









Curriculum Map


September


Sept. 6-9 (4 day week)		Sept. 12-16	Sept. 19-23 (NWEA)	Sept. 26-30 (Spirit Week/ 2hr late start)
K 0.1.1.5.1 0.1.2.5.1	Introduction to the classroom, getting to know our tools as artist	<p>Line- different lines: straight, zigzag, curved, wavy, thick, thin Observe different kinds of lines in Katsushika Hokusai, Tuning the Samisen.</p>  <p>Ask students to locate types of line in the art room. Line Dance. Take a dot for a walk.</p> <p>0.1.3.5.1; 0.2.1.5.1</p>	<p>Line Mark Tobey -American Artist</p>  <p>Yarn and glue art project</p> <p>http://www.princetonol.com/groups/iad/lessons/early/starchli ne.htm</p> <p>0.1.3.5.1</p>	<p>Line- Printmaking printing ink to create sweeping lines with brayer. Next class add black texture with brushes.</p> 
1 0.1.1.5.1 0.1.2.5.1	Introduction to the classroom, getting to know our tools as artist	<p>Line- Alphabet- and the lines we see in letters. Identify and use different lines: straight, zigzag, curved, and wavy.</p> <p>Create their own unique letter.</p> <p>Draw the basic outline of letter. Fill in the object's outline with unique combinations of repetitive organic and geometric line patterns.</p>	<p>Line- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin</p> <ul style="list-style-type: none"> Observe how different lines are used in Henri Matisse, <i>The Swan</i>  <p>0.1.3.5.1; 0.2.1.5.1</p>	<p>Line- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin</p> <ul style="list-style-type: none"> Observe how different lines are used in Georgia O' Keeffe, one of her <i>Shell</i> paintings  <p>0.1.3.5.1; 0.2.1.5.1</p>


<p>2 0.1.1.5.1 0.1.2.5.1</p>	<p>Introduction to the classroom, getting to know our tools as artist</p>	<p>Line – Recognize lines as horizontal, vertical, or diagonal.</p>  <p>• Observe the use of line in Pablo Picasso, Mother and Child</p> <p>Create their own mother and child portrait. 0.1.3.5.1; 0.2.1.5.1; 0.2.1.5.2</p>	<p>Line – Recognize lines as horizontal, vertical, or diagonal. Katsushika Hokusai, The Great Wave at Kanagawa Nami-Ura from Thirty-six Views of Mt. Fuji water prints- 0.1.3.5.1; 0.2.1.5.1</p> 	<p>Kinds of Pictures: Landscapes</p> <p>Use horizontal, vertical, or diagonal lines.</p> <ul style="list-style-type: none"> Recognize as landscapes and discuss Thomas Cole, The Oxbow <p>students used chalk to create different kinds of lines.</p> <p>Warm and cool colors, used in contrast. 0.1.3.5.1; 0.2.1.5.1; 0.2.1.5.2; 0.3.1.5.2</p>
<p>3 0.1.1.5.1 0.1.2.5.1</p>	<p>Introduction to the classroom, getting to know our tools as artist</p> <p>Contour means "outline", and presents exterior edges of objects. A plain contour has a clean, connected line, no shading and emphasizes an open "shell" of the subject.</p> <p>Contour drawings</p>	<p>Space</p> <ul style="list-style-type: none"> Positive & Negative space, contrast, shape, reflection 	<p>Space continued</p> <ul style="list-style-type: none"> Finish positive and negative space project Space worksheet Negative space drawing 	<p>Light-</p> <ul style="list-style-type: none"> Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in Mary Cassatt, <i>The Bath</i> James Chapin, <i>Ruby Green Singing</i> Jan Vermeer, <i>Milkmaid</i> <i>"The shadows are as important as the light."</i> ~Charlotte Bronte's <i>Jane Eyre</i> <p>Light-</p> <ul style="list-style-type: none"> Observe how artists use light and shadow <p>Shading worksheet</p> <p>Popcorn project 0.1.3.5.1; 0.2.1.5.1; 0.2.1.5.2; 0.3.1.5.2</p>

