to Teach Radial Balance	

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.</p> <p>Guiding Questions: Where are warm and cool colors located on the color wheel? How are certain colors associated with mood? How does the use of color affect an artwork?</p>	<p>Standards:</p> <p><u>CREATE</u></p> <p>2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.</p> <p>2.VA.Cr2.A Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship.</p> <p>2.VA.Cr2.B Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p><u>RESPOND</u></p> <p>2.VA.R2.A Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary.</p>

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Color wheel Warm colors Cool colors Value Tint Shade Monochromatic Mood Expression	Mixing primary to make secondary colors Mixing tints/shades Identify warm/cool colors Understand color as it relates to mood	Painting practice Color mixing Value scale Discuss mood in artwork	Expressive portrait Warm/cool dinosaur landscape painting Monochromatic painting	<p>ELA: EL Module 2: Fossils Tell of Earth's Changes</p> <p>Math: Addition</p> <p>Science: Color spectrum</p>

<p>Visual Text</p> 	<p>Art Criticism</p> <p>Pablo Picasso, <i>Woman with folded arms</i> 1901</p> <p>Describe: What do you see in this picture?</p> <p>Analyze: How did the artist use color?</p> <p>Interpret: What do you think this woman is thinking about or feeling?</p> <p>Judge: Is this artwork successful in communicating a mood? Why or why not?</p>	<p>Resources</p> <p>Art Class Curator: Artworks That Show Color</p> <p>Art of Ed: Ways to Teach Color Theory</p> <p>Youtube - Elements of Art: Color KQED Arts</p> <p>Art of Ed: Color Theory Basics</p> <p>Art of Ed: Implementing a Solid Painting Routine</p>
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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 techniques do artists use to create the illusion of space and form in a 2D artwork? What is the difference between a geometric form and an organic form? How do artists repurpose discarded objects to create something new?</p>		<p>Standards:</p> <p><u>CREATE</u></p> <p>2.VA.Cr1.A Brainstorm collaboratively multiple approaches to an art or design problem.</p> <p>2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.</p> <p>2.VA.Cr2.A Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship.</p> <p>2.VA.Cr2.B Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>2.VA.Cr2.C Repurpose objects to create something new.</p> <p><u>RESPOND</u></p> <p>2.VA.R1.B Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
2D/3D Geometric form Organic form Assemblage Space Depth Highlight/Shadow Horizon line Foreground Middle Ground Background	Classifying shapes and forms Geometric v. Organic form 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 geometric and organic forms and space in artworks	Collaborative assemblage Drawing of a scene from everyday life Drawing from observation Garden/flower drawing showing illusion of depth	<p>ELA: EL Module 3: The Secret World of Pollination</p> <p>Math: Geometric forms</p> <p>Science: Light and shadow; organic form</p>
<p>Visual Text</p> 	<p>Art Criticism Diego Velazquez, <i>Las Meninas</i> 1656</p> <p>Describe: What is happening in this artwork?</p> <p>Analyze: How can you tell that the princess is closer to us than the artist?</p> <p>Interpret: Why did artists draw everyday scenes like this one? If you were to draw a scene from your life what would that look like?</p> <p>Judge: Does the artist do a good job of creating the illusion of space? Why or why not?</p>		<p>Resources</p> <p>Magna Tiles</p> <p>Ways to Teach Landscape Art</p> <p>Youtube - Elements of Art: Value KQED Arts Landscape Lessons</p>	

Elementary Curriculum Map- Visual Art

Grade: 2nd Grade	
Quarter and Timeframe (#days/weeks): Quarter 4/Unit 7 (9 weeks)	Unit: Theme and Purpose in Art

<p>Big Ideas: The purpose for creating and presenting art continues to evolve over time.</p> <p>Guiding Questions: What are some ways that can we categorize/group artworks together? What are some of the ways or places that artwork can be displayed? Does where/how an artwork is displayed affect the artwork in any way? How is a museum different than other presentation spaces? What is the purpose of art? How has artwork evolved/changed over time?</p>		<p>Standards: <u>PRESENT</u> 2.VA.P1.A Categorize artwork based on a theme or concept for an exhibit. 2.VA.P2.A Distinguish between different materials or artistic techniques for preparing artwork for presentation. 2.VA.P3.A Analyze how art exhibited in traditional and emerging presentation spaces contributes to communities.</p> <p><u>RESPOND</u> 2.VA.R1.A Categorize images based on determined key information and relevant details. 2.VA.R3.A Use art vocabulary to express preferences about artwork.</p> <p><u>CONNECT</u> 2.VA.Cn2.A Compare and contrast purposes of artwork from various cultures, times, and places.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Portfolio Exhibit Traditional exhibit space Emerging exhibit space Theme Purpose	Describe Analyze Interpret Judge Compare/contrast images that represent the same theme or concept	Visit an art museum or gallery Critique presidential portraits over time Create an art history timeline based on theme or purpose Collaboratively determine theme for student exhibition	Portfolio Critique Grade level or school-wide exhibition based on a theme (i.e. pollinators, animal habitats, specific country/culture)	ELA: EL Module 4: Providing for Pollinators Social Studies: Purpose of art over history and in different cultures
<p>Visual Text</p> 		<p>Art Criticism Kehinde Wiley, <i>Barack Obama</i>, 2018</p> <p>Describe: What is happening in this picture? Analyze: What art elements and principles did the artist use? Interpret: Why did the artist choose to paint the subject in this position? Why did he choose this background? Judge: Did the artist create a successful portrait of former President Obama? Why or why not?</p>		<p>Resources The Metropolitan Museum of Art The Louvre Museum: 360 Virtual Tour The Metropolitan Museum of Art : Google Tour The Art of Ed: Appropriation in Art Art of Ed: Visual Thinking Strategies Can Help Lead Great Class Discussions Art of Ed: Art History in the Elementary Art Room</p>