

# ART AND DESIGN CURRICULUM MAP

Major themes: Elements and Principles  
Media  
Subject Matter  
Aesthetics and Art Criticism  
Art history  
Applied Art  
Art and Technology

## 4k-Grade 1

Theme, Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education	Activities & Assessments
<b>ELEMENTS AND PRINCIPLES</b>			
Enduring Understanding: An understanding of the elements and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.	<ul style="list-style-type: none"> <li>Why do we need to know about the elements and principles of art?</li> <li>How do the elements and principles of art help to create a better visual image?</li> </ul>	H.4.1 Study the patterns and color in nature H.4.2 Use drawing to examine objects closely H.4.3 Show differences among colors, shapes, textures, and other qualities of objects in their artwork H.4.4 Create three-dimensional forms with paper, clay, and other materials	<b>Activities may include:</b> Flower designs, symmetry in nature, seasonal art, primary and secondary colors, textures in nature, patterns and repetition.  <b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design
<b>Theme, Enduring Understandings</b>			
<b>Essential Questions</b>			
<b>Wisconsin’s Model Academic Standards for Art and Design Education</b>			
<b>Activities &amp; Assessments</b>			
<b>MEDIA</b>			
Enduring Understanding: An individual’s informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.	<ul style="list-style-type: none"> <li>Why is it important to experience different materials?</li> <li>Why must art materials and tools be used in a safe and responsible manner?</li> </ul>	C.4.1 Explore the elements and principles of design C.4.2 Explore what makes quality design C.4.3 Know how the design of art changes its meaning C.4.4 Use design to improve artwork C.4.5 Look at nature and works of art as visual resources C.4.6 Use sketching to develop ideas for their artwork C.4.7 Develop basic skills to produce quality art C.4.8 Explore the natural characteristics of materials and their possibilities and limitations I.4.1 Use art to understand how they feel I.4.2 Make art that shows how they sometimes feel	<b>Activities may include:</b> Drawing lessons (using simple shapes), collage, printing with found objects or food, sculpture with recycled materials, painting on easels, watercolor techniques, group projects, integration of literature and technology.  <b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of

		<p>I.4.3 Talk or write about feelings in a work of art</p> <p>I.4.4 Recognize their own feelings when they look at work of art</p> <p>I.4.5 Understand that art is made by people from different times, places, and cultures</p> <p>I.4.6 Realize that creating or looking at art can bring out different feelings</p> <p>I.4.7 Work alone and with others to develop visual ideas and objects</p>	Craftsmanship, Originality, Effort and Design
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Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
<b>SUBJECT MATTER/THEME OF ART</b>			
<p>Enduring Understanding: An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.</p>	<ul style="list-style-type: none"> <li>How does art communicate meaning through subject matter, symbols and ideas?</li> <li>What are the meanings of traditional symbols?</li> </ul>	<p>E.4.1 Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics</p> <p>E.4.3 Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products</p> <p>E.4.4 Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models</p> <p>E.4.5 Use the visual arts to express ideas that cannot be expressed by words alone</p>	<p><b>Activities may include:</b> Abstract collage, self-portraits, art in response to text or poetry, multicultural art, compare and contrast, reflection pieces.</p> <p><b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>
<b>Theme, Enduring Understandings</b>			
<b>ÆSTHETICS &amp; ART CRITICISM</b>			
<p>Enduring Understanding: Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.</p>	<p>What makes an art work successful or unsuccessful?</p> <p>How does art terminology describe individual expression?</p> <p>How do criteria influence personal artistic growth?</p>	<p>G.4.1 Know that art communicates ideas</p> <p>G.4.2 Know that artwork has meanings</p> <p>G.4.3 Talk and write about the meanings of artworks and design</p> <p>G.4.4 Know how to create works of art that have meanings</p>	<p><b>Activities may include:</b> Artwork that represents seasons, holidays or special events, Classroom critiques – writing or saying responses to others' artwork, Artwork that represents personal interests.</p> <p><b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>

Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
<b>ART HISTORY</b>			
<p>Enduring Understanding: Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.</p>	<p>What are the purposes for which cultures create art? How have art materials and techniques been unique to a culture? What are some similarities and differences that can be identified in art from other cultures? How has art changed over time?</p>	<p>A.4.1 Develop a basic mental storehouse of images A.4.2 Learn basic vocabulary related to their study of art A.4.3 Learn about basic styles of art from their own and other parts of the world A.4.4 Learn about styles of art from various times A.4.5 Know that art is one of the greatest achievements of human beings A.4.6 Know that art is a basic way of thinking and communicating about the world B.4.1 Understand that artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs B.4.2 Recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist B.4.3 Know that works of art and designed objects relate to specific cultures, times, and places B.4.4 Know that art is influenced by artists, designers, and cultures J.4.1 Explore the purposes and functions of art J.4.2 Understand that the choice of materials and techniques influences the expressive quality of art J.4.3 Learn that different cultures think about art differently J.4.4 Learn that philosophers think about art J.4.5 Begin to understand their own ideas about the purposes and meanings of art J.4.6 Begin learning the value of art as a basic part of being human J.4.7 Begin to understand and apply the role of art criticism and aesthetic knowledge in art and design J.4.8 Know that different cultures have different concepts of beauty J.4.9 Understand the difference between original artworks, reproductions, and copies J.4.10 Talk about art in basic terms</p>	<p><b>Activities may include:</b> Art projects that represent other cultures. Art projects in the style of famous artists such as Henri Matisse, Eric Carle or Pablo Picasso. Integration of literature both fiction and non-fiction.</p> <p><b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>

Theme, Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education	Activities & Assessments
<b>APPLIED ART</b>			
<p>Enduring Understanding: Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>How do the visual arts influence other disciplines? What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What is the relationship between art and technology? What careers are available to individuals interested in the visual arts?</p>	<p>D.4.1 Know basic information, such as the history, public art, and unique architecture, of their own cultural community D.4.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.4.4 Learn about basic concepts in art, such as “form follows function,” “less is more,” balance, symmetry, and originality D.4.5 Learn basic language used in art D.4.6 Use problem-solving strategies that promote fluency, flexibility, elaboration, and Originality K.4.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.4.3 Use what they are learning about life, nature, the physical world, and people to create art K.4.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.4.5 Know art includes activities, such as museum curation, historic preservation, collecting, and writing about art and design K.4.6 Know about some of the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>	<p><b>Activities may include:</b> Make connections between other disciplines – such as writing, poetry, math and science. Art and movement. Integrate technology Discuss careers in art – have a guest speaker.</p> <p><b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>

Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
<b>ART AND TECHNOLOGY</b>			
Gaining an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.	<p>How do we use computers and computer software when creating art?</p> <p>How does the use of technology enhance a visual image?</p> <p>How does the use of technology effect self-expression?</p> <p>How can we use technology to better understand a work of existing art?</p>	<p>F.4.1 Learn that art includes mass media, such as magazines, television, computers, and films</p> <p>F.4.2 Know that art techniques are used in mass media</p> <p>F.4.3 Know that advertisements, news, and entertainment programs contain visual messages</p> <p>F.4.4 Know that there are stereotypes in visual media</p> <p>F.4.5 Know that production techniques affect viewers' perceptions</p> <p>F.4.6 Learn simple media techniques</p> <p>F.4.7 Learn how media productions are made</p> <p>F.4.8 Learn to make changes in media production</p>	<p><b>Activities may include:</b>            Create artwork on Microsoft Draw, Kid Pix, and other computer programs.            Look at art from magazine advertisements – use them to create collages.            Provide group activities on the Smart-board.</p> <p><b>Assessments:</b>  <b>Pre-tests</b> may be in the form of:            Writing a paragraph response            APK charts            Pre-sketch            Discussion questions and worksheets  <b>Final Assessment</b> may be in the form of:            Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>

