

Everett Public Schools

Elementary Art Curriculum Map

Fourth and Fifth Grade

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	Year 1 (2022-2023)		Year 2 (2023-2024)	
September Social Emotional - Identity	 Micrography Self-Portraits	 A Valuable Display	 Moving Through Emotions	 Mirrored Drawing
October Observational Landscape Drawing	  Plein Air Marker Paintings	 Inked Sea Life	 Every Day Objects Investigation	 Growing and Grounding in Nature

November

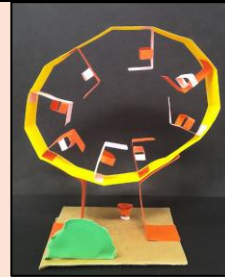
[Exploring Form](#)



[Fun Furniture](#)



[Fantasy Paper Animal Sculptures](#)



[Paper Parks](#)



[Shapes & Embroidery](#)

December

[Architecture and Greek Mythology](#)



[Mythology Columns](#)



[Music and Art Connection](#)



[Freedom Collage](#)



[All About Me Hex Sign](#)

January

[Collage and Surrealism](#)



[Fantasy Patterned Portraits](#)



[Postcard in Earth Biomes](#)



[Abstract Oil Pastel Animal](#)



[Bold Watercolor & Glue Painting](#)

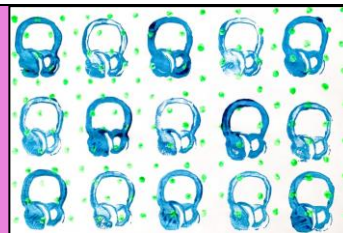
February



Tessellation Puzzles



Illustrative Printmaking



Printed Pop Art



Found Object Monotypes

March

Form with Clay



Nesting Bowls



We Go Together



Nature Huts



Elegant Dishes

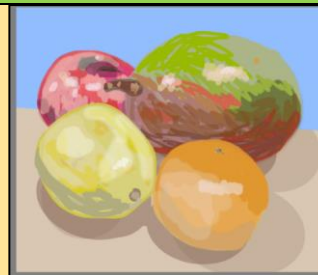
April



Shape Silhouette Batik



Batik Textile Design

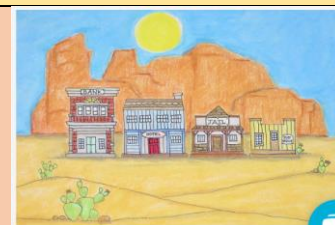


Digital Still Life Based on Photo



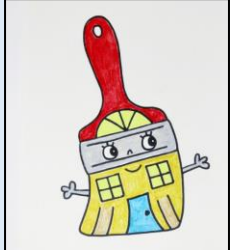

Stamped Cubism Still Life


May



CBA Shoe Drawing?

	Russian Onion Dome Architecture	Notre Dame Rose Window Collagraph	Wild West Towns	
June	 I Am a Studio Artist	 Watercolor Coral Collage	 Motion in the Ocean	 Collaborative Cardboard Aquarium
June			 Collaborative Art Lab	 Curator for a Day

Guest Teacher Lessons					
	Happy Houses			Moodscapes	

Grade Level	4/5 - September		
Unit	Social Emotional - Identity		
Lesson & Project from <i>Art of Education</i>			
	<h2><u>Micrography Self-Portrait</u></h2> <p>Description</p> <p>Students will explore their identity as they experiment with using colors, lines, words, and phrases. They will create a background using drawing media and overlay a micrography self-portrait on transparency film.</p>		
Teacher Developed Resources	Positive Character Traits.docx Slideshow		

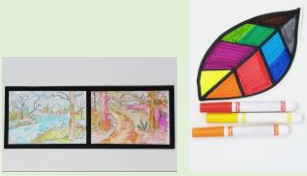
Learning Objectives	<ul style="list-style-type: none"> • Students will brainstorm positive aspects of their identity using words, phrases, and sentences. • Students will experiment with a variety of colors and lines to express their identity visually. • Students will use a variety of drawing tools and techniques. • Students will analyze components in visual imagery that convey messages. • Students will write an artist statement using art vocabulary to describe their artwork.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce micrography and guide students through the process of drawing on transparency film over a photo. • Facilitate brainstorming about identity using words, phrases, and sentences. • Demonstrate how to use a variety of colors and lines to represent identity. • Teach a variety of drawing tools and techniques. • Guide students in writing an artist statement, using art vocabulary and preparing the project for display.
WA state Visual Arts Standards	<p>CREATING Experiment and develop skills in multiple art-making techniques and approaches through practice. VA:Cr2.1.5a Create artist statements using art vocabulary to describe personal choices in art-making. VA:Cr3.1.5a</p> <p>RESPONDING Analyze components in visual imagery that convey messages. VA:Re.7.2.4a</p>
Artists	<p>Artists who explore identity: Frida Kahlo, Kehinde Wiley, Yinka Shonibare, Cindy Sherman, Lorna Simoson</p>
Literature	
Media	<p>Pencil Crayon Fine point sharpies Photography Transparency</p>
Elements	<p>Line,</p>

