

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: 3rd 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> 3.VA.Cr2.C: Individually or collaboratively construct visual representations of objects or places from everyday life.</p> <p><u>RESPOND</u> 3.VA.R1.B: Speculate about processes an artist uses to create a work of art. 3.VA.R2.A: Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary. 3.VA.R3.A: Evaluate an artwork based on given criteria.</p> <p><u>CONNECT</u> 3.VA.Cn1.A: Develop art based on observation of surroundings.</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>Collaboratively create art studio rules/best practices</p>	<p>Demonstrate proper and safe use of tools and materials</p> <p>Pre-assessment drawing (i.e. landscape, portrait)</p> <p>Pre-assessment critique</p>	<p>ELA: EL Module 1: Overcoming Learning Challenges Near and Far</p>

<p>Visual Text</p> 	<p>Art Criticism Edvard Munch, <i>The Scream</i> 1893</p> <p>Describe: What is happening in this artwork? Analyze: What elements and principles of art can you find? How do you think the artist created this artwork? Interpret: What is the meaning of this work? What was the artist trying to communicate to you? How does the work make you feel? Judge: Why do you think this artwork is famous?</p>	<p>Resources Classroom Management PPT presentation How to Introduce Your Classroom Management Plan 5 Classroom Management Strategies for the Art Room Art of Ed: Teaching Strategies in a Title 1 School Art of Ed: First Day Activities Art of Ed: The Most Important Routines You Can Teach at the Elementary Level</p>
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Elementary Curriculum Map- Visual Art

<p>Grade: 3rd Grade</p>					
<p>Quarter and Timeframe (#days/weeks): Q1/Unit 2 (2 weeks)</p>			<p>Unit: Thinking and Creating Like an Artist</p>		
<p>Big Ideas: Artists work through a process in order to develop ideas and create artwork.</p> <p>Guiding Questions: Where do artists get ideas? How do artists plan for an artwork? What defines an artist's style? How does a rubric help guide your artwork? What role does peer or group critique play in the artistic process?</p>			<p>Standards: <u>CREATE</u> 3.VA.Cr1.A Elaborate on an imaginative idea. 3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art making. 3.VA.Cr2.A Create artwork to meet personal criteria, using a variety of artistic processes and materials and developmentally appropriate craftsmanship. 3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p><u>RESPOND</u> 3.VA.R1.B Speculate about processes an artist uses to create a work of art.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections	
Rubric Critique Artistic process Artistic style Artist statement Art genres/categories: portrait, landscape, still life, non-objective	Brainstorming, sketching, creating, critiquing, revising Writing an artist statement Developing a rubric Analyzing artist's style/processes	Brainstorming Research an artist or technique Collaboratively or individually create a rubric	Artwork in the style of master artist Artist statement Student self-assessment Critique	ELA: Module 1: Overcoming Learning Challenges Near and Far; composing a descriptive paragraph	

<p>Visual Text</p> 	<p>Art Criticism Frida Kahlo, <i>Self Portrait</i></p> <p>Describe: What do you see in this artwork? What kind of artwork is this? Analyze: What elements/principles of art kind you find? Interpret: What is the artist trying to tell you about herself? Judge: Do you think this artwork is complete? Why or why not?</p>	<p>Resources Art of Ed: How to Develop Original Concepts Frida Kahlo's Sketches Art of Ed: Value of the Artistic Process Art of Ed: 7 Key Components to Powerful Artist Statements</p>
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Elementary Curriculum Map- Visual Art

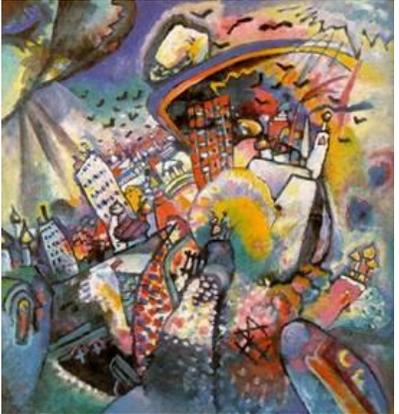
<p>Grade: 3rd Grade</p>				
<p>Quarter and Timeframe (#days/weeks): Q1/Unit 3 (6 weeks)</p>		<p>Unit: Storytelling in Art</p>		
<p>Big Ideas: Throughout history, artists have used different artistic processes to tell stories.</p> <p>Guiding Questions: How has storytelling through art changed over history and cultures? What elements and principles of art help artists tell stories?</p>		<p>Standards: <u>CREATE</u> 3.VA.Cr1.A Elaborate on an imaginative idea. 3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art making. 3.VA.Cr2.A Create artwork to meet personal criteria, using a variety of artistic processes and materials and developmentally appropriate craftsmanship. 3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. <u>RESPOND</u> 3.VA.R2.A: Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary. <u>PRESENT</u> 3.VA.P3.A Identify and explain how and where different cultures record and illustrate stories and history of life through art. <u>CONNECT</u> 3.VA.Cn2.A: Recognize that responses to art can change depending on knowledge of the time and place in which it was made.</p>		
<p>Vocabulary</p>	<p>Skills/Techniques</p>	<p>Suggested Activities</p>	<p>Suggested Assessments</p>	<p>Interdisciplinary Connections</p>
<p>Space Composition Balance Emphasis Illustration Story Elements: character, setting, plot, conflict, resolution</p>	<p>Storyboarding Illustration Bookmaking</p>	<p>Review elements of art Create a storyboard Write a story based on an artwork Illustrate a story</p>	<p>Narrative artwork Illustrate a literary classic Comic strip Accordion Book</p>	<p>ELA: Narrative writing; story elements Social Studies: Storytelling throughout history/different cultures</p>

