

## 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 Elementary 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.

\*SCS Elementary Visual Art Education Curriculum assumes one hour of art instruction per week. Because instructional times differ across elementary schools, units may be abbreviated or combined as needed to best fit students' needs.

Elementary Curriculum Map- Visual Art

<b>Grade:</b> 5th Grade				
<b>Quarter and Timeframe (#days/weeks):</b> Q1/Unit 1 (1 week)			<b>Unit:</b> Introduction to the Art Classroom	
<p><b>Big Ideas:</b> The art room must be a safe place for students to experiment and create.</p> <p><b>Guiding Questions:</b> How do artists care for art materials, tools, and equipment? Why is it important to understand and to follow rules and procedures in the art room? How can we create a safe and collaborative community in the art classroom?</p>			<p><b>Standards:</b>  <u>CREATE</u>                      5.VA.Cr2.B Demonstrate resourceful care for and use of materials, tools, and equipment.</p> <p><u>RESPOND</u>                      5.VA.R1.A Explain how images can convey cultural associations.                      5.VA.R1.B Compare one’s own interpretation of a work of art with the interpretation of others.                      5.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing context, subject matter, and use of media 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	<b>SS:</b> Historical/cultural associations in works of art
<p><b>Visual Text</b></p> 		<p><b>Art Criticism</b>                      Jocelyne Grivaud, <i>Barbie as Mona Lisa</i> 2012                      Leonardo da Vinci, <i>Mona Lisa</i> 1503-06</p> <p><b>Describe:</b> Compare/contrast what you see in these two artworks.  <b>Analyze:</b> What art elements/principles are similar in these works? What are the differences in media?  <b>Interpret:</b> Why did Grivaud use a Barbie to create an artwork in the style of Mona Lisa? What is the artist trying to say?  <b>Judge:</b> What do you think of an artist “copying” another artist’s work? Is it effective in communicating the artist’s ideas?</p>	<p><b>Resources</b>  <a href="#">How to Introduce Your Classroom Management Plan</a>  <a href="#">5 Classroom Management Strategies for the Art Room</a>  <a href="#">One Minute Art Teacher: Classroom Management</a>  <a href="#">Tricks of the Trade by Edutopia</a>  <a href="#">Art of Ed: How to Craft an Effective Routine for the Beginning of Class</a></p>	

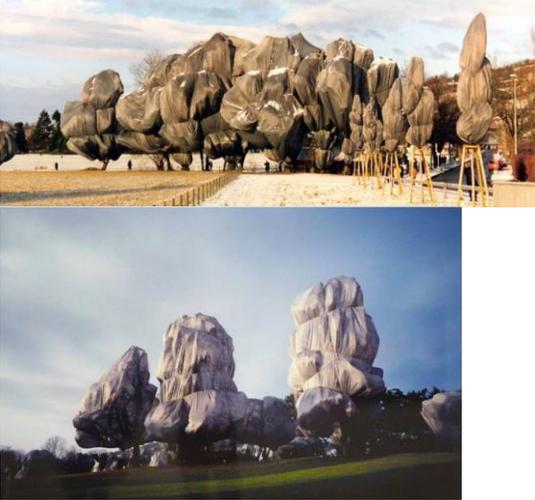
<b>Grade:</b> 5th Grade				
<b>Quarter and Timeframe (#days/weeks):</b> Q1/Unit 2 (2 weeks)		<b>Unit:</b> Investigating and Designing Like Artists		
<p><b>Big Ideas:</b> Artists observe, investigate, create, and refine their work.</p> <p><b>Guiding Questions:</b> Where do artists get ideas? How do artists investigate in order to elaborate on an idea? What is the Design Thinking process for creating art? How does a rubric help guide your artwork? What role does peer or group critique play in the artistic process?</p>		<p><b>Standards:</b>  <u>CREATE</u>            5.VA.Cr1.A Combine ideas to generate an innovative plan for art making.            5.VA.Cr1.B Identify and demonstrate various investigative methods in choosing an approach for beginning a work of art.            5.VA.Cr2.A Experiment and develop skills in multiple art-making techniques and approaches through practice using developmentally appropriate craftsmanship.            5.VA.Cr2.B Demonstrate resourceful care for and use of materials, tools, and equipment.</p> <p><u>RESPOND</u>            5.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing context, subject matter, and use of media while using appropriate art vocabulary.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Rubric Critique Artistic processes Artistic style Artist statement Innovation STEAM Design Thinking	Brainstorming, sketching, creating, critiquing, revising  Writing an artist statement  Developing a rubric  Analyzing artist's style/processes	Brainstorming  Researching  Peer critique  Group critique	Design plan  Design a toy, robot, building, playground, garden, etc.  Artist statement  Self-assessment	<b>ELA:</b> Descriptive writing  <b>Science:</b> STEAM
<p><b>Visual Text</b></p> 	<p><b>Art Criticism</b>            Dale Chihuly, <i>Chihuly Garden and Glass</i> 2015</p> <p><b>Describe:</b> What do you see in this image?  <b>Analyze:</b> What kind of artwork is this? How has the artist used art elements and principles to create this work? What is the artwork made of?  <b>Interpret:</b> What ideas and mood is the artist communicating?  <b>Judge:</b> Explain your preference for Chihuly's early or current work. (See Chihuly video in resources.)</p>		<p><b>Resources</b>  <a href="#">Chihuly Process</a>  <a href="#">Art of Ed: The Design Thinking Process</a>  <a href="#">Art of Ed: Design Challenge for Environmentally Conscious Art Teachers</a>  <a href="#">Design Thinking Lesson Example</a>  <a href="#">An "Artrageous" Chihuly-inspired project</a>  <a href="#">Teaching art or teaching to think like an artist? Cindy Fole/TEDx Talks</a></p>	

