

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: 4th 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.</p> <p>Essential Questions/Understandings: 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>Standard: <u>CREATE</u> 4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p><u>RESPOND</u> 4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.</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 Collaboratively create art studio rules/best practices	Demonstrate proper and safe use of tools and materials Pre-assessment drawing Pre-assessment critique	
<p>Visual Text</p> 	<p>Art Criticism Claude Monet, <i>Impression: Sunrise</i> 1872</p> <p>Describe: What is the subject of this artwork? Analyze: What art elements and principles can you find? What media did the artist use? 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 is this such a famous artwork? Have you seen something like this before?</p>		<p>Resources How to Introduce Your Classroom Management Plan 5 Classroom Management Strategies for the Art Room Art of Ed: A Proven Classroom Management System to Try in Your Art Room Monet, Poplars: Impressionism (video)</p>	

Elementary Curriculum Map- Visual Art


Grade: 4th Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 2 (2 weeks)		Unit: Thinking and Collaborating Like Artists		
<p>Big Ideas: Artists often work through a process with other collaborators in order to develop ideas and create artwork.</p> <p>Essential Questions/Understandings: Where do artists get ideas? In what situations do artists work together to create works of art? 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>Standard: <u>CREATE</u> 4.VA.Cr1.A Brainstorm original approaches to an art or design problem. 4.VA.Cr1.B Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. 4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship. 4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. 4.VA.Cr3.A Revise artwork in progress on the basis of insights gained through peer critique.</p> <p><u>RESPOND</u> 4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Rubric Critique Artistic processes Artistic style Artist statement	Brainstorming, sketching, creating, critiquing, revising Writing an artist statement Developing a rubric Analyzing artist's style/processes	Brainstorming Research collaborative artworks and techniques Peer critique Group critique	Collaborative artwork Artist statement Self-assessment	SS: History and culture as it relates to artistic collaboration
<p>Visual Text</p> 	<p>Art Criticism Andy Warhol and Jean-Michel Basquiat, <i>Olympics</i> 1984</p> <p>Describe: What do you see in this artwork? Analyze: How has the two artists' styles appeared in this artwork? Interpret: What do you think was the purpose of or meaning behind this artwork? Judge: Do you think this collaboration is successful? Why or why not?</p>		<p>Resources AOE: Collaboration MOMA: Artistic Collaboration 10 Most Memorable Artist Collaborations Artnet: Basquiat and Warhol Peer Critique: Creating a Culture of Revision Art of Ed: The Perfect One Day Lesson</p>	


Elementary Curriculum Map- Visual Art

Grade: 4th Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 3 (6 weeks)		Unit: Rhythm in Art and Poetry		
<p>Big Ideas: Artists use elements of art to create rhythm in a work of art.</p> <p>Guiding Questions: How are poetry and music related to visual art? What common elements can we find in both art and poetry?</p>		<p>Standard: <u>CREATE</u> 4.VA.Cr1.A Brainstorm original approaches to an art or design problem. 4.VA.Cr1.B Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. 4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. 4.VA.Cr3.A Revise artwork in progress on the basis of insights gained through peer critique.</p> <p><u>RESPOND</u> 4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Pattern Rhythm Movement Composition Poetry	Using lines, shapes, and color to create rhythm and movement in art Creating interesting compositions Poetry techniques	Review elements of art Create art while listening to a song or poem Write a poem based on an artwork Illustrate a poem	Collaborative book of poetry and art Artwork inspired by poem/song Poem inspired by artwork Poem as artist statement Critique	ELA: EL Module 1: Poetry, Poets and Becoming Writers
<p>Visual Text</p> 		<p>Art Criticism Salvador Dali, <i>Mad Tea Party</i> 1969</p> <p>Describe: What elements from <i>Alice in Wonderland</i> can you identify in this artwork? Analyze: Which art elements were used to help convey the story? What media was used? Interpret: Is the title of this artwork important? How might it change the viewer's ideas about the artwork? Judge: Do you like this artistic interpretation of <i>Alice in Wonderland</i>? How might your own interpretation be similar or different?</p>		<p>Resources Getty Museum: Connecting Poetry and Art AOE: Making Connections: Art and Poetry Art Teacherin' 101: Elements of Art Principles of Design: PBS LearningMedia Getty Museum: How to Make a Visual Poem</p>