Assessment & Reflection	Identity Artist Statement Blank Rubric.docx
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Grade Level	4/5 - September
Unit	Social Emotional- Identity & Culture
Lesson & Project from <i>Art of Education</i>	 <p><u>All About Me Hex Sign</u></p> <p>Description Students will analyze and explore folk art and Pennsylvania Dutch hex sign designs. They will use tempera paint on cardboard circles to create their own symmetrical designs that convey a personal meaning.</p>
Teacher Developed Resources	Hex Sign.pptx
Learning Objectives	<ul style="list-style-type: none"> • Students will learn about folk art and Pennsylvania Dutch hex signs. • Students will create a personalized folk art inspired design that conveys an emotion. • Students will identify and analyze cultural associations suggested by images that represent various meanings. • Students will reflect on the completed artwork and write an artist statement.

Teaching Strategies	<ul style="list-style-type: none"> • Lead a discussion about folk art and Pennsylvania Dutch hex signs. • Explain how emotion can be displayed in art through images and colors. • Demonstrate how to create a symmetrical hex sign with personal meaning. • Facilitate reflection and guide the process of writing an artist statement.
WA state Visual Arts Standards	<p>CREATING Combine ideas to generate an innovative idea for artmaking. VA:Cr1.1.5a</p> <p>CONNECTING Create works of art that reflect community cultural traditions. VA:Cn10.1.4a</p> <p>RESPONDING Identify and analyze cultural associations suggested by visual imagery. VA:Re.7.2.5a</p>
Artists	Pennsylvania Dutch Hex Signs & Folk Art
Literature	
Media	Tempera paint
Elements	Line, Shape, Color, Symmetry
Assessment & Reflection	<p>Artist Statement</p> <p>Blank Rubric.docx</p>

Grade Level	4/5 - October
Unit	<p>Observational Landscape Drawing</p> <p>with Student Invented Art Making Techniques</p>


Lesson & Project <i>from Art of Education</i>	<div data-bbox="443 180 747 354">  </div> <h2 data-bbox="443 365 1136 423">Plein-Air Marker Paintings</h2> <p data-bbox="443 446 596 477">Description</p> <p data-bbox="443 487 1976 557">Students will brainstorm, invent, and prototype portable “marker palettes” for plein-air painting at home or school. Then, students will create a marker-painted landscape diptych based on an observation of their surroundings.</p>
Teacher Developed Resources	Plein Air Presentation.pptx
Learning Objectives	<ul style="list-style-type: none"> • Students will brainstorm multiple ways to create a palette to hold marker ink for painting. • Students will invent and prototype their palettes to use for plein-air painting. • Students will sketch an outdoor landscape diptych based on observations of their surroundings. • Students will paint their diptychs, utilizing their invented materials and techniques.
Teaching Strategies	<ul style="list-style-type: none"> • Demonstrate the basic techniques used for marker painting. • Facilitate a brainstorming session, helping students identify multiple ways to create a palette for marker painting. • Model how to move from a sketch to a prototype. • Select a safe location for plein-air paintings and secure the necessary permissions. • Demonstrate how to draw and paint a landscape diptych en plein air. • Facilitate the completion of the project indoors.

WA state Visual Arts Standards	<p>CREATING Brainstorm multiple approaches to a creative art or design problem. VA:Cr1.1.4a Explore and invent art-making techniques and approaches. VA:Cr2.1.4a</p> <p>CONNECTING Develop a work of art based on observations of surroundings. VA:Cn10.1.3a</p>
Artists	Thomas Cole. Thomas Cole Claude Monet. Claude Monet
Literature	Linnea in Monet's Garden
Media	Colored Markers- used as watercolor paint
Elements	Observational Drawing, Line, Organic Shape
Assessment & Reflection	3-2-1 Reflection Blank Rubric.docx

Grade Level	4/5 - November
Unit	Exploring Form
Lesson & Project from <i>Art of Education</i>	 <p><u>Fun Furniture</u></p>


	Description Students will learn about furniture constructed out of cardboard by observing furniture in their environment and creating a miniature set. Students will practice working with scale and proportion as they create their own furniture out of cardboard.
Teacher Developed Resources	Sarah- Slide Show Anastasia – Fun Furniture Slide Deck
Learning Objectives	<ul style="list-style-type: none"> • Students will learn about functional furniture constructed out of cardboard. • Students will select a toy and brainstorm furniture ideas to create for the toy. • Students will develop artwork based on observations of the furniture in their surroundings. • Students will explore and invent artmaking techniques and approaches when constructing their furniture. • Students will reflect on their furniture and revise as necessary. • Students will compare finished artworks of the same subject.
Teaching Strategies	<ul style="list-style-type: none"> • Show examples of furniture constructed out of cardboard. • Explain the different types of furniture. • Demonstrate how to use scale to design furniture that will fit the toy used. • Demonstrate how to construct forms out of cardboard. • Facilitate the reflection and revision process. • Facilitate small group student comparison critiques.
WA state Visual Arts Standards	CREATING Revise artwork in progress on the basis of insights gained through peer discussion. VA:Cr3.1.4a Brainstorm multiple approaches to a creative art or design problem. VA:Cr1.1.4a Explore and invent art-making techniques and approaches. VA:Cr2.1.4a RESPONDING Compare responses to a work of art before and after working in similar media. VA:Re.7.1.4a
Artists	

