

Elementary Curriculum Map

Unit 1	Unit 2	Unit 3
All About Colors	All About Lines & Shapes	All About Family
September	October	November-December
Central Focus of the Unit	Central Focus of the Unit	Central Focus of the Unit
<p>-Explore uses of materials and tools to create works of art or design.</p> <p>-Demonstrate safe and proper procedures for using materials, tools, and equipment.</p> <p>-Create works of art about events in home, school, or community life.</p>	<p>-Sort and categorize art objects according to form and function.</p> <p>-Compare images that represent the same subject.</p> <p>-Use art vocabulary to describe choices.</p> <p>- Use observation and exploration in preparation for making a work of art.</p>	<p>-Use observation and exploration in preparation for making a work of art.</p> <p>-Create art that represents natural and constructed environments.</p> <p>-With guidance, compare and contrast subject matter in works of art.</p> <p>-Create works of art about events in home, school, or community life.</p>
Essential Questions	Essential Questions	Essential Questions
<p>1. What are primary colors?</p> <p>2. How can we make other colors by mixing primary colors?</p> <p>3. What are some moods we feel and what colors would you express those moods?</p>	<p>1. What kinds of lines are there?</p> <p>2. What kinds of shapes are there?</p> <p>3. How can we use lines and shapes into our own artworks?</p>	<p>1. Who are your family members?</p> <p>2. How do we draw models?</p> <p>3. What shapes can we use to draw figures heads, body, joints, arms and legs?</p>
Students Outcome	Students Outcome	Students Outcome
<p>Students Will Be Able To:</p> <p>-Identify primary colors.</p> <p>-Create secondary colors by mixing primary colors.</p> <p>-Express their moods by using colors.</p>	<p>Students Will Be Able To:</p> <p>-Describe different kinds of lines.</p> <p>-Identify the difference between geometric and organic shapes.</p> <p>-Create their own version of inspired lines and shapes artworks.</p>	<p>Students Will Be Able To:</p> <p>-Draw figures by looking at models posing.</p> <p>-Divide different body parts into shapes.</p> <p>-Explore different materials to color (markers with wash).</p>
Lessons	Lessons	Lessons
<p>1. Just Like Kandinsky Materials: Primary colors tempera paints, Black tempera paint, brushes, water buckets, Watercolor Paper</p> <hr/> <p>2. Dear Mondrian... Materials: Black pen, pencils, erasers, White paper for the base, Colored pencils in primary colors.</p> <hr/> <p>3. 4 Different Moods Portraits Materials: Primary colors tempera paints, Brushes, Water buckets, Watercolor paper, Pencils</p>	<p>1. Paper Sculptures Materials: Assorted colored paper strips, Black paper for the base, Glues, Scissors.</p> <hr/> <p>2. Paul Klee Word Art Materials: Primary colors tempera paints, Brushes, Water buckets, Watercolor paper, Pencils</p> <hr/> <p>3. This is my NAME Materials: Assorted colored paper scraps, White paper for the base, Glues, Scissors, Colored pencils, Markers.</p>	<p>1. Strike a pose! Materials: Primary colored paints, brushes, palettes, sponges, smocks, paper towels, painting papers.</p> <hr/> <p>2. My family members are animals Materials: Students' choice of photo in black and white.</p> <hr/> <p>3. Markers and Wash Materials: Painted paper in lesson 1, scissors, glues, base pages, students' choice of photo used in lesson 2.</p>
Art References	Art References	Art References
Kandinsky, Paul Klee, Picasso, Mondrian and among others.	Paul Klee, Kandinsky, Picasso, Joan Miro and among others.	Don Roth, Aiko Fukawa and among others.
Vocabulary	Vocabulary	Vocabulary

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Primary colors, Secondary colors, Portraits, Lines.	Lines, Shapes, Geometric shapes, Organic shapes.	Figures, Models, Joints, Portraits.
Assessments	Assessments	Assessments
<p>* <u>Formative</u>: Students will be given only primary colors. Students will be asked to mix colors to create secondary colors and more.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and have a group critique and discussions. Overall class participations will be looked into.</p>	<p>* <u>Formative</u>: Students will be given demonstrations as a group. Students will receive one on one feedbacks on all assignments.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and have a group critique and discussions. Overall class participations will be looked into.</p>	<p>* <u>Formative</u>: Students will be given demonstrations as a group. Students will receive one on one feedbacks on all assignments.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and have a group critique and discussions. Overall class participations will be looked into.</p>
Differentiation Plans:		
<p>*Visual aids, videos, and demonstrations.</p> <p>*Tiered Lessons.</p> <p>*One-on-One feedbacks and group discussions.</p>		
NYSL		
<p>Standard 1: Creating (all anchor standards)</p> <p>Standard 2: Producing (all anchor standards)</p> <p>Standard 3: Responding (all anchor standards)</p> <p>Standard 4: Connecting (all anchor standards)</p>		

