

Curriculum Map: Scope and Sequence

GRADE LEVEL: 4th Grade

What goals do I have for my students by the end of the school year?

1. Students will have a new understanding of material after exploring and experimenting with a variety of mediums between two-dimensional, three-dimensional, and beyond into installation work.
2. Students will know about a variety of contemporary artists and connect these artists to their own art-making, stories, and identities.
3. Students will be able to discuss contemporary issues and their relation to art-making, but also the importance of understanding issues relevant to themselves outside of the classroom.

Curriculum Map: Scope and Sequence TENTATIVE SCHOOL YEAR PLAN

IMPORTANT: Goals, Big Ideas, Performance tasks, etc. can extend more than one month. Merge cells as you see fit.

	August	September	October	November	December
GRADE LEVEL					
<i>Big Idea or Inquiry Focus</i>	Storytelling and Art	Quilting and Fabric Exploration	Sustainability and Art		Papermaking/ Book Arts
<i>Essential Understandings</i>	<ul style="list-style-type: none"> • Learning multimodal literacy through creating and analyzing visual narratives • Understanding art as expression and a form of meaning-making • Exploring choice-based structure and 2-D materials primarily 	<ul style="list-style-type: none"> • Understanding the significance of quilting as a practice across cultures • Connecting to contemporary artists using the medium in new ways • Collaborating to create a story of community • Exploring fabric as material 	<ul style="list-style-type: none"> • Problem- solving surrounding environmental issues • Awareness of local environment and care for space • Understanding recycled objects as material and becoming more conscious of consumption • Understanding the power of art as activism in their community 	<ul style="list-style-type: none"> • Connecting with sustainability and storytelling units • Learning and exploring the making of paper itself and bookmaking processes • Exploring functional objects and gaining understanding of common materials 	
<i>Essential Questions</i>	<ul style="list-style-type: none"> • How can we create narratives through art? 	<ul style="list-style-type: none"> • What is the history of quilting and how can we use this knowledge to express narratives of community? 	<ul style="list-style-type: none"> • What is sustainability and how can it inform art-making through materials? 	<ul style="list-style-type: none"> • How can we deconstruct a book and create one from scratch? 	
<i>Artists</i>	<ul style="list-style-type: none"> • Bo Bartlett, Marjane Satrapi (Persepolis) 	<ul style="list-style-type: none"> • Bisa Butler, Dawn Williams Boyd 	<ul style="list-style-type: none"> • El Anatsui, Steven Rodrig, Angela Haseltine Pozzi, Howard Finster 	<ul style="list-style-type: none"> • Hong Hong, bound : unbound (artist collective) 	

Curriculum Map: Scope and Sequence

<p>NVAS <i>(Standards)</i></p>	<p>VA:Cr1.1.4a : Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Re.7.2.4a : Analyze Components in visual imagery that convey messages.</p> <p>VA: Re8.1.4a : Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p>	<p>VA:Cr 1.2.4a : Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA:Cr2.1.4a : Explore and invent art-making techniques and approaches.</p> <p>VA:Re.7.2.4a Analyze components in visual imagery that convey messages.</p> <p>VA:Cn10.1.4a Create works of art that reflect community cultural traditions.</p>	<p>VA:Cr1.1.4a : Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Pr5.1.4a : Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</p> <p>VA:Re8.1.4a : Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p>	<p>VA:Cr2.1.4a : Explore and invent art-making techniques and approaches.</p> <p>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.</p> <p>VA:Pr4.1.4a : Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</p>
-------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum Map: Scope and Sequence

<p><i>Performance task(s)</i></p>	<ul style="list-style-type: none"> • Students will recognize and discuss narrative in contemporary artists work • Students will explore meaning-making through the process and demonstrate thoughtful consideration of artistic choices to further their narrative • Students will present and discuss their stories alongside their artwork 	<ul style="list-style-type: none"> • Students will engage in thoughtful discussion comparing historical and contemporary quilt art • Students will discuss and utilize their knowledge of the history and significance of the medium • Students will collaborate and focus on ideas of community in the classroom 	<ul style="list-style-type: none"> • Students will engage with the concept of sustainability throughout the entire process and demonstrate critical thinking about their environment with a new consciousness. • Students will explore the different materials and their effects on the art-making process both conceptually and aesthetically. • Students will discuss their ideas on the topic and collaborate toward common goals through open communication and reflection 	<ul style="list-style-type: none"> • Students will experiment and explore the new material and process of paper making and bookbinding • Students will have a finished book and demonstrate creative choices throughout the process
-----------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum Map: Scope and Sequence

