









# CURRICULUM GUIDE

## Kindergarten Block 1



Unit/ Topic	Essential Questions & Standards	Lessons/ Project Descriptions	Resources/ Materials	Vocabulary	Research/ Connections	Examples
Self Portraiture/ Identity	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p>	<p>Explore different portraits throughout history. See works of art that challenge traditional definitions and materials of portraiture.</p> <p>Engage with materials in order to create an artwork that each student believes represents their identity/portrait.</p> <p>Students will be given the choice of materials including traditional 2D media such as colored pencils, water color, photos, and crayons. 3D media choices in polymer clay, yarn, and cardboard</p>	<p>2D materials Oil Pastels, Colored pencils, Watercolor sets, and crayons</p> <p>3D materials: Polymer clay, Cardboard, yarn</p> <p>Digital Media: Ipad/tablet/phone for photography (provided by school).</p>	<p>Paper Image Words to describe shapes and forms</p>	<p>Studio Habits for Middles and Littles. Observe and Envision (The Free Library, 2018)</p> <p><a href="#">Robert Arneson</a></p> <p><a href="#">Rembrandt Van Rijn</a></p>	 
	<p>Kindergarten VA:Cr1.1.K. Engage in exploration and imaginative play with materials.</p> <p>Kindergarten VA:Cr2.1.K. Through experimentation, build skills in various media and approaches to artmaking.</p>	<p>Day 1: Introduce portraits and portrait-like artworks that challenge the traditional definition of portraiture. 2D demonstration using pastels and pencil, 3D demonstration using mixed media. Brainstorming.</p> <p>Day 2: Students choose their media and begin their self-portrait.</p> <p>Day 3&amp;4: Studio Days, review previous days' progress, refresher on project goals. Teacher feedback on in-process work.</p> <p>Day 5: last studio day, turn in final completed work.</p>	<p>Brief lecture with images.</p> <p>Read "Ish" by Peter H. Reynolds</p>	<p>Form Color Line Shape Texture</p>	<p>Making Meaning: Studio Thinking in Early Childhood Education (Sheridan, 2009)</p> <p><a href="#">Tim Hawkinson Self Portrait (Height determined by weight).</a></p> <p><a href="#">Picasso Portrait of Ambrose Vollard</a></p>	 

## 1st Grade Block 1

Unit/ Topic	Essential Questions & Standards	Lessons/ Project Descriptions	Resources/ Materials	Vocabulary	Research/ Connections	Examples
Installation/ Collaboration / Community	<p>How does collaboration expand the creative process?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>1st VA:Cr1.1.1 a. Engage collaboratively in exploration and imaginative play with materials.</p>	<p>Explore Installation art and Sculpture on a “room sized” scale.</p> <p>Collaborate by developing a theme, combining ideas, and executing a shared project inspired by the work of Judy Pfaff and Felix Gonzalez Torres</p> <p>Explore and play with materials.</p> <p>Student installation will be made in the center of the room. Can connect to ceilings and walls, but cannot interfere with normal use of the classroom.</p>	<p>Determined by the students. Limits will be no permanent marking walls, no clay or other wet media. .</p> <p>Includes, but not limited to cardboard, paper, water soluble paint, markers, yarn, fabric, and toys.</p> <p>All materials requested by the students must be approved by the teacher.</p>	Space Installation Form	<p>Studio Habits for Middles and Littles. Envision Engage and Persist Express (The Free Library, 2018)</p> <p><a href="#">Judy Pfaff</a></p> <p><a href="#">Claire Ashley</a></p> <p>Felix Gonzalez Torres</p>	 
	<p>1st VA:Cr2.1.1 a. Explore uses of materials and tools to create works of art or design.</p>	<p>Day 1. Introduction to installation art. Explain objectives, provide examples, read story, and brainstorm possible topics, themes, etc. As this is a school project, perhaps a take on the school mascot and its habitat, or maybe what school means to them.</p> <p>Day 2. Based on yesterday's group brainstorming session, the class will collaboratively decide the theme/concept of installation. Begin selecting materials and planning the layout of the installation.</p> <p>Day 3-8 review of objectives, Studio work</p> <p>Day 9: Group review of installation.</p>	“Hey, Wall: A Story of Art and Community” by Susan Verde	Collaboration Cooperation	<p>Studio Habits for Middles and Littles. Reflect Understanding Arts Communities (The Free Library, 2018)</p> <p><a href="#">Marie Watt</a></p>	 