<b>Grade:</b> 5th Grade				
<b>Quarter and Timeframe (#days/weeks):</b> Q1/Unit 3 (6 weeks)		<b>Unit:</b> Art and Social Change		
<p><b>Big Ideas:</b> Artists use elements and principles of art to communicate ideas about social issues.</p> <p><b>Guiding Questions:</b> How have artists played a role in social change throughout history? Does art have the power to change beliefs or behaviors? What social issues are currently in the spotlight today? What social issues are you interested in? What social issues do you want to further investigate?</p>		<p><b>Standards:</b></p> <p><u>CREATE</u></p> <p>5.VA.Cr1.A Combine ideas to generate an innovative plan for art making.</p> <p>5. VA.Cr2.B Demonstrate resourceful care for and use of materials, tools, and equipment.</p> <p>5.VA.Cr3.A Communicate personal decisions in art making in an artist statement or another format.</p> <p><u>RESPOND</u></p> <p>5.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing context, subject matter, and use of media while using appropriate art vocabulary.</p> <p><u>CONNECT</u></p> <p>5.VA.Cn1.A Create art based on personal experiences, current interests, and surroundings.</p> <p>5.VA.Cn2.A Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>		
<b>Vocabulary</b>	<b>Skills/Techniques</b>	<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>Interdisciplinary Connections</b>
Elements and Principles of Art & Design Human Rights Social justice Social change	Communicating with art elements and principles  Design thinking process  Composition	Review elements/ principles of art  Brainstorm and research social issues	Social justice poster  Narrative artwork about a human rights leader  Artist statement  Critique	<b>ELA:</b> EL Module 1: Stories of Human Rights  <b>SS:</b> social issues throughout history; current world events
<p><b>Visual Text</b></p> 		<p><b>Art Criticism</b></p> <p><i>The Power of Us</i>, Favianna Rodriguez, 2017</p> <p><b>Describe:</b> What is happening in this artwork?</p> <p><b>Analyze:</b> How are the elements and principles of art used in this artwork?</p> <p><b>Interpret:</b> What belief or value is the artist trying to communicate? What symbols are included in order to do so?</p> <p><b>Judge:</b> Is this successful in affecting your thoughts and/or beliefs? Why or why not?</p>		<p><b>Resources</b></p> <p><a href="#">PBS: Art &amp; Social Justice</a></p> <p><a href="#">Art of Ed: Art as a Tool for Social Advocacy</a></p> <p><a href="#">Art of Ed: How to Help Students Process, Reflect, and Enact Change</a></p> <p><a href="#">Art of Ed: Do Religion and Politics Belong in the Art Room</a></p> <p><a href="#">Artwork of Favianna Rodriguez</a> (preview before sharing with students)</p>
Elementary Curriculum Map- Visual Art				
<b>Grade:</b> 5th Grade				
<b>Quarter and Timeframe (#days/weeks):</b> Q2/Unit 4 (9 weeks)		<b>Unit:</b> Self-Expression in Art		