<p>4 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>Introduction to the classroom, getting to know our tools as artist</p>	<p>Elements and Principles of design color, line, shape, form, texture, and space principles, such as repetition, <i>contrast</i>, balance Tone/ value worksheet: Black, white, and gray.</p>	<p>Art of the Middle Ages in Europe • generally religious nature of European art in the Middle Ages, including Examples of medieval Madonnas (such as <i>Madonna and Child on a Curved Throne</i>—13th century Byzantine) Gargoyles' tone/ value project. Value worksheet- mixing paint 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>Gargoyles project- draw on paper Paint using value 4.4.1.5.1</p>
<p>5 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>Introduction to the classroom, getting to know our tools as artist</p>	<p>Elements and Principles of design elements, including color, line, shape, form, texture, and space; principles, such as repetition, contrast, balance</p>	<p>Lines project</p>	<p>Art of the Renaissance <ul style="list-style-type: none"> • Face proportions/ details • Straight on picture to draw • Grid out placement • Draw on face with proportions learned Details/ shading</p>
<p>6/7/8 6.1.1.5.1 6.1.1.5.2 6.2.1.5.1 6.2.1.5.2</p>	<p>Introduction to the classroom, getting to know our tools as artist Portfolios Elements and principals of design 6.4.1.5.1</p>	<p>Elements and principals of design Widow's project.</p>	<p>Widow's project</p>	<p>Art Nouveau as a pervasive style of decoration Present PowerPoint of work by Gustav Klimt. Provide handout of biography and short notes on Art Nouveau. Present a few other examples of Art Nouveau art. Show example of Art Nouveau patterns and motifs. Instruct student to create several patterns and experiment with patterns on scrap scratchboards. 6.1.1.5.3; 6.1.3.2.1; 6.1.3.5.2; 6.2.1.5.3; 6.4.1.5.1</p>


October

Oct. 3-7 (Fall Pics on Friday)		Oct. 10-14 (Math Interims)	Oct. 17-21 (Conferences and 3 day week)	Oct. 24-28
K 0.1.1.5.1 0.1.2.5.1	Finish all in progress art	Line- Joan Miró, People and Dog in the Sun When lines make shapes 0.1.3.5.1; 0.2.1.5.1	Line- Henri Matisse, The Purple Robe Learn that repeating lines create patterns. *collect leaves for warm color project latter. 0.1.3.5.1; 0.2.1.5.1	Line- Henri Matisse, The Purple Robe 0.2.1.5.2
1 0.1.1.5.1 0.1.2.5.1	Finish all in progress art	Line- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin • Observe how different lines are used in Jacob Lawrence, <i>Parade</i> 	<ul style="list-style-type: none"> Observe how different lines are used in Jacob Lawrence, <i>Parade</i> Create people in motion with different use of line in own unique work of art. What a line says. Verbs 0.1.3.5.1; 0.2.1.5.1 	geometric line to create simple repetitive patterns Backgrounds for people in motion Secondary colors Jazz music
2 0.1.1.5.1 0.1.2.5.1	Finish all in progress art	Shape- When a line becomes a shape. Organic vs. Geometric Glue art Color with chalk Neatly and completely	Cut out a shape and trace it repeatedly- add color and texture using crayon and rubbing plates	Shape finish works in progress

<p>3 0.1.1.5.1 0.1.2.5.1</p>	<p>Finish all in progress art</p>	<p>Observe relationship between two-dimensional and three-dimensional shapes: Square to Cube Triangle to pyramid Circle to sphere and cylinder</p>	<p>Space artists can make two-dimensional look three-dimensional by creating an illusion of depth foreground, middle ground, and backgrounds in paintings, including: Jean Millet, <i>The Gleaners</i> 0.1.3.5.1; 0.2.1.5.1</p>	<p>Edward Hicks, <i>The Peaceable Kingdom</i>  <i>Kingdom</i> 0.1.3.5.1; 0.2.1.5.1</p>
<p>4 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>Gargoyles Paint</p>	<p>Art of the Middle Ages in Europe Show Medieval illuminated manuscripts - <i>Book of Kells</i> containing illuminated letters, colorful borders, text and page illustrations. Students -paint paper to look weathered Discuss how the invention of the printing press revolutionized the 'old way' of hand-scribing books. Introduce students to calligraphy - with various style sheets, ink wells and calligraphy pens - and demonstrate proper techniques. When students become proficient, they brainstorm for a set of lyrics, poem or scripture to write. Letter formation and ciligraphy Text and current day fonts Artifact and what they tell us about people</p>	<p>Art of the Middle Ages in Europe Medieval illuminated manuscripts create a sketch for a illuminated page/ revise sketch after getting input from others *fall concert sign</p>	<p>Fall concert sign</p>
<p>5 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>Art of the Renaissance Face drawings</p>	<p>Art of the Renaissance Point Perspective Drawings - 1-point perspective.</p>	<p>accurately draw signs, posters, windows, doors, street lights, billboards, cars, roads, awnings, porches, balconies, fences, or anything else they would like to add to their drawing.</p>	<p>students can add color to their city drawings.</p>

