



Curriculum Map

Curriculum Vision Statement

Milford Public Schools believes curriculum is a sequence of high-quality learning experiences aligned to prioritized standards that support all learners. Our curriculum is grounded in Milford's Vision of the Learner: the belief that all learners in our community will engage in assured experiences that are rooted in scholarship, personal development, citizenship, creativity, and innovation.

Through our district's model of High Quality Instruction, all learners will develop a strong knowledge of content and skills while they challenge themselves, exhibit high levels of agency, work autonomously, take risks, live a healthy lifestyle, and develop a sense of community awareness and engagement - where everyone is able to think and act beyond themselves as individuals.

Curriculum Position Statement

Milford Public Schools believes curriculum encompasses instruction, assessment, and professional learning.

- Curriculum establishes the knowledge economy of what learners will know and be able to do through assured experiences.
- The district's model for High-Quality Instruction involves intentionally engineering environments where agency is cultivated through actionable feedback, a growth mindset, and developmental relationships among all learners.
- Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.

Because ongoing learning is at the center of everything we do, adult learners engage in a cycle of professional learning experiences that allow them to expand their understanding of their own needs and the developing needs of diverse learners so that through continuous reflection, evaluation, and revision they can improve learning experiences within all environments.

MPS High Quality Instruction (HQI)
[MPS Vision of the Learner](#)
[Developmental Relationships Framework](#)

MPS Academic Expectations
[MPS Curriculum Revision Cycle](#)

MPS Curriculum Revision Calendar

Course Overview

Concept(s)	Big Ideas / Enduring Understanding(s)
Creating	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creating artmaking goals • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revision, and refining work over time.
Presenting	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding
Responding	<ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism • People evaluate art based on various criteria.

Connecting

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

At a Glance

Unit Titles	Length of Unit
● Observation in Art	Variable
● Responding to Art	Variable
● Presenting Art	Variable
● Envision: Imagine and Planning in Art	Variable
● Drawing/ Line	4-6 Classes
● Telling a story with art	4-6 Classes
● Color	3-4 Classes
● Form	3-4 Classes

Unit Title	Observation In Art	Length of Unit	Variable
Essential Questions	How do artists look at the world and how can they represent or reinterpret that world through artmaking? How can a person learn to see deeper and in more detail? What do you see? Are you looking closely? What captures your eye? What holds your attention?		
Standards	Anchor Standard 1: Generate and conceptualize artistic ideas and work Anchor Standard 2: Organize and develop artistic ideas and work Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
Key Vocabulary	Observe closely, look deeply, examine mindfully / light, shadow / texture, detail		

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
Art can be used to represent the world around us	notice details in the world around me
Many artists have used observation to inform and inspire their artwork	represent the world through my artwork
	How to choose information and details from direct observation to include in their artwork
	View artwork closely to find areas to keep and improve

Strategies / techniques to use when making artwork from direct observation	notice and talk about details in another artist's work
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Evidence of Learning: (<i>Student learning will be measured by . . .</i>)	Is there evidence that shows that the student has looked closely at their subject? Can the student explain what they have chosen to observe and why? Can the student explain what they have included or not included in their artwork and why?
Teacher Resources:	In development

Unit Title	Responding to Art	Length of Unit	variable
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Essential Questions	What is the value of engaging in the process of art criticism? How can a person “read” a work of art? How does knowing and using visual art vocabulary help us understand and interpret works of art? How can looking at someone else's artwork inform one's own work?
Standards	Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 8: Interpret intent and meaning in artistic work
Key Vocabulary	Identify, recognize, perceive, speculate, compare/contrast, interpret, describe, question, explain, reflect, discuss, evaluate, analyze

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
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That artworks from different times in history can open new possibilities in their own artwork	connect with other artists through their process, techniques, stories and ideas
Artists make connections with the art of other cultures to find personal meaning and inspiration	respond to and express opinions about a work of art
Artists engage in discussion with and express personal opinions about various artworks	use art vocabulary to describe a work of art
	use others' art as a resource for my own work
	discover artists' work in my classroom, studios, art galleries, museums and online

Evidence of Learning: <i>(Student learning will be measured by ...)</i>	Can a student respond, using appropriate vocabulary, to a work of art? Can a student, using appropriate vocabulary, express an opinion about a work of art? Can a student make connections between two or more works of art? Can a student make connections between their own art and the art of someone else?
Teacher Resources:	In development

Unit Title	Presenting Art	Length of Unit	variable
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Essential Questions	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Standards	Anchor Standard 4: Select, analyze and interpret artistic works for presentation

	Anchor Standard 5: Develop and refine artistic techniques and work for presentation Anchor Standard 6: Convey meaning through the presentation of artistic work
Key Vocabulary	Select, categorize, analyze, compare/contrast, present, display Museum, gallery, portfolio