Elementary Curriculum Map- Visual Art

Grade: 4th Grade

Quarter and Timeframe (#days/weeks): Q2/Unit 4 (9 weeks)		Unit: Expression in Art		
<p>Big Ideas: Artists combine the elements and principles of art to express ideas and feelings.</p> <p>Guiding Questions: What elements of art can we use to express our ideas and feelings? What are the principles of art? How is color used to symbolize certain ideas and feelings?</p>		<p>Standard: <u>CREATE</u> 4.VA.Cr1.A Brainstorm original approaches to an art or design problem. 4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship. 4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. 4.VA.Cr3.A Revise artwork in progress on the basis of insights gained through peer critique.</p> <p><u>RESPOND</u> 4.VA.R1.B Compare responses to a work of art before and after experimenting with similar processes. 4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Tertiary colors Color families Contrast Emphasis Unity Value Abstract Cubism	Mixing primary and secondary colors to make tertiary colors Identify color symbology Identify color families (warm/cool, complementary, analogous) Identify elements/principles	Painting practice Color mixing Value scale Sketching, critiquing, revising	Painting of animal in habitat Animal habitat shadow box Non-objective painting Tattoo design with color symbology Cubist portrait Critique	ELA: EL Module 2: Animal Defense Mechanisms Science: Animal habitats
Visual Text 	Art Criticism Franz Marc, <i>Pigs</i> 1912 Describe: Which color groups/families are you able to identify? Analyze: What effect does color have on the two pigs? Is there emphasis on one of the pigs? How do you know? Interpret: What idea do you think the artist is trying to communicate? Judge: Do you prefer this image of pigs or a more realistic interpretation? Why or why not?		Resources Paintings by Franz Marc The Art Story: Expressionism Art Class Curator: Artworks That Show Color Art of Ed: Ways to Teach Color Theory 5-Minute Film Festival:Color Theory by Edutopia Color Theory-The Elements of Art: Color by The Virtual Instructor	


Grade: 4th Grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 5 (4 weeks)		Unit: Space in Our Community		
<p>Big Ideas: Artists use a variety of techniques to create artworks about space in our communities.</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? How can artwork communicate the cultural traditions of your community?</p>		<p>Standard: <u>CREATE</u> 4.VA.Cr1.A Brainstorm original approaches to an art or design problem. 4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship. 4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. 4.VA.Cr2.C Document, describe, and represent community spaces and environments. <u>RESPOND</u> 4.VA.R3.A Apply one set of criteria to evaluate more than one work of art. <u>CONNECT</u> 4.VA.Cn1.A Create art that communicates the cultural traditions of one's community. 4.VA.Cn2.A Through observation, infer information about time, place, and culture in which a work of art was created.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Space Foreground Middle ground Background Overlapping Perspective	Using a ruler Parallel/perpendicular lines Compare/contrast	Practice drawing with perspective Compare/contrast exemplar artworks that include perspective and/or skew perspective	Cityscape, landscape, seascape, etc. Drawing of indoor community space Shadow box of a room or outdoor space	ELA: Opinion writing Math: Linear perspective; parallel/perpendicular lines
<p>Visual Text</p> 		<p>Art Criticism <i>This is Harlem</i>, Jacob Lawrence 1943</p> <p>Describe: What is happening in this artwork? Analyze: How did the artist create the illusion of space in this artwork? Interpret: Is Harlem like your community? How is it alike/different from where you live? Judge: Did Lawrence succeed in teaching you something about Harlem?</p>		<p>Resources</p> <p>Jazz in Harlem Elements of Art: Space Jacob Lawrence Perspective Drawing 101 by the Helpful Art Teacher How to Draw a Cityscape in Perspective by Sakura of America Art of Ed: New Ideas in Art - Perspective 5 Ways to Teach Architecture without Linear Perspective</p>

