### Unit 1: Expression Through Line & Shape

**Standards:**
- **Creating:** Generate and conceptualize artistic ideas and work.
  Organize and develop artistic ideas and work.
- **Connecting:** Relate artistic ideas and works with societal, cultural, and historical context
to deepen understanding.

**Materials:**
- Drawing Paper
- Drawing Pencils
- Erasers
- Colored Pencils
- Markers
- Watercolors
- Printing Plates (styrofoam)
- Brayers
- Printing Ink

**Vocabulary:**
- Line
- Emotion
- Abstract
- Architecture
- Shape
- Geometric
- Organic
- Printmaking
- Movement

**Scaffolding Assignments:**

**Abstract Compositions**
Students look at the work of both Kandinsky and Pitts for inspiration. Students listen to music and express the feeling of the music through line. Various lines and shapes are used to create fluid movement throughout the piece as students draw what they feel. The shapes created by the lines are filled in with a variety of materials to add color.

**Architecture Research**
Students compare and contrast various styles of architecture from around the globe, paying special attention to the types of lines used. After viewing a variety of buildings and structures, students use lines and shapes to create their own architectural drawings.

**Art History & Contemporary Art Connections:**
- Wassily Kandinsky
- Trixie Pitts
- Frank Lloyd Wright
- Frank Gehry
- Maya Lin

**Summative Assessment:**

**Architecture Printmaking**
Students use their drawings to create styrofoam printing plates. Students are introduced to printmaking materials and have time to practice techniques. Then, students create their own prints with their styrofoam plates.

### Unit 2: Color Exploration

**Standards:**
- **Creating:** Refine and complete artistic work.
- **Presenting:** Select, analyze, and interpret artistic work for presentation.
- **Responding:** Perceive and analyze artistic work.

**Materials:**
- Paper
- Paint
- Paintbrushes
- Glue
- Scissors

**Vocabulary:**
- Color
- Intermediate Colors
- Primary
- Secondary
- Warm
- Cool

**Scaffolding Assignments:**

**Painted Paper with Intermediate Colors**
Using prior knowledge of primary and secondary colors, students create painted paper in intermediate colors. Students put a primary color and a secondary color directly onto the paper and mix them together being sure to cover the entire page. Students can use texture tools or stamps to add dimension.

**Animal Habitat Research**
Students select an animal and gather details about its habitat. This might be done in correspondence with a core class or through collaboration with the Media Specialist.

**Art History & Contemporary Art Connections:**
- Henri Matisse
- Maria Berrio
- Eric Carle

**Summative Assessment:**

**Animal Habitat Collage**
Students create a collage animal and habitat using the painted paper. Reviewing collage techniques, students make decisions about which intermediate colors should be used in specific areas. Students present projects to each other to broaden their collective knowledge.

---

Curriculum designed by Abby Schukei

www.theartofed.com
Elementary School Curriculum Units (continued)

Unit 3: Art as Illusion: Understanding Depth and Space

**Standards:**
Creating: Refine and complete artistic work.
Generate and conceptualize artistic ideas and work.

**Art History & Contemporary Art Connections:**
- Seurat
- Victor Vasarely
- Bridget Riley
- Susie Rosmarin

**Materials:**
- Drawing Paper
- Pencils
- Colored Pencils
- Markers

**Vocabulary:**
- Perspective
- Optical Illusion
- Space
- Depth
- Pattern
- Foreground
- Middleground
- Background
- Vanishing Point
- Horizon Line
- Parallel

**Scaffolding Assignments:**

**Drawing 3D Forms**
Students visually compare and contrast the differences between 2D shapes and 3D drawn forms. In a teacher-directed lesson, students practice drawing forms such as cubes, spheres, cones, and cylinders. Through the comparing and contrasting of shapes and forms, students start to gain an understanding of how depth can be created on a 2D surface.

**Op Art Design**
Students discover other ways to create depth in a piece through the practice of creating op art. To understand the illusion of op art, students are guided through teacher-directed activities and independent discovery. Simple techniques like creating a checkerboard pattern towards a vanishing point using a ruler help students create the illusion of depth.

**Summative Assessment:**
Fantasy Forest Landscapes
Students discuss different ways to create depth including overlapping objects and decreasing the size of objects as they move towards a vanishing point. Then, students create their own fantasy forest landscapes using these strategies to create depth. Students practice colored pencil skills to add color and detail to their landscape.

Unit 4: Proportional Self-Portraits

**Standards:**
Creating: Refine and complete artistic work.
Presenting: Convey meaning through the presentation of artistic work.
Responding: Perceive and analyze artistic work.
Connecting: Synthesize and relate knowledge and personal experiences to make art.