<p>6/7/8 6.1.1.5.1 6.1.1.5.2 6.2.1.5.1 6.2.1.5.2</p>	 <ul style="list-style-type: none"> From a magazine cut out the head and hands of a human figure, this can be a man, woman or child. Glue these pieces to the gold scratchboard (Note: Self portrait digital images could be used.) Boys may be motivated to select sports heroes or rock stars. Begin by scratching out an organic shape that suggests a garment. This garment does not need to be realistic... background. <p>One of these areas must be emphasize</p>	<ul style="list-style-type: none"> Keep the unscratched area of the scratchboard covered the surface of the board. Begin to fill one of the two areas with patterns, lines, textures and shapes. Grammar of Ornament, for inspiration. Fill the other area. <p>Check to see if the two areas are distinctly different. Does one stand out more than another? If they are too similar, go back and add more details to the dense shape.</p> <p>http://www.princetonol.com/groups/iad/lessons/middle/Kris-Klimt.htm</p>	<p>Modern American Painting</p> <ul style="list-style-type: none"> Examine representative artists and works, including Edward Hopper, Nighthawks Andrew Wyeth, Christina's World Georgia O'Keeffe, Red Poppies <p><i>subject of works of art</i></p> <p>6.1.1.5.3; 6.1.3.2.1; 6.1.3.5.2; 6.2.1.5.3; 6.4.1.5.1</p>	<p>Modern American Painting</p> <ul style="list-style-type: none"> Examine representative artists and works <p>Students will become familiar with the work of Edward Hopper</p> <p>http://www.nga.gov/exhibitions/2007/hopper/index.shtm</p> <p>What is it About? Come Closer!</p> <p>http://edsitement.neh.gov/lesson-plan/whats-picture-introduction-subject-visual-arts#sect-activities</p>
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November

Oct. 31-Nov. 4 (Fall Concert)		Nov. 7-11	Nov. 14-18 (Reading Interim)	Nov. 21-22 (2 day week)
K 0.1.1.5.1 0.1.2.5.1	Finish all in progress art	Color- I spy color in art. Pieter Bruegel, <i>Children's Games</i> Mary Cassatt, <i>The Bath</i> Winslow Homer, <i>Snap the Whip</i> Diego Rivera, <i>Mother's Helper</i> Henry O. Tanner, <i>The Banjo Lesson</i> 0.4.1.5.1	Color- Observe how colors can create different feelings and how certain colors can seem "warm" (red, orange, yellow) or "cool" (blue, green, purple) Worksheet . Color Buque http://deespacesparkle.blogspot.com/2010/05/colorwheel-bouquet-art-lesson.html 	Color- Warm colors Paul Gauguin, <i>Tahitian Landscape</i> Pablo Picasso, <i>Le Gourmet</i> Leaves- all warm colors- gule on leaves watercolor and glitter warm colors around them or sunflowers 0.1.3.5.1; 0.2.1.5.1
1 0.1.1.5.1 0.1.2.5.1	Finish all in progress art	Grant Wood, <i>Stone City, Iowa</i> Landscape, vanishing point Rhyming words: neatly and completely Craftsmanship up down of side to side when coloring 0.2.1.5.2	Landscapes	Symmetry and Line of symmetry Funny faces

<p>2 0.1.1.5.1 0.1.2.5.1</p>	<p>Landscapes Line, color- warm and cool colors, form Black paper landscapes with chalk</p>	<p>Landscapes Van Gogh: Starry night impressionism Coloring sheet 0.1.3.5.1; 0.2.1.5.1</p>	<p>Landscapes Van Gogh: Starry night Impressionism / color/ collage/ movement in art Cut out hills with template-work on adding small lines to the hills in the style of impressionism Draw v trees and cut out</p>	<p>Landscapes Van Gogh: Starry night Create houses/ dumpkin using simple shapes Glue down collage</p>
<p>3 0.1.1.5.1 0.1.2.5.1</p>	<p>Finish all in progress art</p>	<p>Edvard Munch, <i>The Scream</i> <i>Turmoil: what makes you scream?</i> Performance art vs. visual art Draw/ paint a background thinking of space: foreground, middle ground, and background Digital photos of students screaming 0.1.3.5.1; 0.2.1.5.1</p>	<p>The scream paintings</p>	<p>The scream paintings Cut out and Glue thitrical art photos to background paintings</p>
<p>4 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>Fall concert sign Art of the Middle Ages in Europe Medieval illuminated manuscripts Tea die paper layout the locations of illuminated letters, borders and illustrations. Next, students write their calligraphic text, then add colorful page details using acrylic and metallic paints. 1 image 1 large letter 1 statement why artist at the time used gold</p>	<p>Art of the Middle Ages in Europe Medieval illuminated manuscripts 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>Art of the Middle Ages in Europe</p>	<p>Art of the Middle Ages in Europe</p>

