

## Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

### By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

## How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

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QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>PERFORM: Standard 1</b> Students will understand and apply media, techniques, and processes. <b>Standard 2</b> Students will use knowledge of structures and functions.			
<b>Techniques</b>	Demonstrate developmentally appropriate care for tools, media and workspaces.  Demonstrate understanding of rules and procedures.	Demonstrate procedures consistently.  Role play rules and procedures to show understanding.	State of Tennessee Visual Arts Curriculum Standards, Partnership for 21 <sup>st</sup> Century Skills Common Core Toolkit  <b>Books:</b> <i>Safety in the Art Room</i> , Charles A. Qualley  <i>Regina's Big Mistake</i> by Marissa Moss  <i>The Big Oops</i> by Jamie Lee Curtis
<b>Shape-to-Form Relationships</b> <b>Shape-within-Shapes</b> <ul style="list-style-type: none"> <li>Shape-to-Form (creating forms from shapes)</li> <li>Shapes-within-Shapes- objects drawn using more than one shape</li> </ul>	Review lines, create shapes and shape to form.	Pre instruction: teacher directed sketch using line variation, geometric, and/or organic shapes.  Post instruction: student created drawing using line variation, geometric, and/or organic shapes.	<b>Website:</b> <a href="http://www.wassilykandinsky.net">www.wassilykandinsky.net</a>
<b>Illusion of Form</b> <ul style="list-style-type: none"> <li>Illusion of Form - shading shapes to create illusion of form</li> <li>Value scale</li> <li>Light source</li> </ul>	Shade shape to form with value using a light source.	Pre instruction: Shade a series of shapes to form using a practice paper and a value scale, blending, stippling, hatching and cross-hatching. A minimum of 4 for each form, to include sphere, cylinder, cube and cone.  Post instruction: with a light source demonstration.	<b>Website:</b> <a href="http://donnayoung.org/art.shading-scale.htm">donnayoung.org/art.shading-scale.htm</a>  Any visual aid that demonstrates forms with light source and shading.

# Curriculum Map

# Visual Art Grade 3

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>Basic Geometric Form</b> <ul style="list-style-type: none"> <li>• Circle to sphere</li> <li>• Rectangle to cylinder</li> <li>• Triangle to cone</li> <li>• Square to cube</li> </ul>	Draw a basic geometric form using shapes.	Pre instruction: Drawing of a sphere, cylinder, cone, and cube.  Post Instruction: Drawing of at least one sphere, one cylinder, one cone and one cube adding details to create something new out of each object, either realistic or non-representational.	<b>Book:</b> <i>Matisse The King of Color</i> by Laurence Anholt
<b>Faces and figures</b> <b>Shading using color</b>	Plan a drawing of yourself using shape to form.  Shade a basic classroom object (draw object first using shape-to-form)	Pre instruction: sketch a figure from head to toe, sketch a figure from chest up, use color to achieve shading.  Post instruction: Self-portrait demonstrating: <ul style="list-style-type: none"> <li>• Parts to whole ratios</li> <li>• Proportion of figures to background</li> <li>• Use of color</li> </ul>	<b>Website:</b> <a href="http://www.ehow.com">www.ehow.com</a> >Arts&Entertainment  <b>Books:</b> <i>Picasso and the Girl with a Ponytail</i> by Laurence Anholt  <i>Are You Blue Dog's Friend</i> by George Rodrigue
<b>Processes</b>	Demonstrate understanding of single and multi-step directions.	Post/Post student work demonstrating: <ul style="list-style-type: none"> <li>• Use of multistep directions to create a product</li> </ul>	
<b>CREATE: Standard 3</b> Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<b>Imagine/ Investigate</b> <b>Compositional Planning</b>	Create art based on imagination, memory, and/or observation.	Post/Post evidence comparing two works created from imagination, memory, or observation showing growth in student's ability to create details to support their concept.	<b>Websites:</b> Museum of Modern Art <a href="http://www.moma.org/">http://www.moma.org/</a>
<b>Imagine/ Investigate</b> <b>Generate Ideas</b>	Generate ideas using creation techniques such as brainstorming and imagining.	Post/post written, verbal, illustrative and/or recorded evidence of generating ideas using divergent and/or convergent thinking and/or convergent thinking (e.g. inventing a product or	<b>Websites:</b> Denver Art Museum <a href="http://creativity.denverartmuseum.org/for-teachers/resources/teachingtips/">http://creativity.denverartmuseum.org/for-teachers/resources/teachingtips/</a>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		new machine that performs a task).	<p>Glencoe  <a href="http://www.glencoe.com/sec/busadmin/entre/teacher/creative/brain/">http://www.glencoe.com/sec/busadmin/entre/teacher/creative/brain/</a> (needs adapting to be content-specific)</p> <p>PBS Design Squad Nation  <a href="http://pbskids.org/designsquad/parentseducators/workshop/process_brainstorm.html">http://pbskids.org/designsquad/parentseducators/workshop/process_brainstorm.html</a></p> <p><b>Book:</b>  <i>Leonardo and the Flying Boy</i> by Laurence Anholt</p>
<p><b>RESPOND:</b> <b>Standard 4</b> Students will understand the visual arts in relation to history and cultures.</p> <p><b>Standard 5</b> The student will reflect upon and assess the characteristics and merits of their work and the work of others.</p>			
<b>Historical Connections</b>	Demonstrate use of vocabulary related to chronology, including past, present and future, ancient, modern, and contemporary.	Pre/Post timeline (Created individually or collaboratively) using art and/or historical events.	<p><b>Website:</b>            Picturing America  <a href="http://picturingamerica.neh.gov/index.php?sec=home">http://picturingamerica.neh.gov/index.php?sec=home</a></p>
<b>Characteristics of Art</b>	Compare and contrast selected examples of art that reflect aspects of Tennessee's history (e.g. rural/urban, agriculture/industry, community, geographic features).	Pre/Post graphic organizers that demonstrates use of images or text.	<p><b>Website:</b>            Tennessee State Museum  <a href="http://www.tnmuseum.org/">http://www.tnmuseum.org/</a></p>
<p><b>CONNECT:</b> <b>Standard 6</b> Students will make connections between visual arts and other disciplines.</p>			
<b>CCSS.ELA-Literacy.CCRA.SL.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>CCSS.ELA-Literacy.SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Written, verbal and/or illustrated evidence (i.e. VTS discussion, graphic organizer, etc.) that students are able to determine the main idea and details of an image or images (i.e. prints, written text, film clip, etc.).</p> <p>Written, verbal and/ or illustrated ideas for new invention after brainstorming.</p>	<p><b>Book:</b>  <i>Leonardo and the Flying Boy</i> by Laurence Anholt</p>