## ART AND DESIGN CURRICULUM MAP

### Grade 2-3

Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
<b>ELEMENTS AND PRINCIPLES</b>			
<p>Enduring Understanding:            An understanding of the elements and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.</p>	<ul style="list-style-type: none"> <li>• Why do we need to know about the elements and principles of art?</li> <li>• How do the elements and principles of art help to create a better visual image?</li> <li>• How do the elements and principles of art help us analyze works of art?</li> <li>• What if a work of art were created without utilizing the elements and principles of art?</li> </ul>	<p>H.4.1 Study the patterns and color in nature</p> <p>H.4.2 Use drawing to examine objects closely</p> <p>H.4.3 Show differences among colors, shapes, textures, and other qualities of objects in their artwork</p> <p>H.4.4 Create three-dimensional forms with paper, clay, and other materials</p> <p>H.4.5 Be able to read simple maps, charts, and plans</p> <p>H.4.6 Know how artists make photographs and films</p> <p>I.4.1 Use art to understand how they feel</p> <p>I.4.2 Make art that shows how they sometimes feel</p> <p>I.4.3 Talk or write about feelings in a work of art</p> <p>I.4.4 Recognize their own feelings when they look at work of art</p> <p>I.4.5 Understand that art is made by people from different times, places, and cultures</p> <p>I.4.6 Realize that creating or looking at art can bring out different feelings</p> <p>I.4.7 Work alone and with others to develop visual ideas and objects</p>	<p><b>Activities may include:</b>            Symmetry in nature, landscapes, fall trees, patterns in nature, color wheel, texture in nature, using geometric and organic shapes, repetition and design            Compare and contrast            Integration of literature</p> <p><b>Assessments:</b>  <b>Pre-tests</b> may be in the form of:            Writing a paragraph response            APK charts            Pre-sketch            Discussion questions and worksheets  <b>Final Assessment</b> may be in the form of:            Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>



Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
<p><b>MEDIA</b></p> <p>Enduring Understanding: An individual's informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.</p>	<ul style="list-style-type: none"> <li>• Why is it important to experience different materials?</li> <li>• How do different techniques, media, and processes affect self-expression?</li> <li>• Why must art materials and tools be used in a safe and responsible manner?</li> </ul>	<p>C.4.1 Explore the elements and principles of design  C.4.2 Explore what makes quality design  C.4.3 Know how the design of art changes its meaning  C.4.4 Use design to improve artwork  C.4.5 Look at nature and works of art as visual resources  C.4.6 Use sketching to develop ideas for their artwork  C.4.7 Develop basic skills to produce quality art  C.4.8 Explore the natural characteristics of materials and their possibilities and limitations  C.4.9 Be aware of their creative processes to better understand their work  C.4.10 Develop personal responsibility for their learning and creative processes  I.4.1 Use art to understand how they feel  I.4.2 Make art that shows how they sometimes feel  I.4.3 Talk or write about feelings in a work of art  I.4.4 Recognize their own feelings when they look at work of art  I.4.5 Understand that art is made by people from different times, places, and cultures  I.4.6 Realize that creating or looking at art can bring out different feelings  I.4.7 Work alone and with others to develop visual ideas and objects</p>	<p><b>Activities may include:</b>  Drawing, painting, sculpture, fabrics, collage, technology  Self reflection and following directions</p> <p><b>Assessments:</b>  <b>Pre-tests</b> may be in the form of:  Writing a paragraph response  APK charts  Pre-sketch  Discussion questions and worksheets  <b>Final Assessment</b> may be in the form of:  Rubrics based on assignments which may vary but will include the assessment of  Craftsmanship, Originality, Effort and Design</p>
Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
SUBJECT MATTER/THEME OF ART			

<p>Enduring Understanding: An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.</p>	<ul style="list-style-type: none"> <li>• How does art communicate meaning through subject matter, symbols and ideas?</li> <li>• Why do art forms and ways of making art stay the same? Change?</li> <li>• How would society interact with the creation of new art forms?</li> <li>• What if the meaning of traditional symbols evolves into different meanings over time?</li> </ul>	<p>E.4.1 Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics E.4.2 Communicate basic ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia E.4.3 Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products E.4.4 Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models E.4.5 Use the visual arts to express ideas that cannot be expressed by words alone</p>	<p><b>Activities may include:</b> Compare and contrast art styles, warm and cool colors, multicultural art – African and Asian, integration of literature and technology, create an advertisement or poster with message, self-portraits.</p> <p><b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>
<p><b>Theme, Enduring Understandings</b></p>	<p><b>Essential Questions</b></p>	<p><b>Wisconsin's Model Academic Standards for Art and Design Education</b></p>	<p><b>Activities &amp; Assessments</b></p>
<p><b>AESTHETICS &amp; ART CRITICISM</b></p>			
<p>Enduring Understanding: Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.</p>	<p>What makes an art work successful or unsuccessful? When do personal experiences impact specific art forms? What if there were no expectations for evaluation in making art? How does art terminology describe individual expression? How do criteria influence personal artistic growth?</p>	<p>G.4.1 Know that art communicates ideas G.4.2 Know that artwork has meanings G.4.3 Talk and write about the meanings of artworks and design G.4.4 Know how to create works of art that have meanings</p>	<p><b>Activities may include:</b> Group critiques and reflective writing prompts, visual response to literature, illustration, personal interest pieces.</p> <p><b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>