Literature	
Media	Cardboard, Markers, Colored Paper
Elements	Form
Assessment & Reflection	Compare and Contrast Critique Glow and Grow Mid-Point Critique Blank Rubric.docx

Grade Level	4/5 - November
Unit	Exploring Form
Lesson & Project from <i>Art of Education</i>	 <p><u>Fantasy Paper Animal Sculptures</u></p> <p>Description Students will develop multiple artmaking techniques and approaches through building three-dimensional animal sculptures out of paper. They will reflect and evaluate more than one work of art.</p>
Teacher Developed Resources	<p>4-5 Fantasy Paper Sculptures.pptx</p> <p>Video Guided Questions -What is Sculpture?</p> <p>Paper Building & Folding Techniques</p> <p>Paper Manipulation Techniques</p>


	<u>Animal Connection Guide</u>
Learning Objectives	<ul style="list-style-type: none"> • Students will create a 3D paper sculpture menu board. • Students will experiment and develop skills using paper as a sculptural element. • Students will apply knowledge from the menu board and brainstorm different approaches to creating art. • Students will develop a formative rubric and create criteria to evaluate paper animal sculptures. • Students will formatively evaluate self and peer artwork, using the developed criteria. • Students will revise their own work according to feedback.
Teaching Strategies	<ul style="list-style-type: none"> • Demonstrate how to create a 3D paper sculpture menu board. • Show strategies for creating some of the forms on the sculpture menu board. • Model several approaches to brainstorming and creating a three-dimensional animal out of paper. • Facilitate the development of a class rubric and criteria to evaluate paper sculptures. • Assist students as they evaluate personal and peer artwork using the developed criteria. • Support students as they revise their artwork according to the formative peer feedback.
WA state Visual Arts Standards	<p>CREATING Experiment and develop skills in multiple art-making techniques and approaches through practice. <u>VA:Cr2.1.5a</u> Brainstorm multiple approaches to a creative art or design problem. <u>VA:Cr1.1.4a</u> Revise artwork in progress on the basis of insights gained through peer discussion. <u>VA:Cr3.1.4a</u></p> <p>RESPONDING Apply one set of criteria to evaluate more than one work of art. <u>VA:Re9.1.4a</u></p>
Artists	<u>https://youtu.be/LdE_Im2iZA4</u>
Literature	<u>The Fascinating Animal Book for Kids: 500 Wild Facts! (Fascinating Facts) by Ginjer L. Clarke</u>
Media	Construction Paper- 3D paper folding & manipulation techniques
Elements	Form

Assessment & Reflection	Developing Criteria: Creating a Class Rubric Before and After: Self Assessment & Reflection Formative Feedback Rubric Blank Rubric.docx
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Grade Level	4/5- December
Unit	Architecture & Greek Mythology
Lesson & Project from Art of Education	 <p><u>Mythology Columns</u></p> <p>Description Students will create a drawing of a paper column inspired by Greek architecture and mythology. They will choose one column style and add imagery and symbols inspired by a character from Greek mythology.</p>
Teacher Developed Resources	Andrea & Celeste Slideshow Sarah's Slideshow
Learning Objectives	


	<ul style="list-style-type: none"> • Students will explore Greek architecture and mythology and how the artwork informed beliefs, values, or behaviors. • Students will choose a column from Greek architecture to redesign. • Students will identify visual imagery found in Greek mythology. • Students will choose a character from Greek mythology to apply to their column. • Students will create a paper column inspired by Greek architecture and mythology. • Students will revise their design through an in-progress critique and reflect on the completed artwork.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion on the different types of columns found in Greek architecture. • Introduce the concept of symmetry and demonstrate how to create a symmetrical column by folding the paper in half. • Introduce Greek mythology, main characters, and epic stories. • Discuss how ancient Greek artwork was used to inform beliefs, values, or behaviors. • Demonstrate how to apply elements from stories to visual imagery. • Facilitate in-progress critique and reflection on the completed artwork.
WA state Visual Arts Standards	<p>CREATING Combine ideas to generate an innovative idea for artmaking. VA:Cr1.1.5a Revise artwork in progress on the basis of insights gained through peer discussion. VA:Cr3.1.4a</p> <p>RESPONDING Identify and analyze cultural associations suggested by visual imagery. VA:Re.7.2.5a</p> <p>CONNECTING Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. VA:Cn11.1.5a</p>
Artists	Greek architecture, Goodbye Art Academy –Greek Architecture video?
Literature	Percy Jackson series