<p><b>Big Ideas:</b> Artists combine the elements and principles of art to express ideas and feelings.</p> <p><b>Guiding Questions:</b> 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><b>Standard:</b>  <b>CREATE</b>  <u>5.VA.Cr1.A</u> Combine ideas to generate an innovative plan for art making.  <u>5.VA.Cr2.B</u> Demonstrate resourceful care for and use of materials, tools, and equipment.  <u>5.VA.Cr3.A</u> Communicate personal decisions in art making in an artist statement or another format.  <b>RESPOND</b>  <u>5.VA.R2.A</u> Interpret art to identify ideas and mood conveyed by analyzing context, subject matter, and use of media while using appropriate art vocabulary.  <b>CONNECT</b>  <u>5.VA.Cn1.A</u> Create art based on personal experiences, current interests, and surroundings.  <b>RESPOND</b>  <u>5.VA.R3.A</u> Recognize how styles, genres, media, and historical and cultural contexts influence criteria used to evaluate works of art.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessment	Content Integration
<p>Watercolor techniques  Color families  Contrast  Emphasis  Unity  Value</p>	<p>Mixing primary and secondary colors to make tertiary colors</p> <p>Identify color symbology</p> <p>Identify color families (warm/cool, complementary, analogous)</p>	<p>Painting practice</p> <p>Color mixing</p> <p>Value scale</p> <p>Brainstorming topics of personal experiences, interests, and surroundings</p>	<p>Dia de los Muertos shadow box altar</p> <p>Rainforest painting</p> <p>Still life painting from observation</p> <p>Mixed media self-portrait</p> <p>Critique  Artist Statement</p>	<p><b>ELA:</b> Module 2: Diversity in the Rainforest</p> <p><b>Science:</b> Color theory</p>
<p><b>Visual Text</b></p> 	<p><b>Art Criticism</b>  Paul Gauguin, <i>Self Portrait</i> 1888</p> <p><b>Describe:</b> What color families can you find?  <b>Analyze:</b> How does the color of the man's face communicate ideas about what he is thinking/feeling?  <b>Interpret:</b> How is color used to contrast the mood between the background and the portrait? Do the surroundings of man match how he is feeling?  <b>Judge:</b> Would you choose to show contrast in the background of your own portrait? Why or why not?</p>		<p><b>Resources</b>  <a href="#">The Art Story: Expressionism</a>  <a href="#">Art Class Curator: Artworks That Show Color</a>  <a href="#">Art of Ed: Ways to Teach Color Theory</a>  <a href="#">Abstract Artmaking at Every Level: Art of Ed</a>  <a href="#">Color Theory through Watercolor: Art of Ed</a></p>	

<b>Grade:</b> 5th Grade				
<b>Quarter and Timeframe (#days/weeks):</b> Q3/Unit 5 (4 weeks)			<b>Unit:</b> Designing Spaces in Our Surroundings	
<p><b>Big Ideas:</b> Artists use a variety of techniques to design spaces in our community.</p> <p><b>Guiding Questions:</b> What elements and principles of art are used in designing spaces? What skills does an artist need to design architecture or interior and exterior spaces? How does form follow function in the design of spaces? How can we collaboratively plan for the design of shared spaces?</p>			<p><b>Standards:</b>  <u>CREATE</u>            5.VA.Cr1.A Combine ideas to generate an innovative plan for art making. <u>5.VA.Cr1.B</u> Identify and demonstrate various investigative methods in choosing an approach for beginning a work of art.            5.VA.Cr2.A Experiment and develop skills in multiple art-making techniques and approaches through practice using developmentally appropriate craftsmanship.            5. VA.Cr2.B Demonstrate resourceful care for and use of materials, tools, and equipment.            5.VA.Cr3.A Communicate personal decisions in art making in an artist statement or another format.</p> <p><u>CONNECT</u>            5.VA.Cn1.A Create art based on personal experiences, current interests, and surroundings.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Perspective Architecture Interior Design Landscape Design	Using a ruler  Parallel/perpendicular lines  Compare/contrast	Practice drawing with perspective  Compare/contrast exemplar artworks that include perspective and/or skew perspective	Architectural drawing  Design of indoor/outdoor spaces  Shadow box of a room or outdoor space  Collaborative design project	<b>SS:</b> Architecture throughout history  <b>Math:</b> Linear perspective; parallel/perpendicular lines
<b>Visual Text</b> 	<b>Art Criticism</b> Ustad Ahmad Lahouri and Ustad Isa, Taj Mahal 1648  <b>Describe:</b> What do you see in this image? <b>Analyze:</b> Which art elements have been used in both the architecture and the landscape? <b>Interpret:</b> Why did the artist design the architecture and landscape to work together? <b>Judge:</b> What else could be added to either design to make them even more harmonious?		<b>Resources</b> <a href="#">Art of Ed: Perspective</a> <a href="#">History: Taj Mahal</a> <a href="#">Exploring Architecture Through Paper Sculpture</a> <a href="#">Blick: Perspective String</a> <a href="#">Unesco World Heritage Site - National Geographic</a>	