<p><b>Theme, Enduring Understandings</b></p>	<p><b>Essential Questions</b></p>	<p><b>Wisconsin's Model Academic Standards for Art and Design Education</b></p>	<p><b>Activities &amp; Assessments</b></p>
<p><b>ART HISTORY</b></p>			
<p>Enduring Understanding: Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.</p>	<p>What are the purposes for which cultures create art? Where can you identify cultural influences reflected in art? How have art materials and techniques been unique to a culture? How have historical developments affected the visual arts? What are some similarities and differences that can be identified in art from other cultures?</p>	<p>A.4.1 Develop a basic mental storehouse of images A.4.2 Learn basic vocabulary related to their study of art A.4.3 Learn about basic styles of art from their own and other parts of the world A.4.4 Learn about styles of art from various times A.4.5 Know that art is one of the greatest achievements of human beings A.4.6 Know that art is a basic way of thinking and communicating about the world B.4.1 Understand that artists and cultures</p>	<p><b>Activities may include:</b> Multicultural art, integration of literature, 3-dimensional art and craft pieces.</p> <p><b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch</p>

	<p>How have cultures influenced the development of art within the United States?          What if there was no evidence of other cultures in history?</p>	<p>throughout history have used art to communicate ideas and to develop functions, structures, and designs          B.4.2 Recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist          B.4.3 Know that works of art and designed objects relate to specific cultures, times, and places          B.4.4 Know that art is influenced by artists, designers, and cultures          J.4.1 Explore the purposes and functions of art          J.4.2 Understand that the choice of materials and techniques influences the expressive quality of art          J.4.3 Learn that different cultures think about art differently          J.4.4 Learn that philosophers think about art          J.4.5 Begin to understand their own ideas about the purposes and meanings of art          J.4.6 Begin learning the value of art as a basic part of being human          J.4.7 Begin to understand and apply the role of art criticism and aesthetic knowledge in art and design          J.4.8 Know that different cultures have different concepts of beauty          J.4.9 Understand the difference between original artworks, reproductions, and copies          J.4.10 Talk about art in basic terms</p>	<p>Discussion questions and worksheets  <b>Final Assessment</b> may be in the form of:          Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>
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Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
<b>APPLIED ART</b>			
<p>Enduring Understanding:            Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>How do the visual arts influence other disciplines?            What are the connections between the visual, musical, dance, and theatrical arts?            Why is art important to our daily lives?            What if art didn't exist?            What if all art was created electronically?            What is the relationship between art and technology?            What careers are available to individuals</p>	<p>D.4.1 Know basic information, such as the history, public art, and unique architecture, of their own cultural community            D.4.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community            D.4.3 Know that the environment influences the look and use of art, architecture, and design            D.4.4 Learn about basic concepts in art, such as</p>	<p><b>Activities may include:</b>            Art in the styles of famous artists, multicultural and historical art, technology and art.            Careers in Art: architect, ceramicist, painter, illustrator, comic book artist, graphic designer.</p> <p><b>Assessments:</b>  <b>Pre-tests</b> may be in the form of:</p>