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>PERFORM:</b> <b>Standard 1</b> Students will understand and apply media, techniques, and processes. <b>Standard 2</b> Students will use knowledge of structures and functions.			
<b>2-D Design</b> <b>Grouped Objects/Forms</b> <ul style="list-style-type: none"> <li>Simple object drawing</li> </ul>	Create a still life drawing using simple lines to develop contour definitions.	Pre instruction: sketch using contour and blind contour, minimum 3 objects in 5 minutes.  Post instruction: demonstrate knowledge of contour by drawing a simple line drawing using feathers, or a vase of flowers or other still life, with attention to how the line moves.	<b>Website:</b> <a href="http://thehelpfularartteacher.blogspot.com">thehelpfularartteacher.blogspot.com</a>
<b>Design Elements</b> <ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Color</li> <li>Form</li> <li>Texture</li> <li>Space</li> </ul>	Embellish your contour drawing by paying special attention to line, shape, color, form, texture, and space.	Demonstrate knowledge of line, shape, color, form, texture, and space by using all in contour artwork.	<b>Website:</b> <a href="http://www.projectarticulate.org">www.projectarticulate.org</a>  <a href="http://www.incredibleart.org">www.incredibleart.org</a>
<b>Design Principles</b> <ul style="list-style-type: none"> <li>Emphasis</li> <li>Balance</li> <li>Visual Rhythm</li> </ul>	Create a spoon composition that illustrates emphasis, balance and visual rhythm.	Pre instruction: write your ideas about the process of creating artwork related to emphasis, balance, and visual rhythm.  Post instruction: create a collage that incorporates emphasis, balance and visual rhythm and include the Elements of Art as necessary to make a unique composition.	<b>Website:</b> <a href="http://www.beardenfoundation.org/index2.shtml">http://www.beardenfoundation.org/index2.shtml</a>