	January	February	March	April	May
GRADE LEVEL					
<i>Big Idea or Inquiry Focus</i>	Ceramic Material Exploration		Printmaking	Public Art	Re-Thinking Curation / Gallery Show
<i>Essential Understandings</i>	<ul style="list-style-type: none"> • Understanding the basics of clay as a medium and exploring its properties • Transforming two-dimensional ideas into three-dimensional forms 		<ul style="list-style-type: none"> • Explore historical and contemporary art practices of printmaking • Thinking in abstract design and layering through experimentation of the medium 	<ul style="list-style-type: none"> • Art and its affect on local community spaces • What is public/private? • Collaborating toward a common goal to better a space for others • Contemporary Artists working in the public sphere 	<ul style="list-style-type: none"> • Curation throughout history and today, possible education in a local museum • Address concepts of power in gallery spaces • Consider creative gallery show options • Discuss work thoroughly as a class with meaningful commentary on each others work throughout the year
<i>Essential Questions</i>	<ul style="list-style-type: none"> • How can we explore clay/ceramics as a medium to create new forms in the three-dimensional plane? 		<ul style="list-style-type: none"> • What abstract forms can we create through printmaking? 	<ul style="list-style-type: none"> • What does public space mean and how can art change this space? 	<ul style="list-style-type: none"> • How is the display of artwork significant and how can we best show our artwork from the year?
<i>Artists</i>	<ul style="list-style-type: none"> • Sunkoo Yuh, Roberto Lugo, Ramesh Mario Nithiyendran 		<ul style="list-style-type: none"> • Jon Swindler, Benjoe Torrado Cabrera, Favianna Rodriguez 	<ul style="list-style-type: none"> • Andrew Kovacs, David Hale (“Origins”), Art Bus Shelters in Athens, GA 	<ul style="list-style-type: none"> • Before Yesterday We Could Fly (Curated Exhibition at the Met)

Curriculum Map: Scope and Sequence

<p>NVAS (Standards)</p>	<p>VA:Cr2.1.4a : Explore and invent art-making techniques and approaches.</p> <p>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.</p> <p>VA:Pr5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</p> <p>VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.</p> <p>VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.</p>	<p>VA:Cr1.1.4a : Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Cr2.1.4a : Explore and invent art-making techniques and approaches.</p> <p>VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.</p>	<p>VA:Cr 1.2.4a : Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA:Cr2.3.4a Document, describe, and represent regional constructed environments.</p> <p>VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>VA:Pr5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</p> <p>VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</p>	<p>VA:Cr1.1.4a : Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Pr5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</p> <p>VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</p> <p>VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.</p>
------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum Map: Scope and Sequence

<p><i>Performance task(s)</i></p>	<ul style="list-style-type: none"> • Students will demonstrate their learning through basic use of material and knowledge of the process in discussion and practice • Students will illustrate creative consideration of the material and three-dimensional design • Students will engage in discussion and collaboration throughout the project to generate ideas and learn from one another 	<ul style="list-style-type: none"> • Students will demonstrate a basic understanding of printmaking and its various forms • Students will discuss contemporary artists using the medium • Students will explore abstraction throughout the process and discuss their discoveries with their peers. 	<ul style="list-style-type: none"> • Students will engage and discuss the concepts of public and private • Students will collaborate on creating a meaningful work that represents a space • Students will work effectively with one another through the process to meet a common goal 	<ul style="list-style-type: none"> • Students will demonstrate knowledge of curation in historic and contemporary spheres through discussion and analysis • Students will problem-solve to create a gallery space • Students will reflect on peers work alongside their own
-----------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------