**Art History & Contemporary Art Connections:**
- Rembrandt
- Frida Kahlo
- Chuck Close
- Kehinde Wiley

**Materials:**
- Drawing Paper
- Pencils
- Colored Pencils
- Markers
- Proportion
- Balance
- Self-Portrait
- Identity
- Rulers
- Mirrors

**Vocabulary:**
- Perspective
- Optical Illusion
- Space
- Depth
- Pattern
- Foreground
- Middleground
- Background
- Vanishing Point
- Horizon Line
- Parallel

**Scaffolding Assignments:**

**Blind Contour Drawing of Face**
Using a mirror, students create blind contour drawings of themselves. The intention for this activity is to get students familiar with the subject they will be drawing, which is themselves. Students draw by focusing on the lines and shapes they see as they look in the mirror.

**Facial Features Directed Drawing**
Students draw a face, in proportion, with the guidance of the teacher. Students are introduced to the following terms: proportion, balance, and symmetry. The teacher guides students through the shape and placement of facial features while creating drawings of “imaginary heads.” Students are shown techniques to draw hair and other special characteristics.

**Summative Assessment:**
Self-Portrait
Using their new skills, students create their own self-portraits. For reference, students can use photos or mirrors. Students complete the work by adding color. This is a nice opportunity to explore mixing flesh tones with paint. It’s also a nice opportunity to use oil pastels to help students understand the variety of colors within hair, eyes, and other facial details. Students complete a self-reflection as to what features are unique to them and share with the group.

Curriculum designed by Abby Schukei

the art of education

www.theartofed.com
Elementary School Curriculum Units (continued)

### Unit 5: Form & Texture

<table>
<thead>
<tr>
<th>Standards: Creating</th>
<th>Generate and develop artistic ideas and work. Generate and conceptualize artistic ideas and work.</th>
</tr>
</thead>
</table>
| Materials:          | • Paper  
                      • Crayons  
                      • Texture Plates  
                      • Recycled Materials  
                      • Yarn  
                      • Glue  
                      • Clay  
                      • Clay Tools  
                      • Texture Tools  
                      • Oil Pastels |
| Vocabulary:         | • Slip  
                      • Score  
                      • Texture  
                      • Implied  
                      • Actual  
                      • Recycled  
                      • Ceramics |
| Scaffolding Assignments: |  
**Nature Scavenger Hunt** Students start by exploring the real texture of objects through touch. On a scavenger hunt, students find natural objects (leaves, rocks, pinecones, etc...) with different textures. Then, students explore implied texture by creating texture rubbings of these same objects.  
**Creating Stamps & Texture Tools** Students create their own texture tools and stamps from a combination of recycled materials and art supplies. Using materials like marker caps, yarn, and glue, students create stamps that will create different patterns. |
| Art History & Contemporary Art Connections: | • Vincent Van Gogh  
                      • Maria Martinez  
                      • Ron Nagle  
                      • Takuro Kuwata |
| Summative Assessment: |  
**Textured Slab Clay Container** Students create a small slab for the base of a container and a large slab for the body of a container. Using their created stamps and other clay tools, students create texture on the large slab. Then, students score and slip pieces together to create a form. Exploring alternatives to glaze, like using oil pastels and India ink, accents and emphasizes the texture in the clay. |

### Unit 6: Art is Personal

<table>
<thead>
<tr>
<th>Standards: Creating</th>
<th>Generate and conceptualize artistic ideas and work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting:</td>
<td>Interpret intent and meaning in artistic work.</td>
</tr>
<tr>
<td>Responding:</td>
<td>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</td>
</tr>
</tbody>
</table>
| Art History & Contemporary Art Connections: | • Pieter Bruegel  
                      • Norman Rockwell  
                      • Jacob Lawrence  
                      • Faith Ringgold |
| Materials:          | • Yarn  
                      • Various Papers  
                      • Cardboard or Paper Plate for Loom  
                      • Scissors |
| Vocabulary:         | • Weaving  
                      • Weft  
                      • Warp  
                      • Textile  
                      • Pattern  
                      • Geometric  
                      • Illustration  
                      • Genre |
| Scaffolding Assignments: |  
**Paper Weaving** Students learn the technique of paper weaving. Using a variety of papers, students are introduced to the basics of weaving as terms like weft and warp are discussed.  
**Descriptive Writing** Students are given a writing prompt to share their fondest memories. Using these memories, students write descriptive paragraphs. Genre paintings are viewed to share other artists’ personal memories and depictions of everyday life. |
| Summative Assessment: |  
**Story Quilts** Students create their own story quilts inspired by the work of Faith Ringgold using their writing pieces as inspiration. Students incorporate what they’ve learned throughout the year. Ideas include using their knowledge of geometric shapes to create a patchwork, quilted border, incorporating elements of paper weaving, using perspective techniques, and using a variety of mediums to add color. Students will share, discuss, and analyze the stories found in the quilts. |

Curriculum designed by Abby Schukei