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# Visual Art Grade 3

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>CREATE: Standard 3</b> Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<b>Investigate</b> <b>Compositional Planning</b>	Create art as inspiration from sources.	Post/post evidence of students identifying what inspired an aspect or aspects of their art or pre/post evidence of students analyzing how inspiration from another source changed through the process of creating their own art. ( e.g., Write about the journey you took with your collage creation. What is the story of your art?).	<b>Websites:</b> Smithsonian <a href="http://www.americanart.si.edu/education/activities/online/index.cfm">http://www.americanart.si.edu/education/activities/online/index.cfm</a>  Art Babble <a href="http://www.artbabble.org/topic/theme/inspiration">http://www.artbabble.org/topic/theme/inspiration</a>
<b>RESPOND: Standard 4</b> Students will understand the visual arts in relation to history and cultures. <b>Standard 5</b> The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
<b>Historical Connections</b>	Deconstruct the characteristics and merits of one's own work of art as teacher- guided, modeled or coached.	Critique work using line, shape, form, color, texture, and space as a talking point emphasis, balance and visual rhythm can also be included.	<b>Website:</b> <a href="http://www.teachingideas.co.uk">www.teachingideas.co.uk</a>  <a href="http://thevirtualinstructor.com">thevirtualinstructor.com</a>  <a href="http://art.pppst.com">art.pppst.com</a>
<b>Characteristics of Art</b>	Incorporate feedback into artwork.	Analyze work following small or large group discussion to determine if the changes or what changes are needed if there is anything that might fix or change after discussion.	
<b>CONNECT: Standard 6</b> Students will make connections between visual arts and other disciplines.			
<b>CCSS.ELA-Literacy.CCRA.R.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<b>CCSS.ELA-Literacy.RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects	Written, verbal and/or illustrated evidence (i.e. VTS discussion, graphic organizer, etc.) that demonstrates student ability to identify how the elements of art and principles of design create	<b>Books:</b> <i>The Mysteries of Harris Burdick</i> by Chris VanAllsburg

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	of a character or setting).	mood and/or details about a character or setting.	

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>PERFORM: Standard 1</b> Students will understand and apply media, techniques, and processes. <b>Standard 2</b> Students will use knowledge of structures and functions.			
<b>Spatial Aspects of Color</b> <ul style="list-style-type: none"> <li>Warm Colors Advance</li> <li>Cool Colors Recede</li> </ul>	Create a landscape using warm colors to advance and cool colors to recede	Demonstrate an understanding of warm and cool color spatial concepts	
<b>Painting Techniques</b> <ul style="list-style-type: none"> <li>Horizontal Brushstrokes</li> <li>Dry Brush</li> <li>Wet-on-Wet</li> <li>Hard Edge/Soft Edge</li> </ul>	Apply painting techniques with watercolor. This could be part of the project above. The landscape could be completed with the painting techniques.	Utilize correct vocabulary to describe techniques.  Demonstrate an understanding of how to use watercolor and brush techniques successfully.	<b>Website:</b> <a href="http://painting.about.com">painting.about.com</a> <a href="http://www.watercolorpainting.com">www.watercolorpainting.com</a>
<b>Painting Themes</b> <ul style="list-style-type: none"> <li>Still Life</li> <li>Landscape</li> <li>Cityscape</li> <li>Portraits/Self-portraits</li> <li>Seascapes/Riverscapes</li> </ul>	Create one of the following compositions: <ul style="list-style-type: none"> <li>Still Life</li> <li>Landscape</li> <li>Cityscape</li> <li>Portraits/Self-portraits</li> <li>Seascapes/Riverscapes</li> </ul>	Pre instruction: Sketch a landscape (or desired painting theme).  Demonstrate an understanding of landscape (or desired painting theme) vocabulary and the ideas used to create.	<b>Websites:</b> <a href="http://www.getty.edu">www.getty.edu</a> <a href="http://voices.yahoo.com">voices.yahoo.com</a> <a href="http://www.artprojectsforkids.org">www.artprojectsforkids.org</a> <a href="http://www.exploring-landscape-painting.com">www.exploring-landscape-painting.com</a> <a href="http://lessonplanspage.com">lessonplanspage.com</a>
<b>Spatial Relationships</b> <ul style="list-style-type: none"> <li>Horizontal/Vertical Formats</li> <li>Background, Middle</li> <li>Ground, Foreground</li> <li>Horizon Line</li> <li>On/above/below eye level</li> <li>Vanishing Points Relating to Linear Perspective</li> </ul>	Create a highway in one-point perspective and use spatial relationships to enhance the depth.	Post instruction: Create a drawing using 1 point perspective and develop the foreground, middle ground and background using spatial relationships include overlapping, size distance relationship, and placement on picture plane.  Demonstrate an understanding of illusion of	Look at a variety of landscapes that show a clear horizon line and illusion of depth.  <b>Websites:</b> <a href="http://www.olejarz.com">www.olejarz.com</a> <a href="http://www.technologystudent.com">www.technologystudent.com</a>