Media	Colored Pencils
Elements	Lines, shapes, symmetry – Drawing Vocabulary
Assessment & Reflection	Talking About Art Exit Ticket In-Process Peer Sharing Blank Rubric.docx

Grade Level	4/5 - December
Unit	Music & Art Connection
Lesson & Project from <i>Art of Education</i>	 <p><u>Rhythm: The Sound of Repetition</u></p> <p>Description Students will respond to a song by creating an expressive linear background and a symbol representing the rhythm or lyrics. They will replicate the symbol throughout a composition, creating rhythm through repetition using graphite paper, crayons, and watercolors.</p>
Teacher Developed Resources	Rhythm: The Sound of Repetition Anastasia – Slide Deck
Learning Objectives	<ul style="list-style-type: none"> • Students will select and share a song. • Students will draw an expressive linear background in response to the song. • Students will brainstorm symbols that visually represent the rhythm or lyrics of the song. • Students will analyze how visual imagery can convey messages and select the best symbol for their artwork.

	<ul style="list-style-type: none"> • Students will use graphite paper, colored pencils, and watercolors to replicate the symbol throughout a composition. • Students will compare interpretations by matching artworks to the songs that inspired them.
Teaching Strategies	<ul style="list-style-type: none"> • Suggest appropriate songs and assist students in locating them online. • Demonstrate how to listen to a song and draw an expressive linear background in response. • Facilitate the brainstorming of symbols that visually represent the rhythm or lyrics of the music. • Discuss how visual imagery can convey messages. • Demonstrate how to replicate the symbol throughout the composition. • Prompt comparative interpretations by matching the artworks with the songs that inspired them.
WA state Visual Arts Standards	<p>CREATING Brainstorm multiple approaches to a creative art or design problem. VA:Cr1.1.4a Combine ideas to generate an innovative idea for artmaking. VA:Cr1.1.5a</p> <p>RESPONDING Compare one's own interpretation of a work of art with the interpretation of others. VA:Re.7.1.5a Analyze components in visual imagery that convey messages. VA:Re.7.2.4a</p>
Artists	M.C. Escher & Tessellations
Literature	Music connection
Media	Watercolors, crayons
Elements	Line, Shape, Color, Symbolism in Art
Assessment & Reflection	Name That Song Blank Rubric.docx

Grade Level	4/5 - January
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Unit	Collage & Surrealism
Lesson & Project from <i>Art of Education</i>	 <h2><u>Fantasy Patterned Portraits</u></h2> <p>Description Students will create a surrealist-style, fantasy collage portrait using magazine images. Students will create new meaning by experimenting with applying patterns throughout the body, hair, accessories, and background.</p>
Teacher Developed Resources	4-5 Fantasy Patterned Portraits .pptx - Celeste 4-5 Fantasy Patterned Portraits .pptx
Learning Objectives	<ul style="list-style-type: none"> • Students will discuss the characteristics of Surrealism. • Students will select magazine portrait images to include in their work. • Students will design a body, hair, accessories, and a background with pattern and line. • Students will experiment with combining collage and drawn elements to create a surrealist-style portrait • Students will change the context of the portrait from the original state.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion on the images and ideas of surrealism. • Guide students in choosing a magazine portrait and attaching it to background paper. • Demonstrate drawing an animal or human-like body surrounding the portrait. • Teach how to incorporate patterns to create complex designs. • Encourage experimentation with different approaches and materials to change the context of the portrait.
WA state Visual Arts Standards	<p>CREATING Elaborate on an imaginative idea.</p> <p>VA:Cr1.1.3a</p>

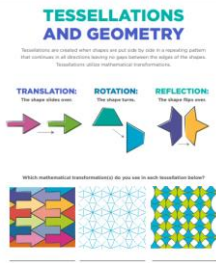
	<p>Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Cr1.1.4a</p> <p>Explore and invent art-making techniques and approaches.</p> <p>VA:Cr2.1.4a</p> <p>RESPONDING</p> <p>Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p> <p>VA:Re8.1.4a</p>
Artists	<p>Surrealism - (René Magritte, Salvador Dalí, Joan Miró)</p> <p>Other artists - Gustav Klimt, Hieronymus Bosch</p>
Literature	
Media	Magazines, Black Marker, Construction or Drawing Paper
Elements	Patterns, Portraits, Lines, Shapes, Collage
Assessment & Reflection	<p>Exit Slip 3-2-1</p> <p>Blank Rubric.docx</p>

Grade Level	4/5 - January
Unit	Collage & Freedom
Lesson & Project from Art of Education	 <p>Freedom Collage</p>