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
There are many worlds of art and many ways of making art	explain the purpose of an art museum or gallery
Part of being an artist or curator is selecting art for display	select and prepare their own artwork for display
	talk about their own artwork in a meaningful way
	talk to peers about the choices they make in their artwork
	to select and prepare art for presentation

Evidence of Learning: <i>(Student learning will be measured by ...)</i>	Can the student explain why an artist or curator might choose to display works of art? Can the student discuss where artwork might be displayed? Can the student select and prepare their own artwork for display? Can the student discuss, using appropriate vocabulary, the choices made in a work of art?
Teacher Resources:	In development

Unit Title	Envision: Imagining and Planning in Art	Length of Unit	Variable
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Essential Questions	<p>Where do artist's ideas come from?</p> <p>What resources do artists use to help generate ideas?</p> <p>Where is the balance between doing enough planning so as to have a focus or direction but not so much as to stifle any chance for the unexpected?</p> <p>Where is the balance between sticking to a plan but also being flexible and open to change?</p>
Standards	<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art</p>
Key Vocabulary	<p>Planning, imagining, envision, brainstorming, visualizing, changing, reflecting, evaluating, revising, communicating, collaborating, sketching, sketchbook, journal, thumbnail</p>

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
Spending time planning often improves artistic outcomes	use available resources to come up with an idea for my artwork
Some of the techniques and resources artists use to generate ideas	make a plan, use it, but still be flexible and open minded
It is often necessary to revise and make changes to a plan as you work	collaborate with my peers to help each other form ideas
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	change and revise my plan when needed (reflection/revision)

Evidence of Learning: <i>(Student learning will be measured by ...)</i>	Is there evidence that shows that the student has used strategies for planning their artwork? Can the student explain the details of their plan? Can the student explain the changes they have made as they go from initial plan to finished artwork?
Teacher Resources:	In development

Unit Title	Drawing/Line	Length of Unit	4-6 class periods
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Essential Questions	What kinds of lines do I need to use to express what I want to draw? What are my favorite drawing tools and why?
Standards	VA:Cr1.1.PKa Engage in self directed play with materials. VA:Cr1.1.Ka Engage in exploration and imaginative play with materials VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials. VA:Cr1.2.PKa Engage in self directed, creative making. VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem. VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art. VA:Cr2.1.PKa Use a variety of artmaking tools VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to artmaking. VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.
Key Vocabulary	Pencil, pen, marker, crayon, mark-making, line, straight, curved, angled, wavy, dotted, parallel, squiggly,

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
That many different tools can be used for mark-making/drawing	properly hold a variety of drawing tools
That there a multiple ways to draw line	create a variety of lines and marks using art tools

There are many ways to express their thoughts, feeling, and ideas	use drawing tools to communicate their thoughts, feelings, and ideas
That creating art is a process and making mistakes is an important way to learn	give, receive, and act upon appropriate feedback
	use a ruler and other tools to guide them in line-making
	use drawing tools to create representational and abstract images that clearly express their thoughts, feelings, and ideas

Evidence of Learning: (Student learning will be measured by ...)	<p><i>Within this unit, student understanding will be determined using a learning continuum through . . .</i></p> <ul style="list-style-type: none"> ● <i>Benchmark Assessments</i> ● <i>Self-Assessments</i> ● <i>Teacher Observations</i> ● <i>Performance Tasks</i> ● <i>Peer feedback</i>
Teacher Resources:	In development

Unit Title	Telling a story with art	Length of Unit	4-6 class periods
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Essential Questions	How can art be used to create a narrative, tell a story or communicate an idea
Standards	<p>VA:Cr2.3.PKa Create and tell about art that communicates a story about a familiar place or object.</p> <p>VA:Re8.1.Pka Interpret art by identifying and describing subject matter.</p> <p>VA:Cn10.1.Pka e Explore the world using descriptive and expressive words and art-making.</p> <p>VA:Cn11.1.Pka Recognize that people make art.</p>
Key Vocabulary	Pencil, pen, marker, crayon, mark-making, line, straight, curved, angled, wavy, dotted, parallel, squiggly,

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
Some artists use their art as a way to communicate ideas, tell stories or illustrative a narrative	Create artwork that has narrative elements
There are many ways art can be used to express thoughts, feeling, and ideas	Using appropriate art vocabulary, discuss or describe the content of their artwork
	Give, receive, and act upon appropriate feedback