Elementary Curriculum Map

Unit 4	Unit 5	Unit 6
All About Textures	All About Imaginations	All About NYC
January-February	March-April	May-June
Central Focus of the Unit	Central Focus of the Unit	Central Focus of the Unit
<ul style="list-style-type: none"> -Engage collaboratively in exploration and imaginative play with materials. -Use observation and exploration in preparation for making a work of art. -Use art vocabulary to describe choices. 	<ul style="list-style-type: none"> -Compare images that represent the same subject. -Categorize artwork, based on different reasons for preferences. -Use observation and exploration in preparation for making a work of art. 	<ul style="list-style-type: none"> -Categorize artwork, based on a theme or concept, for an exhibit. -Create art that represents natural and constructed environments. -Explore questions such as where, when, why, and how artwork should be prepared for presentation or preservation. -Identify the roles and responsibilities of people who work in and visit museums and other art venues.
Essential Questions	Essential Questions	Essential Questions
<ol style="list-style-type: none"> 1. What is texture? 2. How can we describe textures in our arts? 3. What are some lines and shapes that can be used to express textures? 	<ol style="list-style-type: none"> 1. What is hybrid? 2. Are we copying or inspired by? 3. What is your dream house? 	<ol style="list-style-type: none"> 1. How can we create a town's map? 2. What are some features can we add in for our town? 3. How can we display artworks for the exhibitions? 4. What are some rules we must keep in the gallery?
Students Outcome	Students Outcome	Students Outcome
<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> -Identify different types of textures and describe them using their own vocabularies. -Explore multiple ways to cut out shapes. -Create artworks about expressing abstract textures such as water. 	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> -Identify what hybrid is. -Create imaginative drawings of their dream houses. -Construct inspired artworks by using given sources. - Define the differences between inspirations and copying. 	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> -Create houses and buildings by using paper bags. -Apply details onto their artworks by doing observations. -Learn how to collaborate as a group. -Display their artworks in a manner of group exhibitions.
Lessons	Lessons	Lessons
<ol style="list-style-type: none"> 1. Rubbings Materials: Artists' crayons, Multiple letter sized papers cut in 4, Diverse objects with textured surfaces 2. Collages Materials: Rubbings paper made in the previous lesson, Glues, Scissors, Black paper for the base 3. The Splash! Materials: Assorted blue scrap papers, Base page in shades of blue, Glues, White papers for the splash, Scissors, Cool colored oil pastels, White oil pastels 	<ol style="list-style-type: none"> 1. Foodimals! The Hybrids Materials: Drawing papers, Pencils, Erasers, Markers, Colored pencils, Black pens 2. Dream House Materials: Drawing papers, Pencils, Erasers, Markers, Colored pencils, Black pens 3. Inspirations not copying Materials: Art prints for each students, Drawing papers, Pencils, Erasers, Markers, Colored pencils, Black pens 	<ol style="list-style-type: none"> 1. Paper bags houses and buildings Materials: Brown paper bags, Colored pencils, Markers, Black pen, Scissors, Scrap papers, Glues 2. Towns map Materials: Pencils, erasers, papers, White paper for the base, Markers, Glues, Scissors 3. We are all connected Materials: Glues, Scissors, Scrap papers to add in more details 4. Exhibitions Materials: Name tags
Art References	Art References	Art References
John Klassen, Max Ernst, David Hockney	Velasquez, Picasso, Hokusai, Kozyndan, Ronald Ong	Different types of maps of different Cities and Towns.
Vocabulary	Vocabulary	Vocabulary

Elementary Curriculum Map

Textures, surfaces, rubbings, rough, soft, smooth, scratchy, slippery, organic, geometric, shapes, lines, collages.	Hybrids, Inspirations, Imaginations.	Map, Collaborate, Cityscape, Exhibitions, Gallery Walk.
Assessments	Assessments	Assessments
<p>* <u>Formative</u>: Students will be given demonstrations as a group. Students will receive one on one feedbacks on all assignments.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and have a group critique and discussions. Overall class participations will be looked into.</p>	<p>* <u>Formative</u>: Students will be given demonstrations as a group. Students will receive one on one feedbacks on all assignments.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and have a group critique and discussions. Overall class participations will be looked into.</p>	<p>* <u>Formative</u>: Students will be given demonstrations as a group. Students will receive one on one feedbacks on all assignments.</p> <p>* <u>Summative</u>: Students will turn in their finished artworks and have a group critique and discussions. Overall class participations will be looked into.</p>
Differentiation Plans:		
<p>*Visual aids, videos, and demonstrations.</p> <p>*Handouts to enhance understandings on lessons.</p> <p>*Tiered Lessons.</p> <p>*One-on-One feedbacks and rubrics.</p>		
NYSL		
<p>Standard 1: Creating (all anchor standards)</p> <p>Standard 2: Producing (all anchor standards)</p> <p>Standard 3: Responding (all anchor standards)</p> <p>Standard 4: Connecting (all anchor standards)</p>		