			Critique	
Visual Text 	Art Criticism Harriet Powers, <i>Pictorial Quilt</i> 1895 Describe: What do you see? Analyze: How did the artist organize the artwork to tell a story? Interpret: What do you think this story is about? What is the mood? Judge: Did the artist do a good job of telling a story through art? Why or why not?	Resources Lucas Museum of Narrative Art Art of Ed: How to Harness the Power of Comic Books in the Art Room Art of Ed: How to Get Your Students Writing with Only Six Words MetKids - Our Words, Our Stories PBS Storytelling Through Art		

Elementary Curriculum Map- Visual Art

Grade: 3rd Grade				
Quarter and Timeframe (#days/weeks): Q2/Unit 4 (9 weeks)		Unit: Expression in Art		
Big Ideas: Artists combine the elements and principles of art to express ideas and feelings. Guiding Questions: What elements of art can we use to express our ideas and feelings? What are the principles of art? How is color associated with mood?		Standards: <u>CREATE</u> 3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art making. 3.VA.Cr2.A Create artwork to meet personal criteria, using a variety of artistic processes and materials and developmentally appropriate craftsmanship. <u>3.VA.Cr2.B</u> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. <u>RESPOND</u> 3.VA.R1.A Categorize images based on expressive properties. 3.VA.R2.A Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary.		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections

<p>Expression</p> <p>Analogous colors</p> <p>Complementary colors</p> <p>Contrast</p> <p>Emphasis</p> <p>Unity</p> <p>Movement</p> <p>Rhythm</p> <p>Value</p> <p>Monochromatic</p> <p>Abstract</p>	<p>Mixing tints/shades</p> <p>Identify color families (warm/cool, complementary, analogous)</p> <p>Understand elements/principles as they relate to expression</p>	<p>Draw/paint to music</p> <p>Color mixing</p> <p>Value scale</p> <p>Discuss expressive qualities in artwork</p>	<p>Expressive portrait</p> <p>Artwork in the style of an Expressionist painter</p> <p>Abstract/non-objective artwork</p> <p>Critique</p> <p>Artist statement</p>	<p>ELA: Module 2: Researching to Build Knowledge and Teach Others</p> <p>Science: Color theory</p> <p>Social Studies: Art history</p>
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<p>Visual Text</p> 	<p>Art Criticism</p> <p>Wassily Kandinsky, <i>Moscow</i> / 1916</p> <p>Describe: What is going on in this picture?</p> <p>Analyze: What elements and principles of art are found in this work? What was the artist's process for creating it?</p> <p>Interpret: Why do you think the artist created this? What is he trying to express?</p> <p>Judge: What do you think of the artist's use of color?</p>	<p>Resources</p> <p>The Art Story: Expressionism</p> <p>Art Class Curator: Artworks That Show Color</p> <p>Art of Ed: Ways to Teach Color Theory</p> <p>Art of Ed: Color Theory Basics</p> <p>Art with Mati and Dada: Kandinsky</p>
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Elementary Curriculum Map- Visual Art

<p>Grade: 3rd Grade</p>	
<p>Quarter and Timeframe (#days/weeks): Q3/Unit 5 (4 weeks)</p>	<p>Unit: Space in Our Everyday Lives</p>
<p>Big Ideas: Artists use a variety of techniques to create artworks about space in our everyday lives.</p> <p>Guiding Questions: What techniques do artists use to create the illusion of space and form in a 2D artwork? How do artists use perspective to create the illusion of space?</p>	<p>Standards:</p> <p><u>CREATE</u></p> <p>3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art making.</p> <p>3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>3.VA.Cr2.C Individually or collaboratively construct visual representations of object or places from everyday life.</p> <p><u>CONNECT</u></p> <p>3.VA.Cn1.A Develop art based on observations of surroundings.</p>