Evidence of Learning: <i>(Student learning will be measured by ...)</i>	<i>Within this unit, student understanding will be determined using a learning continuum through ...</i> <ul style="list-style-type: none"> ● <i>Benchmark Assessments</i> ● <i>Self-Assessments</i> ● <i>Teacher Observations</i> ● <i>Performance Tasks</i> ● <i>Peer feedback</i>
Teacher Resources:	Ancient Greek Pottery Norman Rockwell Thomas Hart Benton Grandma Moses Maude Lewis Jacob Lawrence Romare Bearden Kehinde Wiley Letha Bohuma Montserrat Anguino

Unit Title	Color	Length of Unit	3 - 4 weeks
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Essential Questions	<ul style="list-style-type: none"> - How do we mix colors to create new colors? - How do we use and care for art tools and materials? - How can we use color to create an artwork? - Can color elicit emotional responses in a work of art? - How have artists throughout history used color in their artwork?
Standards	VA:Cr1.1.PKa - 1a (Investigate - Plan - Make / Explore and Experiment) VA:Cr2.2.PKa - 1a (Investigate / Share and care for art materials) VA:Cre3.1.PKa - 1a (Reflect / Refine / Continue) VA:Cn10.1.Pka - 1a (Synthesize)
Key Vocabulary	color wheel, primary colors, secondary colors, red, blue, yellow, orange, green, purple, black, white, brown, warm colors, cool colors

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
The color wheel is a tool artists use to talk about color and plan artwork	Name the colors on the color wheel; identify primary and secondary colors
The tools and art materials need to be shared and taken care of properly.	Appropriately use paintbrushes, paint, and water to mix colors, rinse/clean brushes, share paint
Artists use color to express thoughts, emotions, and ideas	Use color to express their thoughts, emotions, and/or ideas
That primary colors can be mixed to create secondary colors.	Explore and experiment with mixing colors to create new colors; mix primary colors to create secondary colors
	Apply a variety of colors to create an artwork

Evidence of Learning: (Student learning will be measured by...)	<p><i>Within this unit, student understanding will be determined using a learning continuum through...</i></p> <ul style="list-style-type: none"> • <i>Benchmark Assessments</i> • <i>Self-Assessments</i> • <i>Teacher Observations</i> • <i>Performance Tasks</i> • <i>Peer feedback</i>
Teacher Resources:	<p>Studio Thinking from the Start, Engaging Learners Through Artmaking, The Language of Art, The Learner-Directed Classroom: Developing Creative Thinking Skills Through Art, The Art of Education</p> <p>https://theartofeducation.edu/2015/09/21/all-our-favorite-ways-to-teach-color-theory-in-one-place/, Mouse Paint by Ellen Walsh, Katie & the Waterlily Pond by James Mayhew, Three Primary Colors by Ok Go</p> <p>https://www.youtube.com/watch?v=yu44JRTIxSQ</p>

Unit Title	Form	Length of Unit	3 - 4 weeks
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Essential Questions	<p>- How do we explore and experiment with materials (playdough, clay, loose parts, paper, cardboard, wire, recycled objects) to create 3-dimensional forms?</p> <p>- How do we use and care for art tools and materials?</p> <p>- How can we use materials to create a 3-dimensional artwork?</p>
Standards	<p>VA:Cr1.1.PKa - 1a (Investigate - Plan - Make / Explore and Experiment)</p> <p>VA:Cr2.2.PKa - 1a (Investigate / Share and care for art materials)</p> <p>VA:Cre3.1.PKa - 1a (Reflect / Refine / Continue)</p> <p>VA:Cn10.1.Pka - 1a (Synthesize)</p>
Key Vocabulary	Form, 3D/3-dimensional, sculpture, organic forms, geometric forms, sphere, cube, cone, balance

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
Artists use a variety of materials to create 3-dimensional forms	Explore and experiments with materials (playdough, clay, loose parts, paper, cardboard, wire, recycled objects) to create 3-dimensional forms

The tools and art materials need to be shared and taken care of properly.	Appropriately use art tools and materials (such as clay tools, scissors, glue)
Artists use a variety of materials to express thoughts, emotions, and ideas	Use materials to express their thoughts, emotions, and/or ideas
A variety of materials can be used to create 3-dimensional artwork	Use a variety of materials to create 3-dimensional artwork

Evidence of Learning: (Student learning will be measured by . . .)	<p><i>Within this unit, student understanding will be determined using a learning continuum through . . .</i></p> <ul style="list-style-type: none"> ● <i>Benchmark Assessments</i> ● <i>Self-Assessments</i> ● <i>Teacher Observations</i> ● <i>Performance Tasks</i> ● <i>Peer feedback</i>
Teacher Resources:	<p>Studio Thinking from the Start, Engaging Learners Through Artmaking, The Language of Art, The Learner-Directed Classroom: Developing Creative Thinking Skills Through Art, The Art of Education</p>