	Description Students will discuss the meaning of freedom and look at artwork that incorporates text and images to inspire social change. They will create social-change collages, incorporating gelatin printing plate monotypes and printed text.
Teacher Developed Resources	Need Slide show
Lesson Objectives	<ul style="list-style-type: none"> • Students will discuss and define different types of freedom, who has freedom, and how people can be freer. • Students will research artists who use text and images to inspire social change and sketch ideas for a collage. • Students will choose an idea and revise it after swapping drawings with a partner during a midpoint critique. • Students will use a gelatin printing plate to make decorative paper. • Students will use images and text to create a collage that sends a message about freedom. • Students will participate in a critique based on a rubric developed through a class discussion.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion about freedom, considering the many nuances of the concept of freedom. • Present artwork that uses text to inspire social change and demonstrate sketching ideas for an original collage. • Ask students to switch ideas with a partner and provide feedback. • Model making colored and patterned paper with a gelatin printing plate. • Demonstrate making a collage using the printed papers and ways of incorporating text with cut paper or markers. • Lead the class in building a rubric based on the objectives of the assignment and facilitate a critique.
WA state Visual Arts Standards	CREATING Select, organize, and design images and words to make visually clear and compelling presentations. VA:Cr2.3.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. VA:Cr3.1.8a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. VA:Cr2.1.6a
Artists	Faith Ringgold, Guerilla Girls, Barbara Kruger, Edward Ruscha, Lorna Simpson, Labaina Himid, Michel Majerus, Miriam Schapiro, Glenn Ligon, Jaune Quick-to-See-Smith
Literature	Martin Luther King Jr. Connection

Media	Collage & Print-Making or Painted Papers
Elements	Shape, Variety
Assessment & Reflection	Glow & Grow Mid-point Critique Developing Criteria- Building a Class Rubric Blank Rubric.docx


Grade Level	4/5 - February	
Unit		
Lesson & Project from <i>Art of Education</i>		<h2><u>Tessellation Puzzles</u></h2> <p>Description Students will analyze the optical artwork of M.C. Escher and its relationship with concepts in geometry. They will create a painted foam puzzle that tessellates.</p>
Teacher Developed Resources	Tessellation Slidedeck	
Lesson Objectives	<ul style="list-style-type: none"> • Students will analyze the optical art of M.C. Escher's tessellations and record a personal response. • Students will explore and experiment with cut foam puzzles as an artmaking technique. • Students will combine the ideas of puzzles and tessellations to create an innovative artwork. • Students will use geometry concepts of glide and reflection to produce a painted puzzle that tessellates. 	

	<ul style="list-style-type: none"> Students will reexamine Escher's artwork and compare their initial response to the work with their later response. Students will use art vocabulary to describe personal choices in artmaking and create an artist statement.
Teaching Strategies	<ul style="list-style-type: none"> Introduce the optical art of M.C. Escher's tessellations. Facilitate a writing activity as students reflect on their initial impressions of the artwork. Explain the artistic process of creating a puzzle and demonstrate how it can be made. Demonstrate how to use geometry concepts to produce a puzzle that tessellates. Revisit Escher's artwork after the class has completed their project. Guide a classroom discussion comparing and contrasting the initial and final responses to the artwork.
WA state Visual Arts Standards	<p>CREATING Create artist statements using art vocabulary to describe personal choices in artmaking. VA:Cr3.1.5a Explore and invent art-making techniques and approaches. VA:Cr2.1.4a Combine ideas to generate an innovative idea for artmaking. VA:Cr1.1.5a</p> <p>RESPONDING Compare responses to a work of art before and after working in similar media. VA:Re.7.1.4a</p>
Artists	M.C. Escher M.C. Escher
Literature	<p>Math Connection – can we find a math book?</p> 
Media	5" Index paper, or tagboard, tempera paint or markers
Elements	Shape, Rhythm,

Assessment & Reflection	Blank Rubric.docx Before & After Self Assessment & Reflection Artist Statement Template
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Grade Level	4/5 - March
Unit	
Lesson & Project from <i>Art of Education</i>	 <p><u>Printed Pop Art Patterns</u></p> <p>Description Students will explore popular culture, patterns, and themes. They will create and print a pop art inspired stamp in a pattern repeat.</p>
Teacher Developed Resources	<p>Need Slide Show</p> <p> Pop Art Pattern Examples Visual Imagery and Cultural Associations Basic Printmaking Vocabulary </p>
Lesson Objectives	<ul style="list-style-type: none"> • Students will analyze the pop art movement. • Students will identify popular objects in modern society. • Students will create a completed print that reflects their community and culture. • Students will create pop art influenced patterns and layer them with printed popular objects.

Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion around the pop art movement and modern society. • Analyze how lines, shapes, patterns, and colors are used in pop art. • Demonstrate how to create a stamp of a popular object. • Demonstrate how to create a pop pattern in the background and how to stamp pop objects. • Facilitate a gallery walk
WA state Visual Arts Standards	<p>NCAS Standards</p> <p>CREATING VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.</p> <p>CONNECTING VA:Cn10.1.4a Create works of art that reflect community cultural traditions.</p> <p>RESPONDING VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery. VA:Re.7.2.4a Analyze components in visual imagery that convey messages.</p>
Artists	Takashi Murakami Pop Art Timeline 5 W's of Pop Art
Literature	
Media	Print Making
Elements	Pattern
Assessment & Reflection	Before & After Self Assessment Checklist Blank Rubric.docx