		Day 10: Make changes based on Day 9 review. Document installation.				
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## 2nd Grade Block 1

Unit/ Topic	Essential Questions & Standards	Lessons/ Project Descriptions	Resources/ Materials	Vocabulary	Research/ Connections	Examples
Assemblage Appropriation Found Object	<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places, or systems?</p>	<p>Students will be provided with a number of found objects and images to choose from, or they may choose their own outside school time.</p> <p>This object/image will provide a physical and conceptual foundation for a work of art.</p>	<p>Assortment of “found” objects. Possible examples: found wood, shoes, a mannequin, a ball, rocks, a stuffed animal. Etc.</p> <p>“Traditional” art materials: Paint, markers, crayons, fabric, cardboard, Thrift Store Paintings, posters, etc.</p>	<p>Found Object Assemblage “Ready-made”</p> <p>Respond React</p>	<p>Studio Habits: Develop Craft Stretch and Explore (Sheridan, 2009)</p> <p>Discovery and Application (STEAM)</p> <p><a href="#">Banksy</a></p> <p><a href="#">Picasso</a></p>	
		<p>Day 1: Introduction to found object artmaking. Lecture and demonstration/examples. Students select their “found” object from a selection provided. If students want to find their own, they can do so outside class time and bring it to school for next class.</p> <p>Day 2-4: Review project objectives at the beginning of each class period, Studio Days</p> <p>Day 5: Students and I will decide</p>	<p>“Bob the Artist” by Marion Deuchars</p> <p>“I am an Artist” by Manta Alteis</p>		<p><a href="#">Duchamp</a></p> <p><a href="#">Tom Bob</a></p>	





	<b>2nd VA:Cr2.3.2</b> a. Repurpose objects to make something new.	if their projects are finished or if more time is needed. Additional days will be added as necessary.  Day 6 (optional): Final day of studio work.				
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### 3rd Grade Block 2

Unit/ Topic	Essential Questions & Standards	Lessons/ Project Descriptions	Resources/ Materials	Vocabulary	Research/ Connections	Examples
Conceptualize and curate schoolwide spring art exhibition.	<p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>How does one determine criteria to evaluate a work of art?</p> <p>How is a personal preference different from an evaluation?</p> <p><b>3rd VA:Pr4.1.3</b> a. Identify exhibit space and prepare works of art,</p>	<p>Project will be 2 non-consecutive weeks.</p> <p>Week 1 will be at the 1st week of the 5 week block. Students will determine a theme for the spring school art exhibit and create a call for entries to be posted throughout the school and emailed to students and parents.</p> <p>Week 2 will be the 4th week of the 5 week block. Submissions will be reviewed, artworks selected, Invitations created, and the exhibition will be installed in the “exhibition space” outside the classroom. An “opening reception” will be held at a time TBD and the exhibition will be posted on the school website.</p>	<p>Computer/iPad to design call for entries and invitations/flyers</p> <p>Installation hardware (used by Adults) Hammers, Nails, Hooks, etc.</p> <p>Materials to store and move submitted artworks.</p>	Exhibition Gallery Install	<p>Studio Habits Reflect Understanding Arts Communities (Hetland 2007)</p> <p>STEAM Focusing on a theme, Discovering artwork, and Presenting artwork in an exhibition.</p>	

	<p>including artists' statements, for presentation.</p> <p><b>3rd VA:Re9.2.3</b> a. Evaluate an artwork based on given criteria.</p>	<p>Week 1 Day 1: Introduce the project. Objective: Create an exhibition from concept to installation</p> <p>Day 2: Review professional exhibitions in art periodicals, using this as a foundation, brainstorm themes and vote (secret vote) to determine theme Day 3: Field Trip to museum or gallery Day 4: Create Call for Entries</p> <p>Day 5: Post throughout school</p> <p>Week 2 Day 1-3 Review and select artworks for exhibition Day 4 &amp; 5 install exhibit.</p>	<p>Permission slips for day trip to museum or gallery</p> <p>Or</p> <p>Permission for a guest speaker (gallerist or curator) to visit the class.</p>	<p>Curate/Curator Juror</p>		
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## 4th Grade Block 2