Elementary Curriculum Map- Visual Art

Grade: 4th Grade	
Quarter and Timeframe (#days/weeks): Q3/Unit 6 (4-8 weeks)	Unit: Ceramics Throughout History and Cultures


<p>Big Ideas: Clay is an art medium that artists have used throughout history and different cultures 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? How has clay sculpture been made and for what purpose throughout history and in different cultures?</p>	<p>Standard: <u>CREATE</u> 4.VA.Cr1.A Brainstorm original approaches to an art or design problem. <u>4.VA.Cr2.A</u> Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship. 4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p><u>RESPOND</u> 4.VA.R1.B Compare responses to a work of art before and after experimenting with similar processes. 4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.</p>
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Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
2D/3D Form Sculpture Relief sculpture Clay/Ceramics Slip Score Glaze	Sculpting Slab, scoring, coiling, pinching, glazing	Experimenting with clay Pinch pot or coil pot	Relief sculpture Pinch/coil pot Ceramic tile painting Ceramic dish or bowl	<p>ELA: EL Module 3: The American Revolution</p> <p>SS: Ceramics throughout history and different cultures</p>

<p>Visual Text</p> 	<p>Art Criticism Edmonia Lewis, <i>The Old Arrowmaker</i> 1872</p> <p>Describe: Describe the artwork. Analyze: How is this piece different from a painting or other 2D artwork? How do you think this piece was made? Interpret: What information is the artist trying to tell you with this piece? Judge: Was the use of sculpture to portray the subjects successful, or would you prefer a 2D artwork? Why or why not?</p>	<p>Resources</p> <p>Elements of Art: Form The Virtual Instructor - Form Teaching Clay by Cassie Stephens Crayola: Air Dry Clay Project Ideas 3 Clay Pretests Your Students Will Actually Love</p>
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Elementary Curriculum Map- Visual Art

<p>Grade: 4th Grade</p>
<p>Quarter and Timeframe (#days/weeks): Q4/Unit 7 (5-9 weeks) Unit: Presentation Spaces</p>

<p>Big Ideas: Artworks can be preserved and exhibited in a variety of ways..</p> <p>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 the purpose of a museum different than the purpose of other presentation spaces? How has technology impacted the preservation and presentation of artwork?</p>		<p>Standard: <u>PRESENT</u></p> <p>4.VA.P1.A Analyze how traditional and emerging technologies have impacted the preservation and presentation of artwork.</p> <p>4.VA.P2.A Analyze strategies for exhibiting and preserving a variety of art forms in both traditional and emerging presentation spaces.</p> <p>4.VA.P3.A Compare and contrast purposes of a variety of presentation spaces and the types of experiences they provide.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
<p>Portfolio Exhibit Traditional exhibit space Emerging exhibit space Preservation</p>	<p>Describe Analyze Interpret Judge</p> <p>Compare/contrast</p>	<p>Discuss presentation spaces for 2D and 3D work</p> <p>Critique student portfolios to select artwork for presentation</p> <p>Edit/revise artist statements for presentation</p>	<p>Portfolio</p> <p>Critique</p> <p>Grade level or school-wide exhibition (or digital exhibition)</p> <p>Venn diagram of traditional v. emerging presentation spaces</p>	<p>SS: Historic preservation of artworks</p>
<p>Visual Text</p> 		<p>Art Criticism James McNeill Whistler, <i>The Peacock Room</i> 1867</p> <p>Describe: What type of artspace is this? What's happening in this space? Analyze: What art elements and principles can you find? Interpret: Why would an artist choose to show their work in this way? What effect/mood/feeling does this type of artspace create? Judge: Is this art? Why or why not?</p>		<p>Resources</p> <p>The Peacock Room Student Portfolio Basics by Art of Ed Art of Ed: An Unforgettable Critique that Can Transform Your Art Room's Atmosphere Peacock Room by PBS</p>