Grade Level	4/5 - March
Unit	Form with Clay
Lesson & Project from <i>Art of Education</i>	 <p><u>Nature Huts</u></p> <p>Description</p> <p>Students will transform an object from nature into a house. Students will use clay to sculpt a flower, log, etc., and carve architectural details until the object represents a house. Students will work with peers to provide and receive feedback throughout the creative process.</p>
Teacher Developed Resources	Nature Huts.pptx
Learning Objectives	<ul style="list-style-type: none"> • Students will learn that huts are architectural structures built of readily available materials from their environments. • Students will use their imagination to transform a natural object into an imaginary hut. • Students will learn how to sculpt using solid forms of clay. • Students will ask for peer feedback while designing and constructing forms out of clay. • Students will learn how to safely use glazes and properly clean up their workspace.
Teaching Strategies	<ul style="list-style-type: none"> • Explain to the students what a hut is.


	<ul style="list-style-type: none"> • Show examples of fairy houses and discuss how they are made of natural objects. • Brainstorm ideas for natural objects that could be used to create a shelter. • Demonstrate how to form clay into a thick cylinder or sphere for the wall section of the house sculpture. • Model how to ask for feedback while engaged in the creative process and explain the benefits in doing so. • Demonstrate safe and proper procedures for using glazes and cleaning the art studio space.
WA state Visual Arts Standards	<p>CREATING Discuss and reflect with peers about choices made in creating artwork. VA:Cr3.1.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. VA:Cr2.2.2a</p> <p>RESPONDING Perceive and describe aesthetic characteristics of one's natural world and constructed environments. VA:Re.7.1.2a</p>
Artists	<p>Ceramics & Nature Artists: Hitomi Hosono, Ikuko Iwamoto, Virginia Scotchie, Keri Straka, Kaori Kurihara, Carol Lebreton, Eva Kwong</p>
Literature	<p>https://youtu.be/KGh9WzM-J24 <u>Fairy Houses</u>, Written & Illustrated by Tracy Kane</p>
Media	Clay
Elements	Form, Texture, Space
Assessment & Reflection	<p>Blank Rubric.docx In Progress Peer Review Just One Peer Review</p>

Grade Level	4/5 - March
Unit	Clay


<p>Lesson & Project from <i>Art of Education</i></p>	<div data-bbox="443 207 711 479" data-label="Image"> </div> <h2 data-bbox="443 495 819 552">Nesting Bowls</h2> <p data-bbox="443 576 583 604">Description</p> <p data-bbox="443 613 1963 678">Students will examine how everyday bowls are functional pieces of art. They will create small, medium, and large pinch pots out of clay to nest inside one another and use the sgraffito to decorate their pinch pots.</p>
<p>Teacher Developed Resources</p>	<p data-bbox="443 771 871 799">It's Time for Clay! - Presentation</p> <p data-bbox="443 812 779 839">How to Make a Pinch Pot</p>
<p>Learning Objectives</p>	<ul data-bbox="491 901 1831 1096" style="list-style-type: none"> • Students will examine how regular kitchen items, like cups and bowls, are functional pieces of art. • Students will create basic pinch pots in three different sizes so that they fit inside one another. • Students will explore how design and pattern can decorate pinch pots. • Students will apply patterns and designs using the sgraffito technique. • Students will glaze pinch pots.
<p>Teaching Strategies</p>	<ul data-bbox="491 1161 1722 1404" style="list-style-type: none"> • Read <i>The Potter</i> by Douglas Florian to the students. • Facilitate discussion on how everyday kitchen bowls and cups are works of art. • Demonstrate how to make a small, medium, and large pinch pot to fit inside one another. • Facilitate a discussion on how pattern and design can enhance pinch pots. • Teach how to carve patterns using sgraffito into pinch pots. • Show how to glaze pinch pots.

WA state Visual Arts Standards	<p>CREATING Discuss and reflect with peers about choices made in creating artwork. VA:Cr3.1.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. VA:Cr2.2.2a</p> <p>RESPONDING Perceive and describe aesthetic characteristics of one's natural world and constructed environments. VA:Re.7.1.2a</p>
Artists	Maria Martinez About Maria Martinez
Literature	Read <u>The Potter</u> by D. Florian.
Media	Clay & glaze
Elements	Form, texture
Assessment & Reflection	Clay Checklist Paint Palette Critique


Grade Level	4/5 - April
Unit	

Lesson & Project from <i>Art of Education</i>	 <h2 data-bbox="445 488 1024 545">Shape Silhouette Batik</h2> <p data-bbox="445 570 583 597">Description</p> <p data-bbox="445 605 1906 708">Students will use geometric and organic shapes to create a batik inspired by: Prelude to Civilization by Victor Brauner, Prehistoric, Egyptian, and Pre-Columbian art. They will use glue and paint on cloth to create a historically inspired animal artwork.</p>
Teacher Developed Resources	<p data-bbox="445 805 1073 833">Shape Silhouette Batik Slideshow - Celeste.pptx</p> <p data-bbox="445 846 779 873">Stories and History in Art</p> <p data-bbox="445 886 728 914">Conveying a Message</p> <p data-bbox="445 927 709 954">My Personal Shapes</p>
Learning Objectives	<ul data-bbox="491 1057 1976 1219" style="list-style-type: none"> • Students will create a batik using simplified shapes. • Students will distinguish between geometric and organic shapes. • Students will compare similarities and differences in historical art examples. • Students will identify and explain how different cultures record and illustrate stories and history through art.
Teaching Strategies	<ul data-bbox="491 1317 1919 1382" style="list-style-type: none"> • Lead students through a comparison and contrast on how shapes are used to tell stories using Prelude to Civilization by Victor Brauner, Prehistoric, Egyptian, and Pre-Columbian art.