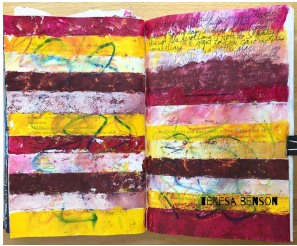
Unit/ Topic	Essential Questions & Standards	Lessons/ Project Descriptions	Resources/ Materials	Vocabulary	Research/ Connections	Examples
Still Life Drawing /Negative space	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What role does persistence play in revising, refining, and developing work?</p>	<p>Using the installation created by 1st grade in the previous block, students will draw sections of the installation as a still life with an emphasis on rendering negative space.</p>	<p>Viewfinder to determine composition</p> <p>Ink Pencil Markers Eraser</p>	<p>Still life Negative space Composition Viewfinder</p>		
	<p>How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b>4th VA:Cr1.1.4</b> a. Brainstorm multiple approaches to a creative art or design problem.</p> <p><b>4th VA:Cr3.1.4</b> a. Revise artwork in progress on the basis of insights gained through peer discussion.</p>	<p>Day 1: Students will be introduced to the installation project made by the 1st graders in block 1. I will explain how to use the viewfinder to create a composition, and how to create a drawing using the negative space in the installation.</p> <p>They will be given cardboard viewfinders and encouraged to explore the installation for a few minutes before choosing which area to draw.</p> <p>After this initial time period students will begin drawing using negative space as explained in the introduction/demonstration.</p> <p>Day 2: Introduce finished drawings that utilize negative space. Students will continue working.</p> <p>Day 3 &amp; 5 Review assignment objectives and previous lessons with students. They will continue working on their drawings while I provide individual feedback and instruction.</p>		<p>Line Shape Contour</p>		  



## 5th Grade Block 2

Unit/ Topic	Essential Questions & Standards	Lessons/ Project Descriptions	Resources/ Materials	Vocabulary	Research/ Connections	Examples
Self-reflection and Artist statement writing.	How do artists and designers determine goals for designing or redesigning objects, places, or systems?	Over the course of 1 week, students will create journals containing writing and images based on places, people, activities, and objects with personal significance.	Notebook Sketchbook/Journal	Artist statement Investigation Direction Exploration	Studio Habits Envision their motivations for making art  Express those motivations in writing  Reflect on their previous artwork and what they have written in this assignment.	Examples in links to artist statements and in detailed lesson plan.
	What role does persistence play in revising, refining, and developing work?  How do artists grow and become accomplished in art forms?  <b>5th VA:Cr2.3.5</b> a. Identify, describe, and visually document places or objects of personal significance.  <b>5th VA:Cr3.1.5</b> a. Create artist statements using art vocabulary to describe personal choices made in art making.	Students will then write one essay, no more than one page, no less than ½ page addressing the what, why and how of their artistic practice: What they make, why they make it, and how they make it.  Day 1: Review previous writing assignments (3rd grade juried exhibition, for example). Introduce the project.  Day 2-3: Research and writing. Students can go to the school library, research using art books in the art room library, and read artist statement examples. They may also use iPads/Computers/phones for research  Journals will be checked daily for progress.  Day 4: Rough draft statement review  Day 5: Completed statement due				
			<a href="#">Barnett Newman: Selected Writings and Interviews</a>			<a href="#">Claes Oldenburg</a> <a href="#">Mark Rothko</a> <a href="#">Sol LeWitt</a>

## 6th Grade Block 1

Unit/ Topic	Essential Questions & Standards	Lessons/ Project Descriptions	Resources/ Materials	Vocabulary	Research/ Connections	Examples
Finding Meaning.	<p>What factors prevent or encourage people to take creative risks?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?</p> <p><b>6th VA:Cr1.2.6</b> a. Formulate an artistic investigation of personally relevant content for creating art.</p> <p><b>6th VA:Cn10.1.6</b> a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.</p>	<p>Students will spend 3-5 days collecting and arranging ideas/interests in journals they started in 5th grade.</p> <p>Students will then develop 3 conceptually related projects based on the information gathered and created in their journals. These projects will be executed over the remaining 4 weeks of the 5 week block.</p>	<p>Sketchbooks/Notebooks/ Journals. (Or Paper to make Journals).</p> <p>Research devices</p> <p>Drawing/writing tools and other media as necessary.</p> <p>Access to computer or email to type project proposals.</p>	<p>Concept Investigation Content Motivation Proposal</p>	<p>Studio habits Envision. Students develop plans for their projects, including a goal statement of a skill or material they'd like to improve upon.</p>	 
		<p>Day 1: Students will review their Artist Statements from 5th grade. We will discuss how their ideas about art have grown, changed, etc. we will discuss the journaling project and our plans for the 5 week block.</p> <p>Day 2: Students will be given (or make) their journals and begin the project. Research will be permitted using iPads/computers/phones.</p> <p>Day 3 &amp; 4, continue journaling, sketching, and planning their projects</p> <p>Day 5: Turn in a typed description of their 3 projects.</p>	<p><a href="#">Barnett Newman: Selected Writings and Interviews</a></p>			



