



CSD CURRICULUM MAP

GRADE:	4-6	SUBJECT:	Art
---------------	-----	-----------------	-----

Learning Targets/Essential Questions	<p>6th Grade: Creativity and innovative thinking are essential life skills that can be developed. What conditions, attitudes and behaviors support creativity and innovative thinking?</p> <p>5th Grade: What is abstract? Where do we see abstraction in the world around us? How can a story be told with various media?</p> <p>4th Grade How is art used to make meaning in the world around us? What is movement? Where do we see movement in the world around us? How do artists use movement?</p>	TIME FRAME	One Semester
--------------------------------------	--	------------	--------------

STANDARDS		
Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> VA:Cr1.1.4a - Brainstorm multiple approaches to a creative art or design problem. VA: Cn11.1.4a - Through observation, infer information about time, place, and 	<ul style="list-style-type: none"> VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools and equipment. NCAS - VA: Cr2.1.5a Experiment and develop skills in multiple art-making 	<ul style="list-style-type: none"> VA:Cr1.2.6a - Brainstorm collaboratively multiple approaches to an art or design problem. VA:Re.7.1.6a - Identify and interpret works of art or design that reveal how people live

<p>culture in which a work of art was created.</p> <ul style="list-style-type: none"> VA:Re.7.2.4a - Analyze components in visual imagery that convey messages. 	<p>techniques and approaches through practice.</p>	<p>around the world and what they value.</p> <ul style="list-style-type: none"> VA:Cn11.1.6a - Analyze how art reflects changing times, traditions, resources, and cultural uses.
METHODS/TECHNIQUE GOALS AND LEARNER OUTCOMES		
Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> SWBAT recognize visual imagery and how that can send a message in art SWBAT incorporate ideas into their art, while building confidence in personal art choices. SWBAT understand and appreciate artwork from different cultures throughout history. Students will master middle tier art tools and techniques. 	<ul style="list-style-type: none"> Students will be able to use upper tier art tools and materials properly and independently. Students will explore and develop more complex art processes and skills. Students will develop an understanding of how artists use abstraction. Students will explore storytelling with various media. 	<ul style="list-style-type: none"> Introduction to the Studio Habits of Mind (SHoM) to describe the thinking that students utilize during the creative process. Students will be able to organize and develop artistic ideas and work. Students will engage with works of art to develop individual, aesthetic and empathetic awareness of the self, others, the natural world and constructed environments.
ELEMENTS & PRINCIPLES OF DESIGN (students will review/utilize prior concepts)		
Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> Space Color theory/schemes Contrast/Value Emphasis Movement 	<ul style="list-style-type: none"> Proportion Depth Form Space Abstract 	<ul style="list-style-type: none"> Perspective Develop Craft Engage & Perisit Envision Express Observe Reflect Stretch & Explore Understand Art Worlds.
REFLECTION, ASSESSMENT OR CRITIQUE		

Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none">● Assessments- observational checks by teacher, verbal reflections (turn and talk), individual conferencing with students during work time.	<ul style="list-style-type: none">● Assessments- observational checks by teacher, verbal reflections (turn and talk), individual conferencing with students during work time. Self and peer evaluations.	<ul style="list-style-type: none">● Assessments- observational checks by teacher, verbal reflections (turn and talk), individual conferencing with students during work time. Self and peer evaluations. Exit Slips.