	interested in the visual arts?	<p>“form follows function,” “less is more,” balance, symmetry, and originality</p> <p>D.4.5 Learn basic language used in art</p> <p>D.4.6 Use problem-solving strategies that promote fluency, flexibility, elaboration, and Originality</p> <p>K.4.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology</p> <p>K.4.2 Invent new ways to communicate ideas and solutions to problems in art</p> <p>K.4.3 Use what they are learning about life, nature, the physical world, and people to create art</p> <p>K.4.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world</p> <p>K.4.5 Know art includes activities, such as museum curation, historic preservation, collecting, and writing about art and design</p> <p>K.4.6 Know about some of the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>	<p>Writing a paragraph response</p> <p>APK charts</p> <p>Pre-sketch</p> <p>Discussion questions and worksheets</p> <p><b>Final Assessment</b> may be in the form of:</p> <p>Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>
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Theme, Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education	Activities & Assessments
<b>ART AND TECHNOLOGY</b>			
Gaining an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.	<p>How do we use computers and computer software when creating art?</p> <p>How does the use of technology enhance a visual image?</p> <p>How does the use of technology effect self-expression?</p> <p>How can we use technology to better understand a work of existing art?</p>	<p>F.4.1 Learn that art includes mass media, such as magazines, television, computers, and films</p> <p>F.4.2 Know that art techniques are used in mass media</p> <p>F.4.3 Know that advertisements, news, and entertainment programs contain visual messages</p> <p>F.4.4 Know that there are stereotypes in visual media</p> <p>F.4.5 Know that production techniques affect viewers' perceptions</p>	<p><b>Activities may include:</b></p> <p>Individual graphic art and collage, group assignments on the smart-board, kid-pix, Microsoft draw and paint, power-point presentations</p> <p><b>Assessments:</b></p> <p><b>Pre-tests</b> may be in the form of:</p> <p>Writing a paragraph response</p> <p>APK charts</p> <p>Pre-sketch</p>

		F.4.6 Learn simple media techniques F.4.7 Learn how media productions are made F.4.8 Learn to make changes in media production	Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design
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## ART AND DESIGN CURRICULUM MAP

### Grade 4-5

Theme, Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education	Activities & Assessments
Elements and Principles			
Enduring Understanding: An understanding of the elements and principles of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.	<ul style="list-style-type: none"> <li>Why do we need to know about the elements and principles of art?</li> <li>How do the elements and principles of art help to create a better visual image?</li> <li>How do the elements and principles of art help us analyze works of art?</li> <li>What if a work of art were created without utilizing the elements and principles of art?</li> </ul>	H.4.1 Study the patterns and color in nature H.4.2 Use drawing to examine objects closely H.4.3 Show differences among colors, shapes, textures, and other qualities of objects in their artwork H.4.4 Create three-dimensional forms with paper, clay, and other materials H.4.5 Be able to read simple maps, charts, and plans H.4.6 Know how artists make photographs and films I.4.1 Use art to understand how they feel I.4.2 Make art that shows how they sometimes feel I.4.3 Talk or write about feelings in a work of art I.4.4 Recognize their own feelings when they look at work of art I.4.5 Understand that art is made by people from different times, places, and cultures I.4.6 Realize that creating or looking at art can bring out different feelings I.4.7 Work alone and with others to develop visual ideas and objects	<b>Activities may include:</b> Positive/negative space, self-portraits, landscapes, animal prints, still life, patterns in nature, studying reproductions by famous artists  <b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design
Theme, Enduring Understandings	Essential Questions	Wisconsin’s Model Academic Standards for Art and Design Education	Activities & Assessments
Media			
Enduring Understanding: An individual’s informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.	<ul style="list-style-type: none"> <li>Why is it important to experience different materials?</li> <li>How do different techniques, media, and processes affect self-expression?</li> <li>Why must art materials and tools be used in a safe and responsible manner?</li> </ul>	C.4.1 Explore the elements and principles of design C.4.2 Explore what makes quality design C.4.3 Know how the design of art changes its meaning C.4.4 Use design to improve artwork C.4.5 Look at nature and works of art as visual resources C.4.6 Use sketching to develop ideas for their artwork C.4.7 Develop basic skills to produce quality art	<b>Activities may include:</b> Creating work that expresses feeling, creating work that responds to literature or life event, compare and contrast different art styles, experimenting with tempera and acrylic paint, animal prints, keeping a sketchbook (art-book).  <b>Assessments:</b> <b>Pre-tests</b> may be in the form of:

		<p>C.4.8 Explore the natural characteristics of materials and their possibilities and limitations</p> <p>C.4.9 Be aware of their creative processes to better understand their work</p> <p>C.4.10 Develop personal responsibility for their learning and creative processes</p> <p>I.4.1 Use art to understand how they feel</p> <p>I.4.2 Make art that shows how they sometimes feel</p> <p>I.4.3 Talk or write about feelings in a work of art</p> <p>I.4.4 Recognize their own feelings when they look at work of art</p> <p>I.4.5 Understand that art is made by people from different times, places, and cultures</p> <p>I.4.6 Realize that creating or looking at art can bring out different feelings</p> <p>I.4.7 Work alone and with others to develop visual ideas and objects</p>	<p>Writing a paragraph response</p> <p>APK charts</p> <p>Pre-sketch</p> <p>Discussion questions and worksheets</p> <p><b>Final Assessment</b> may be in the form of:</p> <p>Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>
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Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
Subject Matter/Theme of Art			
<p>Enduring Understanding:</p> <p>An individual's ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.</p>	<ul style="list-style-type: none"> <li>How does art communicate meaning through subject matter, symbols and ideas?</li> <li>Why do art forms and ways of making art stay the same? Change?</li> <li>How would society interact with the creation of new art forms?</li> <li>What if the meaning of traditional symbols evolves into different meanings over time?</li> </ul>	<p>E.4.1 Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics</p> <p>E.4.2 Communicate basic ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia</p> <p>E.4.3 Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products</p> <p>E.4.4 Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models</p> <p>E.4.5 Use the visual arts to express ideas that cannot be expressed by words alone</p>	<p><b>Activities may include:</b></p> <p>Creating art in response to multicultural inspiration, creating an advertisement brochure, architecture blueprints, cartooning.</p> <p><b>Assessments:</b></p> <p><b>Pre-tests</b> may be in the form of:</p> <p>Writing a paragraph response</p> <p>APK charts</p> <p>Pre-sketch</p> <p>Discussion questions and worksheets</p> <p><b>Final Assessment</b> may be in the form of:</p> <p>Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>
Theme, Enduring Understandings	Essential Questions	Wisconsin's Model Academic Standards for Art and Design Education	Activities & Assessments
Aesthetics & Art Criticism			
<p>Enduring Understanding:</p> <p>Informed opinions promote the ability to analyze, respond to and evaluate art in daily experiences.</p>	<p>What makes an art work successful or unsuccessful?</p> <p>When do personal experiences impact specific art forms?</p> <p>What if there were no expectations for evaluation in making art?</p> <p>How does art terminology describe individual expression?</p> <p>How do criteria influence personal artistic</p>	<p>G.4.1 Know that art communicates ideas</p> <p>G.4.2 Know that artwork has meanings</p> <p>G.4.3 Talk and write about the meanings of artworks and design</p> <p>G.4.4 Know how to create works of art that have meanings</p>	<p><b>Activities may include:</b></p> <p>Creating multicultural art, creating self-portraits (realistic and abstract), studying and responding to other artists such as Picasso, O'Keeffe, compare and contrasting realism with abstract. Developing and communicating personal style.</p> <p><b>Assessments:</b></p>

	growth?		<p><b>Pre-tests</b> may be in the form of:          Writing a paragraph response          APK charts          Pre-sketch          Discussion questions and worksheets  <b>Final Assessment</b> may be in the form of:          Rubrics based on assignments which may vary but will include the assessment of          Craftsmanship, Originality, Effort and Design</p>
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<b>Theme, Enduring Understandings</b>	<b>Essential Questions</b>	<b>Wisconsin's Model Academic Standards for Art and Design Education</b>	<b>Activities &amp; Assessments</b>
Art History			
<p>Enduring Understanding:            Recognition of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression.</p>	<p>What are the purposes for which cultures create art?            Where can you identify cultural influences reflected in art?            How have art materials and techniques been unique to a culture?            How have historical developments affected the visual arts?            What are some similarities and differences that can be identified in art from other cultures?            How have cultures influenced the development of art within the United States?            What if there was no evidence of other cultures in history?</p>	<p>A.4.1 Develop a basic mental storehouse of images            A.4.2 Learn basic vocabulary related to their study of art            A.4.3 Learn about basic styles of art from their own and other parts of the world            A.4.4 Learn about styles of art from various times            A.4.5 Know that art is one of the greatest achievements of human beings            A.4.6 Know that art is a basic way of thinking and communicating about the world            B.4.1 Understand that artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs            B.4.2 Recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist            B.4.3 Know that works of art and designed objects relate to specific cultures, times, and places            B.4.4 Know that art is influenced by artists, designers, and cultures            J.4.1 Explore the purposes and functions of art            J.4.2 Understand that the choice of materials and techniques influences the expressive quality of art            J.4.3 Learn that different cultures think about art differently            J.4.4 Learn that philosophers think about art            J.4.5 Begin to understand their own ideas about the purposes and meanings of art            J.4.6 Begin learning the value of art as a basic part of being human            J.4.7 Begin to understand and apply the role of art criticism and aesthetic knowledge in art and design            J.4.8 Know that different cultures have different concepts of beauty            J.4.9 Understand the difference between original artworks, reproductions, and copies            J.4.10 Talk about art in basic terms</p>	<p><b>Activities may include:</b>            Multicultural art, review of on-line museums, research project, review of other artists, responding to literature (Hatchett project), optical illusions, poster designs, pottery, writing about a work of art.</p> <p><b>Assessments:</b>  <b>Pre-tests</b> may be in the form of:            Writing a paragraph response            APK charts            Pre-sketch            Discussion questions and worksheets  <b>Final Assessment</b> may be in the form of:            Rubrics based on assignments which may vary but will include the assessment of            Craftsmanship, Originality, Effort and Design</p>