<p>5 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>Nineteenth-Century United States</p> <ul style="list-style-type: none"> • Become familiar with the Hudson River School of landscape painting, including Thomas Cole, The Oxbow (The Connecticut River Near Northampton) (also known as View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm) Albert Bierstadt, Rocky Mountains, Lander's Peak • Become familiar with genre paintings, including George Caleb Bingham, Fur Traders Descending the Missouri William Sidney Mount, Eel Spearing at Setauket <p>http://americanart.si.edu/t2go/1ya/image-frame.html</p>	<p>Landscapes of great American scenes: Space/ ground Sketch images with photos of great American landscape 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>Landscapes of great American scenes: color Add oil pastels to landscapes Blending with mineral sprits</p>	<p>Landscapes of great American scenes: color Add oil pastels to landscapes Blending with mineral sprits</p>
<p>6/7/8 6.1.1.5.1 6.1.1.5.2 6.2.1.5.1 6.2.1.5.2</p>	<p>Modern American Painting</p> <ul style="list-style-type: none"> • Examine representative artists and works <p>Students will become familiar with the work of Edward Hopper</p> <p>http://www.nga.gov/exhibitions/2007/hopper/index.shtm</p> <p>What is it About? Come Closer! http://edsitement.neh.gov/lesson-plan/whats-picture-introduction-subject-visual-arts#sect-activities</p>	<p>Modern American Painting</p> <ul style="list-style-type: none"> • Examine representative artists and works <p>What is it About? Come Closer! Oil pastels and mineral spirits 6.1.1.5.3; 6.1.3.2.1; 6.1.3.5.2; 6.2.1.5.3; 6.4.1.5.1</p>	<p>Expressionism and Abstraction</p> <ul style="list-style-type: none"> • Examine representative artists and works, including Henri Matisse: Madame Matisse, The Red Room, cutouts <p>such as Beasts of the Sea Edvard Munch, The Scream Marc Chagall, I and the Village Pablo Picasso's early works, including understand the concepts of</p>	<ul style="list-style-type: none"> • to sketch the plant and/or still life. • Discuss with students how they created a sense of reality for each object in the sketch. • Direct students to cover the sketches with tracing paper, select certain elements and trace over their general shapes, disregarding detail. Suggest that they repeat and overlap these elements. The resulting drawings should have the quality of design rather than

			Abstract Expressionism, identify Abstract Expressionist paintings, and create an Abstract Expressionist work of art.	realistic still lifes.
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December

Nov. 28-Dec. 2		Dec. 5-9 (Book Fair)	Dec 12 – 16 (Math Interim 2)	Dec. 19-21 (3 day week)
K 0.1.1.5.1 0.1.2.5.1	Color- Cool Colors Pieter Bruegel, The Hunters in the Snow Helen Frankenthaler, Blue Atmosphere Snow project in all cool colors 0.1.3.5.1; 0.2.1.5.1	Color- Hungry Caterpillar- tissue paper project	Hungry Caterpillar project	Finish up all work in art room
1 0.1.1.5.1 0.1.2.5.1	Symmetry and Line of symmetry Funny faces	Ancient Egypt Masks line of symmetry 0.1.3.5.1; 0.2.1.5.1	Ancient Egypt Masks line of symmetry	Finish up all work in art room

2 0.1.1.5.1 0.1.2.5.1	Landscapes Van Gogh: Starry night Create an impressionistic sky using oil pastel Paint over whole painting with blue wash	Landscapes Henri Rousseau Jungles Rainforests and rainforest animals Foreground- details with plants and flowers Middle ground- animals Background- hills mountains Trace over pencil lines with black marker 0.1.3.5.1; 0.2.1.5.1	Landscapes Henri Rousseau Jungles Color	Finish up all work in art room
3 0.1.1.5.1 0.1.2.5.1	Faith Ringgold- Tar beach Story quilts Create texture papers Create story you are going to tell using images combined with words http://www.faihringgold.com/ringgold/default.htm 0.1.3.5.1; 0.2.1.5.1	Faith Ringgold- Tar beach Story quilts	Faith Ringgold- Tar beach Story quilts Purpose- Harlem renaissance and Ringgold's part	Finish up all work in art room
4 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1	Islamic Art Geometric Concepts in Islamic Art http://www.metmuseum.org/exploration/publications/pdfs/islamic_geometric/islamic_art_and_geometric_design.pdf activity 1 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.	Islamic Art Geometric Concepts in Islamic Art Activity 2 Final sketch	Islamic Art Geometric Concepts in Islamic Art Adding color to geometric design	Islamic Art Geometric Concepts in Islamic Art Adding color to geometric design
5 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1	Pre-Columbian Art The art of Mexico, Central and South America in the time prior to the arrival of European colonizers in the 16th century. • Symmetry, style and Abstraction	Pre-Columbian Art Worksheet/ Paint value Sketch Transferring to paint paper	Pre-Columbian Art Paint using values of complementary colors	Finish up all work in art room Critique