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
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Space Foreground Middle ground Background Overlapping Perspective	Using a ruler Parallel/perpendicular lines Collaboration	Practice drawing with perspective Practice overlapping pieces to create new space	Drawing of a room Cityscape, landscape, seascape, etc. Still life from observation Shadow box of a room or outdoor space	ELA: Math: Linear perspective; parallel/perpendicular lines
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<p>Visual Text</p> 	<p>Art Criticism Vincent Van Gogh, <i>The Bedroom</i> 1889</p> <p>Describe: What items do you see in van Gogh's room? Analyze: How do you know which chair is closer to you? Does this help create depth in the artwork? Interpret: What do the items included in the room say about the person who lives there? Judge: Would you like this to be your bedroom? What would you add or take away?</p>	<p>Resources: Elements of Art: Space Art of Ed: Observational Drawing Art of Ed: Perspective for Beginners Perspective Drawing 101: The Helpful Art Teacher Cassie Stephens: Perspective Drawing</p>
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Elementary Curriculum Map- Visual Art

Grade: 3rd Grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 6 (4-6 weeks)			Unit: Intro to Clay	
<p>Big Ideas: Clay is an art medium that artists use to create three-dimensional works of art.</p> <p>Guiding Questions: How are forms different than shapes? What is sculpture? What are some of the tools and equipment needed for working with clay?</p>			<p>Standards: <u>CREATE</u> 3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art making. 3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. 3.VA.Cr2.C Individually or collaboratively construct visual representations of object or places from everyday life. 3.VA.Cr3.A Add details to an artwork to enhance emerging meaning.</p> <p><u>CONNECT</u> 3.VA.Cn1.A Develop art based on observations of surroundings.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections

2D/3D Form Sculpture Clay/Ceramics Slip Score Glaze	Sculpting Slab, scoring, coiling, pinching, glazing	Experimenting with clay Pinch pot or coil pot	Pinch pot fruit Pinch pot fish	Science: Natural vs Constructed form SS: Pots and bowls from around the world
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Visual Text 	Art Criticism Iranian Bowl 12th C. Describe: What are some vocabulary terms that you can use when describing how this bowl was made? Analyze: What do you think the purpose of this bowl is for? Interpret: Why do you think the artist chose this subject matter? What would you choose? Evaluate: What steps would you need to take to try and recreate a bowl like this? What would you do differently?	Resources Elements of Art: Form Smithsonian Museum: Tour Cassie Stephens: Clay Projects The Clay Teacher: Teaching Clay to Elementary Students (Playlist) Art of Ed: Exploring Sculpture with Elementary Students
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Elementary Curriculum Map- Visual Art

Grade: 3rd Grade				
Quarter and Timeframe (#days/weeks): Q4/Unit 7 (7-9 weeks)			Unit: Presentation Spaces Throughout History	
Big Ideas: Artists exhibit artwork in a variety of presentation spaces. Guiding Questions: What are some of the ways or places that artwork can be displayed? How is displaying 2D work different than displaying 3D work? Does where/how an artwork is displayed affect the artwork in any way? How is a museum different than other presentation spaces? What are some ways that art has been presented throughout history?			Standards: <u>PRESENT</u> 3.VA.P1.A Investigate and discuss possibilities and limitations of traditional and emerging presentation spaces. 3.VA.P2.A Identify traditional and emerging presentation spaces, and prepare works of art for presentation including an artist's statement.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections

Portfolio Exhibit Traditional exhibit space Emerging exhibit space	Describe Analyze Interpret Judge	Discuss presentation spaces for 2D and 3D work Critique student portfolios to select artwork for presentation Edit/revise artist statements for presentation	Portfolio Critique Grade level or school-wide exhibition	ELA: Informative writing (artist statement) SS: Cultural adaptation and customs
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<p>Visual Text</p> 	<p>Art Criticism Yancy Villa-Calvo, <i>Barrier Free</i> 2017</p> <p>Describe: What is going on in this image? Analyze: What kind of art is this? What elements and principles of art did the artist use? How does the presentation space affect the art? Interpret: What is the artist's intent in creating this artwork? How does the location affect the meaning? Judge: What do you think about his artwork? What makes it different than or similar to other art you've seen?</p>	<p>Resources</p> <p>Barrier Free Art Installation The Metropolitan Museum of Art: Tour Ted Talk: Teaching Art or Teaching to Think Like an Artist PBS Studios: How to Critique - The Art Assignment Art of Ed: An Unforgettable Critique that Can Transform Your Art Room</p>
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