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Applied Art			
<p>Enduring Understanding: Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems. These skills determine the quality of post-secondary choices, work, and life.</p>	<p>How do the visual arts influence other disciplines? What are the connections between the visual, musical, dance, and theatrical arts? Why is art important to our daily lives? What if art didn’t exist? What if all art was created electronically? What is the relationship between art and technology? What careers are available to individuals interested in the visual arts? How would a cumulative student portfolio demonstrate artistic growth? How are portfolios put together? Why do artists develop portfolios to present their work? When would an artist present their portfolio or an exhibition of work? What defines a successful portfolio?</p>	<p>D.4.1 Know basic information, such as the history, public art, and unique architecture, of their own cultural community D.4.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community D.4.3 Know that the environment influences the look and use of art, architecture, and design D.4.4 Learn about basic concepts in art, such as “form follows function,” “less is more,” balance, symmetry, and originality D.4.5 Learn basic language used in art D.4.6 Use problem-solving strategies that promote fluency, flexibility, elaboration, and Originality K.4.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology K.4.2 Invent new ways to communicate ideas and solutions to problems in art K.4.3 Use what they are learning about life, nature, the physical world, and people to create art K.4.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world K.4.5 Know art includes activities, such as museum curation, historic preservation, collecting, and writing about art and design K.4.6 Know about some of the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture</p>	<p><b>Activities may include:</b> Participate in community art contests or events, identify local artists, compare and contrast practical art objects within history to those of today (drinking vessels, bowls and pottery), Holiday crafts and crafts for community events. Research careers in the arts.</p> <p><b>Assessments:</b> <b>Pre-tests</b> may be in the form of: Writing a paragraph response APK charts Pre-sketch Discussion questions and worksheets <b>Final Assessment</b> may be in the form of: Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>



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Art and Technology			
<p>Gaining an understanding of how to use technology when researching/creating art and how it can be used in the production of graphic design.</p>	<p>How do we use computers and computer software when creating art?  How does the use of technology enhance a visual image?  How does the use of technology effect self expression?  How can we use technology to better understand a work of existing art?</p>	<p>F.4.1 Learn that art includes mass media, such as magazines, television, computers, and films  F.4.2 Know that art techniques are used in mass media  F.4.3 Know that advertisements, news, and entertainment programs contain visual messages  F.4.4 Know that there are stereotypes in visual media  F.4.5 Know that production techniques affect viewers' perceptions  F.4.6 Learn simple media techniques  F.4.7 Learn how media productions are made  F.4.8 Learn to make changes in media production</p>	<p><b>Activities may include:</b>  Use of the smart-board in developing power-point presentations or group computer generated images, advertising through art, research of an artist or art career, reviewing images of art styles and examples.</p> <p><b>Assessments:</b>  <b>Pre-tests</b> may be in the form of:  Writing a paragraph response  APK charts  Pre-sketch  Discussion questions and worksheets  <b>Final Assessment</b> may be in the form of:  Rubrics based on assignments which may vary but will include the assessment of Craftsmanship, Originality, Effort and Design</p>