<p>6/7/8 6.1.1.5.1 6.1.1.5.2 6.2.1.5.1 6.2.1.5.2</p>	<ul style="list-style-type: none"> Compare the two drawings. Explain that the second drawing, while based on a realistic rendering, is an abstraction: it has become a non-objective work. Set drawings aside. Working in small groups, students receive construction paper in a variety of colors, and several line drawings. <p>Ask students to use their art journals to record their responses to both color and line. They should try to define a mood or memory that each color and line drawing expresses. http://www.pbs.org/hanshofmann/for teachers lesson 2 002.html</p>	<ul style="list-style-type: none"> Cubism Pablo Picasso, Les Demoiselles d'Avignon Marcel Duchamp, Nude Descending a Staircase <p>students are set up with a ruler, newsprint, pencil and eraser. Have a group of objects set up in the room for a still life. use the same things Picasso and Braque used such as guitars, wine bottles, fruit, violins, trumpets, etc.</p> <p>2. With the students around the still life have them begin with a few straight lines on the newsprint, some vertical, some horizontal and some diagonal (about five to start). Talk to them about stylization and simplification of form into to flat shape.</p>	<p>3. When they start to draw these contours of objects, have them start at the top and move down the page. When they get to the lines, shift over and continue to draw the object. Add more lines from parts of the objects that they have started. Have them make at least three studies differing the object used and new lines.</p> <p>4. Pick out the best design and transfer it to the scrap matt board and this will be the color of the picture.</p> <p>5. Outline the design with a narrow black pen. Plan out a value pattern using a black felt tip pen.</p> <p>6.1.1.5.3; 6.1.3.2.1; 6.1.3.5.2; 6.2.1.5.3; 6.4.1.5.1</p>	<p>Finish up all work in art room Critique</p>
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January


<p>Jan. 3-6 (4 day week)</p>	<p>Jan. 9-13</p>	<p>Jan. 16-20 (NWEA)</p>	<p>Jan 23-27 (Reading Interim)</p>
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<p>K 0.1.1.5.1 0.1.2.5.1</p>	<p>Color- Van Gogh Sunflowers Warm and cool colors Table line Vase 0.1.3.5.1; 0.2.1.5.1</p>	<p>Color- Van Gogh Sunflowers Warm and cool colors Vase/ flowers Stems Signature</p>	<p>Color- Window decorations with tissue paper</p>	<p>Expo prep</p>
<p>1 0.1.1.5.1 0.1.2.5.1</p>	<p>Texture- Use texture squares to rub with crayon- take these to create and assemble a simple collage</p>	<p>Texture- Mixed media flowers Seeds, tissue paper Trace 3" circle template, cut petals, add swirls- "Camelle and the sunflowers"</p>	<p>Texture- Mixed media flowers Finish with seeds in the middle</p>	<p>Expo prep</p>
<p>2 0.1.1.5.1 0.1.2.5.1</p>	<p>Landscapes- John James Animals in their habits/ environment Negative space Details Watercolor and blending</p>	<p>Finish all undone work</p>	<p>Abstraction- The snail Sketch animal Use simple shapes to recreate after dissection Put drawing on large piece of paper Outline with black Or make animal with tape and paint pull tape off to reveal white image 0.1.3.5.1; 0.2.1.5.1</p>	<p>Expo prep</p>
<p>3 0.1.1.5.1 0.1.2.5.1</p>	<p>Light and shadow Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in James Chapin, Ruby Green Singing Jan Vermeer, Milkmaid and brushstrokes in these works.</p>	<p>Light and shadow add shadows to birch trees. levels of ink and water to get different values of color. Choose the direction of light. Use a light value of black to create a shadow on one side of each tree's trunk. Blot with paper towel to dry add shadows on snow by dragging ink from base of</p>	<p>Light and shadow add other elements to their picture, like a fence or animals, and their shadows.</p>	<p>Expo prep</p>