## 7th Grade Block 2

Unit/ Topic	Essential Questions & Standards	Lessons/ Project Descriptions	Resources/ Materials	Vocabulary	Research/ Connections	Examples
Outdoor Sculpture	<p>How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?</p> <p>How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers care for and maintain materials, tools, and equipment?</p>	<p>Students will create large scale, portable sculptures in the classroom which will be installed (temporarily) outside the school to coincide with Parent-Teacher Conference day (weather permitting). In the case of inclement weather, sculptures will be installed in the hall outside the classroom (in compliance with all fire/safety and ADA requirements).</p> <p>Students can work individually or in groups of no more than 3 students.</p>	<p>Wood Plaster/Paper Mache Cardboard Fabric Plastic Other materials as needed.</p>	<p>Space Scale Form Void Movement Time</p>	<p>Studio habits Envision.Students develop plans for their sculpture projects, including materials and concept</p> <p>Stretch and Explore. Students complete projects that introduce them to new media and techniques.Large resource library available in classroom and on digital devices.</p>	
	<p>Why is it important for safety and health to understand and follow correct procedures in handling materials and tools?</p> <p><b>7th VA:Cr1.2.7</b> a. Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p><b>7th VA:Cr2.1.7</b> a. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>	<p>Day 1. Review previous sculpture projects and examples of large scale outdoor sculpture. Discuss the plan to make a group of outdoor sculptures. Determine groups (if the students want to work in groups). Start brainstorming ideas and determining material needs</p> <p>Day 2: Begin work. Review basic tool safety and studio safety. Distribute eye protection and other safety equipment as necessary.</p> <p>Day 3 - 8 Studio work</p> <p>Day 9 &amp; 10: Install Sculptures.</p>				



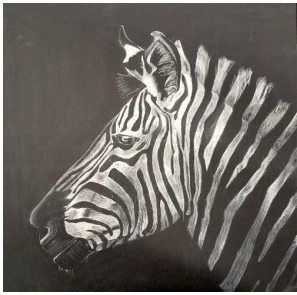
[Olafur Eliasson](#)

[Gabriela Salazar](#)

[Anish Kapoor](#)

[Andy Goldsworthy](#)

## 8th Grade Block 1 & 2

Unit/ Topic	Essential Questions & Standards	Lessons/ Project Descriptions	Resources/ Materials	Vocabulary	Research/ Connections	Examples
<p>Self Directed Project with group critique(s)</p> <p>Problem: Choose your own Adventure!</p>	<p>How do artists and designers determine goals for designing or redesigning objects, places, or systems?</p> <p>How do artists and designers create works of art or design that communicate effectively?</p> <p>How does one determine criteria to evaluate a work of art?</p> <p>How and why might criteria vary?</p> <p>How is a personal preference different from an evaluation?</p>	<p>Utilizing the foundational skills they have learned in K-7, students will conceptualize, execute, and present a work of their choice in a medium of their choice.</p> <p>Students will be expected to present and explain their work in a critique setting and provide meaningful feedback to their peers.</p> <p>Students are allowed to collaborate.</p>	<p>Determined by students and safety limits of art facilities.</p>	<p>Concept Investigation Evaluate Collaborate Artistic interest</p>	<p>Inquiry Based Learning Pose a problem to be solved rather than a project to be completed.</p> <p>Deeply Engaging with Students. Providing opportunities to collaborate. Focus on student thinking.</p>	
	<p>8th VA:Cr2.1.8 a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing</p> <p>8th VA:Re9.2.8 a. Create a convincing and logical argument to support an evaluation of art.</p>	<p>Day 1: Project introduction, question and answer session. Class decides if the project will be group or individual (or both).</p> <p>Day 2: Work begins on the project. If it is a whole class group project, students will be advised to plan the project and create a division of labor. If the project is small group or individual, I will meet with students/groups individually to assess their ideas and help them determine the best way to proceed. Work begins if time permits</p>				
					<p>Artist reference material will be provided to individual students based on their chosen project.</p>	

		Day 3 & 4: Studio Days Day 5: mid point critique Day 6-9 Studio Day 10: Final Critique				
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