	<ul style="list-style-type: none"> • Facilitate a discussion about how some shapes are universal to convey messages (heart=love, hand=person, circle=sun/moon). • Demonstrate how to trace the shape of the chosen animal onto muslin with pencil then glue. • Explain and show how to create a successful composition.
WA state Visual Arts Standards	VA:Pr6.1.3a Identify and explain how and where different cultures record and illustrate stories and history of life through art. CREATING VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice. VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. RESPONDING VA:Re.7.2.4a Analyze components in visual imagery that convey messages.
Artists	
Literature	Prelude to Civilization by Victor Brauner
Media	Tempera paint, muslin, glue
Elements	Shape, line, color
Assessment & Reflection	4- 3-2-1 Reflection Blank Rubric.docx

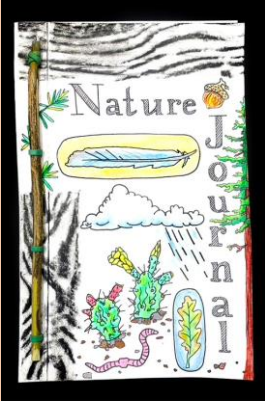
Grade Level	4/5 - April
Unit	
Lesson & Project from <i>Art of Education</i>	 <p><u>Shapes and Embroidery</u></p>
Teacher Developed Resources	<p>Need Slide Show</p> <p><u>Embroidery Stitches</u></p> <p><u>Sewing Safety</u></p> <p><u>The Shapes of Me</u></p> <p><u>Interpreting Shapes</u></p>
Learning Objectives	<ul style="list-style-type: none"> • Students will compare and contrast how a contemporary and a historical artist used shapes in their artwork. • Students will demonstrate safe and proper procedures when using needles. • Students will develop shapes and mark-making to represent personal interests and traits. • Students will use the learned vocabulary of shape and embroidery when talking about each other's artwork. • Students will practice embroidery stitches to enhance shapes and mark making. • Students will reflect on the process and interpret the shapes created.

Teaching Strategies	<ul style="list-style-type: none"> • Introduce students to Ashley Mary and Henri Matisse and explore the shapes and marks they use in their artwork. • Facilitate a discussion comparing and contrasting Ashley Mary and Henri Matisse's shapes. • Demonstrate how students can use their personal interests to create shapes and mark making. • Teach how to use needles safely. • Show various embroidery stitches for students to explore. • Facilitate a discussion as students share artwork and interpret the shapes created.
WA state Visual Arts Standards	<p>NCAS Standards</p> <p>CREATING VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p> <p>CONNECTING VA:Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places.</p> <p>RESPONDING VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork.</p>
Artists	<p>Venn Diagram - Compare Artists Henri Matisse, Ashley Mary Henri Matisse Artist Bio Ashley Mary Artist Bio</p>
Literature	
Media	Paint, Muslin, Embroidery hoops, tapestry needles, Yarn
Elements	Line, Shape, Color
Assessment & Reflection	<p>Exit Slip 3 2 1 Blank Rubric.docx</p>


Grade Level	4/5 - May
Unit	
Lesson & Project from <i>Art of Education</i>	 <h2><u>Russion Onion Dome Architecture</u></h2> <p>Description Students will create architectural drawings inspired by Russian onion domes, most famously found on St. Basil's Cathedral. They will use patterns to add detail to their architecture and then use a marker bleeding technique to add bold color to their buildings.</p>
Teacher Developed Resources	Russian Onion Dome.pptx How to Draw an Onion Dome Types of Patterns Venn Diagram
Learning Objectives	<ul style="list-style-type: none"> • Students will learn about Russian architecture. • Students will compare the characteristics of onion domes found in Russia to other architecture from around the world.