<b>Grade:</b> 5th Grade				
<b>Quarter and Timeframe (#days/weeks):</b> Q3/Unit 6 (4-8 weeks)		<b>Unit:</b> Personal and Cultural Identity in Sculpture		
<p><b>Big Ideas:</b> Artists convey personal and cultural identity in both two-dimensional and three-dimensional works of art.</p> <p><b>Guiding Questions:</b> What is identity? How is your personal identity similar and different than your cultural identity? How have artists conveyed identity throughout history, specifically through sculpture?</p>		<p><b>Standards:</b></p> <p><b>CREATE</b></p> <p>5.VA.Cr1.A Combine ideas to generate an innovative plan for art making.</p> <p>5.VA.Cr2.A Experiment and develop skills in multiple art-making techniques and approaches through practice using developmentally appropriate craftsmanship.</p> <p>5.VA.Cr2.B Demonstrate resourceful care for and use of materials, tools, and equipment.</p> <p>5.VA.Cr2.C Identify, describe, and visually document places and/or objects of personal significance.</p> <p>5.VA.Cr3.A Communicate personal decisions in art making in an artist statement or another format.</p> <p><b>RESPOND</b></p> <p>5.VA.R1.A Explain how images can convey cultural associations.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessment	Content Integration
2D/3D Form Sculpture Clay/Ceramics Slip Score Glaze	Variety in forms of sculpture  Compare/contrast	Experimenting with clay  Brainstorm personal and cultural identity  Study one specific culture  Brainstorm, sketch, revise  Artist statement	Clay totem  Puppet  Mask  Create an artifact based on one culture	<b>ELA:</b> Artist statement  <b>SS:</b> Historical/cultural identities
<p><b>Visual Text</b></p> 	<p><b>Art Criticism</b>            Quillan Lanier Meaders, <i>Face Jug</i>, ca. 1972</p> <p><b>Describe:</b> Describe this artwork.</p> <p><b>Analyze:</b> What skills did the artist need to create this?</p> <p><b>Interpret:</b> Why would an artist choose to depict themselves or others like this?</p> <p><b>Judge:</b> Do you like this artwork? Why or why not?</p>		<p><b>Resources</b></p> <p><a href="#">Smithsonian American Art Museum: Face Jug</a></p> <p><a href="#">My Fave Clay Lessons of All Time - Cassie Stephens</a></p> <p><a href="#">Exploring sculpture with Elementary Students</a></p> <p><a href="#">The Art of Ed: Hand Built Ceramics</a></p> <p><a href="#">Teaching with Cultural Integrity</a></p>	

<b>Quarter and Timeframe (#days/weeks):</b> Q4/Unit 7 (5-9 weeks)		<b>Unit:</b> Curating Art for Presentation		
<p><b>Big Ideas:</b> Art curators plan, prepare, and present artworks for presentation on a variety of topics and in a range of presentation spaces.</p> <p><b>Guiding Questions:</b> What are the qualifications and responsibilities of a curator? Does where/how an artwork is displayed affect the artwork in any way? How can we plan, prepare, and present our own art for exhibition?</p>		<p><b>Standards:</b> <u>PRESENT</u></p> <p>5.VA.P1.A Define and explain the qualifications and responsibilities of a curator.</p> <p>5.VA.P2.A Demonstrate effective use of methods and techniques for preparing and presenting artwork.</p> <p>5.VA.P3.A Explain how an exhibition in a traditional or emerging presentation space provides ideas and information about a specific concept or topic.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
Portfolio Exhibit Traditional exhibit space Emerging exhibit space Preservation Curator	Describe Analyze Interpret Judge	Discuss education background and job responsibilities of a curator  Critique student portfolios to select artwork for presentation  Edit/revise artist statements for presentation	Portfolio  Critique  Grade level or school-wide exhibition (or digital exhibition)	<b>ELA:</b> Artist Statements  <b>Math:</b> Mapping out size for space
<p><b>Visual Text</b></p> 		<p><b>Art Criticism</b> Christo and Jeanne-Claude, <i>Wrapped Trees</i> 1998</p> <p><b>Describe:</b> What is happening in this artwork? What type of artspace is this?</p> <p><b>Analyze:</b> How would an artist prepare to show their work in this way? What obstacles would there be?</p> <p><b>Interpret:</b> How can you plan, prepare, and present your own artwork?</p> <p><b>Judge:</b> What effect would this type of space have on the viewers? Although this work is not permanent, what lasting effects could it have on the environment? How did the artists prepare for this?</p>		<p><b>Resources</b></p> <p><a href="#">Installation Art</a></p> <p><a href="#">The Art Story: Installation Art</a></p> <p><a href="#">Art of Ed: Creating Large-Scale Artworks</a></p> <p><a href="#">Critiques at Every Level</a></p> <p><a href="#">What's a Curator? The Art Assignment: PBS</a></p> <p><a href="#">The Chemistry of Art Preservation</a></p>