	<p>Identify the direction of the light in each painting.</p> <p>horizon line.</p> <p>watercolor paints to create a colorful sunset sky in the upper portion of the picture. Show students how to create a light value with watercolors. Add light blue and/or purple to the snow to create the illusion of shadow.</p> <p>http://www.artsonia.com/teachers/lessonplans/plan.asp?id=1146</p>	trunk to edge of paper. Be sure shadows on trees and ground correspond correctly.		
<p>4</p> <p>4.1.1.5.1</p> <p>4.1.1.5.2</p> <p>4.2.1.5.1</p>	<p>Islamic art- Sketching design</p> <p>Printmaking carving design into foam core.</p>	<p>Islamic art- Pulling prints of design</p> <p>Painting in details</p>	Islamic art-	Expo prep
<p>5</p> <p>4.1.1.5.1</p> <p>4.1.1.5.2</p> <p>4.2.1.5.1</p>	<p>American Art: Nineteenth-Century United States</p> <p>Genre paintings</p> <p>4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>American Art: Nineteenth-Century United States</p> <p>Genre paintings</p>	<p>American Art: Nineteenth-Century United States</p> <p>Genre paintings</p>	Expo prep
<p>6/7/8</p> <p>6.1.1.5.1</p> <p>6.1.1.5.2</p> <p>6.2.1.5.1</p> <p>6.2.1.5.2</p>	<p>6. Select at least three areas to collage newspapers or sheet music and use a spray adhesive to glue them down. 7. Use the palette and watercolors to produce a faux wood grain by painting lines, blending with a moistened brush</p>	<p>Painting Since World War II•</p> <p>Examine representative artists and works, including abstract expressionist</p> <p>Jackson Pollock and Abstract Expressionism: Painting, 1948</p>	<p>Painting Since World War II</p> <p>abstract expressionist</p> <p>6.1.1.5.3; 6.1.3.2.1; 6.1.3.5.2; 6.2.1.5.3; 6.4.1.5.1</p>	Expo prep

	and putting a tone across the area for a light value.	Willem de Kooning, Woman and Bicycle Mark Rothko, Orange and Yellow Helen Frankenthaler, Wales 1948		
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February


Jan. 30- Feb. 3 (Winter Concert & Science Fair)		Feb. 6-10 (Parent Conferencing in the evening)	Feb. 13-17 (Math Interim 3)	Feb. 21-24 (four day week)
K 0.1.1.5.1 0.1.2.5.1	expo	Intro to sculpture Playgrounds 	Sculpture Monsters	Sculpture Larual Bunch Cats
1 0.1.1.5.1 0.1.2.5.1	Expo Portraits- snowmen	India- Elephants of india- differences between african and Asian elphants. Ganesha- hindu god of wealth and fortune depicted with the head of and elephant Drawing a border 0.1.3.5.1; 0.2.1.5.1	India- Geometric patterns Drawing an elephant step by step Tracing with black marker painting	India- Tracing drawn image with marker/ watercolor

<p>2 0.1.1.5.1 0.1.2.5.1</p>	<p>Expo Abstraction- The snail Watercolor image 0.1.3.5.1; 0.2.1.5.1</p>	<p>Abstraction- Mark Chagall, I and the village</p>	<p>Abstraction- Mark Chagall, I and the village</p>	<p>Abstract Klimt tree of life</p>
<p>3 0.1.1.5.1 0.1.2.5.1</p>	<p>Expo</p>	<p>Shape</p>	<p>Shape to space</p>	<p>Shape to space</p>
<p>4 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>Expo</p>	<p>The Art of Africa <ul style="list-style-type: none"> • Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting. • Become familiar with examples of art from specific regions and peoples in Africa, such as Antelope headdresses of Mali Sculptures by Yoruba artists in the city of Ife Ivory carvings and bronze sculptures of Benin</p>	<p>The Art of Africa 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>The Art of Africa</p>

5 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1	Expo	American Art: Nineteenth-Century United States Thomas Cole, The Oxbow-Values Painting 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.	American Art: Nineteenth-Century United States Thomas Cole, The Oxbow-Values Painting	American Art: Nineteenth-Century United States Thomas Cole, The Oxbow-Values Painting
6/7/8 6.1.1.5.1 6.1.1.5.2 6.2.1.5.1 6.2.1.5.2	Expo Painting Since World War II American pop artist Campbell's Soup Can, Marilyn Roy Lichtenstein, Whaam	Painting Since World War II American pop art	Painting Since World War II American pop art	Painting Since World War II Harlem Renaissance Romare Bearden, She-Ba Jacob Lawrence, a work from his Builder series and Migration of Negroes series http://www.loc.gov/rr/program/bib/harlem/harlem.html#External