	<ul style="list-style-type: none"> • Students will create their own onion domes that create a sense of depth by overlapping the bottoms of the buildings. • Students will use lines and shapes to create patterns. • Students will explore how colors can be moved by using a marker bleeding technique.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce Russian architecture, including images, history, and descriptive words about the architecture. • Compare and contrast onion dome architecture with another architectural style. • Demonstrate how to draw an onion dome tower with connecting shapes. • Show how to use the marker bleeding technique.
WA state Visual Arts Standards	<p>CONNECTING VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.</p> <p>CREATING VA:Cr2.1.4a Explore and invent art-making techniques and approaches.</p> <p>RESPONDING VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.</p>
Artists	
Literature	
Media	Colored Markers – paint with markers
Elements	
Assessment & Reflection	Before & After - Self Assessment & Reflection Blank Rubric.docx

Grade Level	4/5 - May
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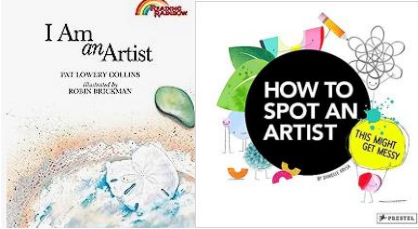
Unit	
Lesson & Project from <i>Art of Education</i>	 <h2 data-bbox="443 672 1339 727"><u>Growing and Grounding in Nature</u></h2> <p data-bbox="443 753 596 781">Description</p> <p data-bbox="443 792 1885 906">Students will explore the mindfulness concepts of growth and grounding through movement and breathing exercises. Students will create a visual journal with a stick and rubber band bookbinding. Students will create rubbings, drawings, and writings based on nature in the journal.</p>
Teacher Developed Resources	<p data-bbox="443 963 1182 990">Google Slides Lesson: Growing and Grounding in Nature</p> <p data-bbox="443 1045 768 1073">Bookbinding Vocabulary</p> <p data-bbox="443 1084 1024 1112">Growth and Grounding Guide (Mindfulness)</p> <p data-bbox="443 1123 819 1151">Stick and Rubber Band Book</p> <p data-bbox="443 1162 804 1190">Creating a Texture Rubbing</p> <p data-bbox="443 1201 657 1229">Nature Patterns</p>

Learning Objectives	<ul style="list-style-type: none"> • Students will engage in a movement and mindfulness activity focused on growth and groundedness. • Students will construct a nature journal. • Students will demonstrate safe and proper use of materials and tools while making art. • Students will identify, describe, and visually document objects, environments, and emotions in their nature journals. • Students will identify how mindfulness in artmaking can inform and influence their values and behaviors.
Teaching Strategies	<ul style="list-style-type: none"> • Select a safe natural environment and/or gather natural objects to explore using a mindfulness approach. • Guide students through the movement and mindfulness exercises. • Explain and discuss the following vocabulary words: mindfulness, grounded, symmetry, and pattern. • Demonstrate how to safely use the hole puncher, rubber bands, and sticks to create a nature journal. • Explain and facilitate a mindfulness walk to observe, identify, experience, and collect natural items. • Demonstrate strategies for combining mindful texture rubbings, drawings, and writings in nature journals.
WA state Visual Arts Standards	<p>NCAS Standards</p> <p>CREATING VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.</p> <p>VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p> <p>RESPONDING VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p> <p>CONNECTING VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>
Artists	Leonardo Da Vinci
Literature	Nature Journal for Little Explorers

	
Media	Book making, sketch books, Drawing media, Watercolors
Elements	Lines, shape, texture, value, space
Assessment & Reflection	Reflections of Natural Mindfulness Blank Rubric.docx

Grade Level	4/5 - June
Unit	
Lesson & Project from <i>Art of Education</i>	 <h2><u>I Am a Studio Artist</u></h2> <p>Description Students will investigate and explore collage, drawing, and painting materials and tools through table centers. Students will create a series of artist trading cards by experimenting with and exploring each material, then trading cards with peers in a group sharing activity.</p>

Teacher Developed Resources	Need Power Point Video Guided Questions- What is Drawing? Video Guided Questions - What is Painting? What is Collage?
Learning Objectives	<ul style="list-style-type: none"> • Students will explore collage, drawing, and painting materials. • Students will learn about artist Romare Bearden. • Students will demonstrate safe procedures in the studio. • Students will create a series of artist trading cards by experimenting with media. • Students will participate in a peer critique using criteria to evaluate the series. • Students will curate an exhibit and prepare art and artist statements for presentation.
Teaching Strategies	<ul style="list-style-type: none"> • Demonstrate safe procedures for using and cleaning materials in the studio. • Facilitate a discussion about artist Romare Bearden and his use of mixed media. • Support students' exploration of media to create artist trading cards. • Lead students through a peer critique using evaluative criteria. • Guide curation and the presentation of art and artist statements.
WA state Visual Arts Standards	NCAS Standards CREATING VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice. RESPONDING VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.

	<p>PRESENTING VA:Pr5.1.3a Identify exhibit space and prepare works of art including artists' statements, for presentation.</p>
Artists	<p>Romare Bearden Elizabeth Murray Elsworth Kelly</p>
Literature	<p>I Am an Artist by Patricia L Collins and Robin Brickman</p>  <p>How to Spot an Artist: This Might Get Messy Hardcover – Illustrated, September 1, 2020</p>
Media	Drawing Media, Painting Media, Collage Media
Elements	Line, shape, texture, value, space, color, form
Reflection	<p>Artist Statement Formative Feedback Rubric</p>