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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>Illusion of Depth</b> <ul style="list-style-type: none"> <li>Overlapping</li> <li>Diminishing sizes</li> <li>Placement on picture plane</li> </ul>		depth using spatial relationships in a composition	www.slideshare.net
<b>CREATE: Standard 3</b> Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<b>Reflect</b> <b>Compositional Planning</b>	Create art with intended purpose and/or meaning.	Post/post evidence comparing two works showing growth in student's ability to create details to support their purpose and/or meaning or post/ post evidence of students' ability to articulate purpose and/or meaning.	Art Institute of Chicago- Thematic
<b>Reflect</b> <b>Compositional Planning</b>	Communicate a personal experience through art.	Post/ post written, verbal and/or illustrated evidence of growth in students' ability to articulate a personal experience (e.g. all aspect of evidence fit within concept, students create images to represent words, students use colors to represent aspects of concept, etc.).	<b>Website:</b> VTS Stage Theory of Aesthetic Development <a href="http://www.vtshome.org/research/aesthetic-development">http://www.vtshome.org/research/aesthetic-development</a>
<b>RESPOND: Standard 4</b> Students will understand the visual arts in relation to history and cultures. <b>Standard 5</b> The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
<b>Historical Connections</b>	Compare and contrast different visual perspectives (i.e. bird's eye view, frontal view, side view, etc.) in historical and/or contemporary works of art.	After comparison of different visual perspectives, discuss a personal use of one of the visual perspective types.	<b>Website:</b> thehelpfulteacher.blogspot.com
<b>Characteristics of Art</b>	Incorporate suggestions from teachers and peers in one's own art.	Think pair share with a neighbor about art and discuss suggestions for improvement or specific areas of strength.	
<b>CONNECT: Standard 6</b> Students will make connections between visual arts and other disciplines.			

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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>CCSS.ELA-Literacy.CCRA.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Illustrated, verbal, and/ or written evidence of student identification of details and/ or event sequences in art created from memory or imagination.	

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>PERFORM:</b> <b>Standard 1</b> Students will understand and apply media, techniques, and processes. <b>Standard 2</b> Students will use knowledge of structures and functions.			
<b>Form Architecture</b> <ul style="list-style-type: none"> <li>Parts-to-whole relationships</li> <li>Shape-to-form</li> <li>Fine arts vs. functional</li> <li>Form-follows-function</li> <li>Careers</li> </ul>	Develop a plan and an elevation drawing (e.g. an animal home).	Pre instruction: Sketch a home (e.g. for an animal).  Post instruction: Develop a plan and an elevation drawing for a structure (e.g. draw a home for an animal, considering the needs, wants, and habitat of the animal in the design).	<b>Website:</b> Look at floor plans and elevation drawings and discuss the parts. <a href="http://blogs.getty.edu">blogs.getty.edu</a>
<b>Techniques and Processes</b> <ul style="list-style-type: none"> <li>Modeling</li> <li>Assembling</li> <li>Carving</li> </ul> <b>3-D Art Forms</b>	Restate and follow multi-step oral directions.  Practice clay techniques, scoring, pinching, pulling, adding parts, cutting parts away, etc.	Explanation of a completed process using all of the direction in the student's words.  Pre instruction: Sketch an object using shape to form.  Post instruction: Create an object using shape to form with clay or another moldable material.	
<b>Sculpture</b> <ul style="list-style-type: none"> <li>Shape-to-form relationships</li> <li>2-D vs. 3-D</li> </ul>	Model an animal from clay/model magic for the animal home created in the lesson above.	Demonstrate an understanding of 2D solid shapes to 3D forms	<b>Websites:</b> <a href="http://thevirtualinstructor.com">thevirtualinstructor.com</a> <a href="http://www.gettingtoknow.com">www.gettingtoknow.com</a> <a href="http://onlineschool.cusd.com">onlineschool.cusd.com</a>

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QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>CREATE: Standard 3</b> Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<b>Reflect Creative Process</b>	Create a sculptural piece based on a planning sketch.	Pre/post written, verbal, illustrative and/or recorded evidence that demonstrates student thought process regarding the process of creating a sculptural piece from a sketch (i.e. Why a medium was used instead of a different medium, etc.).	<b>Websites:</b> Art 21 <a href="http://www.art21.org/teach">http://www.art21.org/teach</a>
<b>RESPOND: Standard 4</b> Students will understand the visual arts in relation to history and cultures. <b>Standard 5</b> The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
<b>Historical Connections Characteristics of Art</b>	Discuss how a type of art changes in relation to different cultures (i.e. ceramic art from the Middle Eastern uses organic imagery, while ceramic art from Africa uses animal imagery).	Use knowledge of certain cultures to discuss and determine similarities and differences among similar styles of art. Sketch ideas about the noted differences.	Look up a particular style of art in different cultures to evaluate.
<b>CONNECT: Standard 6</b> Students will make connections between visual arts and other disciplines.			
<b>CCSS.ELA-Literacy.CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>CCSS.ELA-Literacy.RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	Written, verbal and/or illustrated evidence (i.e. VTS discussion, graphic organizer, etc.) that students are able to determine the main idea and explain how details support the main idea of an image or images (i.e. prints, written text, film clip, etc.).	