March

Feb. 27- March 3		March 5-9 (Reading Interim)	March 12-16 (No School)	March 19-23
K 0.1.1.5.1 0.1.2.5.1	Sculptures Mobiles: Alexander Calder's Lobster Trap and Fish Tail Birds 0.1.3.5.1; 0.2.1.5.1	Sculptures Mobiles: Alexander Calder's Lobster Trap and Fish Tail Birds		Sculptures Mobiles: Alexander Calder's Lobster Trap and Fish Tail Birds Finish all unfinished work
1 0.1.1.5.1 0.1.2.5.1	Color wheels Primary color Tulips in Holland	Color Kandinsky Circles		Color Kandinsky Circles

<p>2 0.1.1.5.1 0.1.2.5.1</p>	<p>Abstract Klimt tree of life 0.1.3.5.1; 0.2.1.5.1</p>	<p>Eric Carle Collage 0.1.3.5.1; 0.2.1.5.1</p> 		<p>Finish all unfinished work</p>
<p>3 0.1.1.5.1 0.1.2.5.1</p>	<p>Shape to space Showing space in artworks</p>	<p>Showing space in artworks</p>		<p>Finish all unfinished work</p>
<p>4 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>The Art of China • Become familiar with examples of Chinese art, including Silk scrolls Calligraphy (the art of brush writing and painting) Porcelain 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>The Art of China</p>		<p>Finish all unfinished work</p>
<p>5 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>American Art: Nineteenth-Century United States • Become familiar with art related to the Civil War, including Civil War photography of Matthew Brady and his colleagues 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>American Art: Nineteenth-Century United States photography</p>		<p>American Art: Nineteenth-Century United States The Shaw Memorial sculpture of Augustus Saint-Gaudens • Become familiar with popular prints by Currier and Ives 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>

6/7/8 6.1.1.5.1 6.1.1.5.2 6.2.1.5.1 6.2.1.5.2	Painting Since World War II Harlem Renaissance	Painting Since World War II Harlem Renaissance		Finish all unfinished work
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April

	April 2-5 (No School Friday)	April 9-13 (Tuesday- 2hr late start)	April 16-20 (Reading MCAs)	April 23-27 (Math MCAs)
K 0.1.1.5.1 0.1.2.5.1	Warm hearts cool hands	Warm hearts cool hands	Alien space ship and chalk	Sky kites -skys "swirly-curly brush strokes -clouds cut out and glues on colage
1 0.1.1.5.1 0.1.2.5.1	Texture- Rooster off to see the world	Texture Collage	Mothers day portraits	Mothers day portraits Hair assemble frame

<p>2 0.1.1.5.1 0.1.2.5.1</p>	<p>Architecture</p>	<p>Architecture</p>	<p>Abstract architecture</p>	<p>Picasso three musians- Abstract art- using simple shapes</p>
<p>3 0.1.1.5.1 0.1.2.5.1</p>	<p>American Indian Art • Become familiar with American Indian works, including Kachina dolls (Hopi, Zuni) Navajo (Dine) blankets and rugs, sand paintings Masks 0.1.3.5.1; 0.2.1.5.1</p>	<p>American Indian Art Masks</p>	<p>American Indian Art Masks</p>	<p>American Indian Art Navajo rugs 0.1.3.5.1; 0.2.1.5.1</p>
<p>4 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>The Art of China</p>	<p>Ask students if they've ever had a portrait of themselves made—perhaps a painting or a photograph. (School pictures count!) Ask them to describe how they were posed and what they were doing in the portrait.</p> <p>Discuss the many techniques that portraitists use to depict their subjects' appearance and character. Explain the following techniques for students. (You may want to illustrate these techniques with examples from the Eye Contact exhibition.)</p> <p>Present the subject in a different physical form (Agnes Meyer by Marius de Zayas)</p> <p>Present the subject in a significant place or doing a significant activity (Leo Stein by Adolph Dehn—<i>portrait not included in the online exhibition</i>)</p> <p>Give the subject a different identity to emphasize a specific characteristic</p> <p>Include objects illustrating the subject's place in society (Ornette Coleman by Elaine de Kooning)</p> <p>Include symbolic images to describe a</p>	<p>http://www.npg.si.edu/cexh/eye/index.html</p>	<p>Heros project Shading 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>

		<p>person's life (Stokely Carmichael by Jacob Lawrence)</p> <p>Surround the subject with real and significant objects from the subject's life</p>		
<p>5</p> <p>4.1.1.5.1</p> <p>4.1.1.5.2</p> <p>4.2.1.5.1</p>	<p>American Art: Nineteenth-Century United States</p> <p>Prints</p> <p>4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>American Art: Nineteenth-Century United States</p> <p>prints</p>	<p>Art of Japan</p> <p>4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>Art of Japan</p>
<p>6/7/8</p> <p>6.1.1.5.1</p> <p>6.1.1.5.2</p> <p>6.2.1.5.1</p> <p>6.2.1.5.2</p>	<p>Painting Since World War II</p> <p>outsider art French artist Jean Dubuffet to describe art created outside the boundaries of official culture; Dubuffet</p> <p>6.1.1.5.3; 6.1.3.2.1; 6.1.3.5.2; 6.2.1.5.3; 6.4.1.5.1</p>	<p>Painting Since World War II</p> <p>outsider art</p>	<p>Photography• Examine representative artists and works, including Edward Steichen, Rodin with His Sculptures “Victor Hugo” and “The Thinker” Alfred Steiglitz, The Steerage Dorothea Lange, Migrant Mother, California Margaret Bourke-White, Fort Peck Dam Ansel Adams, Moonrise, Hernandez, New Mexico Henri Cartier-Bresson, The Berlin Wall</p> <p>6.1.1.5.3; 6.1.3.2.1; 6.1.3.5.2; 6.2.1.5.3; 6.4.1.5.1</p>	<p>Photography•</p>

May

April 1- May 4 (Reading Interim)		May 7-11 (5 th Grade Science MCAs)	May 14-18 (Spring Concert)	May 21-25 (Math Interim)
K 0.1.1.5.1 0.1.2.5.1	Kites	Alphabet Grids	Alphabet Grids	Alphabet Grids
1 0.1.1.5.1 0.1.2.5.1	Mothers day portraits	Spring trees Background, horizon line, green grass Texture Short skinny fat ans thin for tree branches.	Texture trees- torn w/ tulips painted in the background	Still Life
2 0.1.1.5.1 0.1.2.5.1	Picasso 3 musicians Pattern, person, and instruments 0.1.3.5.1; 0.2.1.5.1	Koi fish	Koi fish Watercolor	Super Hero
3 0.1.1.5.1 0.1.2.5.1	American Indian Art Navajo rugs	Op art ppt	Op art	Op art

<p>4 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>Heroes Details, finishing</p>	<p>Surreal art ppt 4.1.1.5.3; 4.2.1.5.2; 4.3.1.5.1.</p>	<p>Surreal art</p>	<p>Surreal art</p>
<p>5 4.1.1.5.1 4.1.1.5.2 4.2.1.5.1</p>	<p>Art of Japan</p>	<p>5th grade trip?</p>	<p>Name Sq.</p>	<p>Name Sq.</p>
<p>6/7/8 6.1.1.5.1 6.1.1.5.2 6.2.1.5.1 6.2.1.5.2</p>	<p>Photography</p>	<p>20th-Century Sculpture Examine representative artists and works, including Auguste Rodin: The Thinker, Monument to Balzac Constantin Brancusi, Bird in Space Pablo Picasso, Bull's Head Henry Moore, Two Forms Alexander Calder, Lobster Trap and Fish Tail Louise Nevelson, Black Wall Claes Oldenburg, Clothespin Maya Lin, Vietnam Veterans 6.1.1.5.3; 6.1.3.2.1; 6.1.3.5.2; 6.2.1.5.3; 6.4.1.5.1</p>	<p>Architecture Since the Industrial Revolution • Demonstrations of metal structure: Crystal Palace, Eiffel Tower • First skyscrapers: "Form follows function" Louis Sullivan: Wainwright Building Famous skyscrapers: Chrysler Building, Empire State Building • Frank Lloyd Wright: Fallingwater, Guggenheim Museum • The International Style Walter Gropius, Bauhaus Shop Block Le Corbusier: Villa Savoye, Unite d'Habitation, Notre Dame du Haut Ludwig Mies van der</p>	<p>Architecture</p>

			http://www.pbs.org/wgbh/buildingbig 6.1.1.5.3; 6.1.3.2.1; 6.1.3.5.2; 6.2.1.5.3; 6.4.1.5.1	
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May/June

May 28-June 1 (Spirit Week)	June 4-8 (4 day week; Field day) LAST WEEK OF SCHOOL		
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