<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Content</th>
<th>Skills</th>
<th>Assessments</th>
<th>Standards/PIs</th>
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</thead>
</table>
| Who is Georgia O'Keeffe?                                 | LOOKING CLOSELY AT FLOWERS AND DRAWING WHAT YOU SEE: AN EXPLORATION OF ARTIST, GEORGIA O'KEEFFE | A1. Explored how Georgia O'Keeffe created her artwork and analyzed why she painted flowers the way she did.  
A2. Demonstrated an understanding of how flowers look if we draw an "up close" view.  
A3. Demonstrated the use line and color to create a flower.  
A4. Developed fine motor skills by practicing "pushing hard" with crayons to create lines and by using different size brushes when painting.  
A5. Learned about the work and life of an influential female artist in America. | A1-A5. Aesthetics and Criticism: Oral response, group discussion and outcome of project. Ability to use line, color, and space. Ability to use the entire piece of paper for the flower design and paint over the whole surface of the paper.  
A1-A5. Art Production: An "up close" flower crayon and watercolor resist | ARTS3-K4-4B  
ARTS3-K4-4A  
ARTS1-K4-4C  
ARTS4-K4-4C |
| What subject did she paint?                              |                                                                         |                                                                      |                                                                                |                     |
| Why did she depict a "close up" view of her subject?     |                                                                         |                                                                      |                                                                                |                     |
| If you could choose a subject to paint "up close," what would it be? Why? |                                                                         |                                                                      |                                                                                |                     |
| Resources:                                               |                                                                         |                                                                      |                                                                                |                     |
| Art Media - crayons, watercolors, brushes, water, large white paper |                                                                         |                                                                      |                                                                                |                     |
| Art History - "My Name is Georgia" (Children's book)     |                                                                         |                                                                      |                                                                                |                     |
| Various reproductions of Georgia O'Keeffe's flower paintings |                                                                         |                                                                      |                                                                                |                     |
A1-A4. Art Production: 3-D Paper Hat Sculpture | ARTS2-K4-4A  
ARTS3-K4-4B  
ARTS1-K4-4C  
ARTS1-K4-4A |
| What are some important characteristics of sculpture?    |                                                                         |                                                                      |                                                                                |                     |
| How can I create artwork that has form?                  |                                                                         |                                                                      |                                                                                |                     |
| Are hats 2-D or 3-D?                                     |                                                                         |                                                                      |                                                                                |                     |
| Why and when do we wear hats?                            |                                                                         |                                                                      |                                                                                |                     |
| Resources:                                               |                                                                         |                                                                      |                                                                                |                     |
| Art Media - pre-cut colored construction paper, glue, pencils. |                                                                         |                                                                      |                                                                                |                     |
| Art History - Powerpoint presentation of contemporary Irish designer, Philip Treacy and his hat sculptures. Visuals and real-life hat examples from the past and present. |                                                                         |                                                                      |                                                                                |                     |
A2. Demonstrated the use of balance, color and shape in their collage.  
A3. Explored technique and how to cut shapes to create a collage of their subject. | A1-A5. Aesthetics and Criticism: Oral response, group discussion, participation and outcome of project. Ability to use balance, color, and shape. Ability to work well with classmates during the collaborative parts of the project.  
A1-A5. Art Production: A Class Picture Book. Each student created one page of the book | ARTS1-K4-4A  
ARTS1-K4-4B  
ARTS1-K4-4E  
ARTS2-K4-4D  
ARTS3-K4-4D |
### Resources:
- Art Media: paint, paper, paint rollers, paint scrapers, sponges, large brushes, small brushes, scissors, glue, permanent markers.
- Art History: Students read and discussed a variety of Eric Carle's children's books. They watched a video segment that showed him in his studio and how he creates his collaged illustrations.

### December

<table>
<thead>
<tr>
<th>What are the different kinds of lines?</th>
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<tbody>
<tr>
<td>What are patterns?</td>
</tr>
<tr>
<td>What are geometric shapes? organic (abstract) shapes?</td>
</tr>
<tr>
<td>How is color used in a painting?</td>
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</tbody>
</table>

**Resources:**
- Art Media: paper, watercolor markers, permanent markers
- Art History: Kandinsky's painting, *Moscow I*
- Architecture books from the library; Visuals of New York City and other cities around the world.

**A1.** Identified, orally, the basic geometric shapes, different types of lines, and the difference between abstract shapes and geometric shapes.

**A2.** Identified, orally, the three characteristics (shape, color and line) of Kandinsky's paintings.

**A3.** Developed fine motor skills.

**A4.** Demonstrated and applied the use of line, color, and shape to create an abstract city.

**A5.** Identified, orally, characteristics of a city.

**A1-A5.** Aesthetics and Criticism: Oral response from group and individual discussion and outcome of projects. Ability to fill the whole paper with the city design. Ability to identify abstract and realistic shapes. Assessment of fine motor control. Ability to identify lines, colors and shapes.

**A1-A5.** Art Production: Abstract City

### January

<table>
<thead>
<tr>
<th>How does emotion affect works of art?</th>
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</thead>
<tbody>
<tr>
<td>How can you show emotion, action, in art?</td>
</tr>
</tbody>
</table>

**ACTIVE LINES**

**A.** Elements and Principles: Line, Balance, Rhythm

**Resources:**
- Art Media: black paper, string, paint
- Art History: Jackson Pollock (*"Action Jackson" children's book)*

**A1.** Distinguished the similarities between the rhythm we hear can hear in music and the rhythm we can see in artwork.

**A2.** Developed fine motor skills.

**A3.** Developed eye-hand coordination.

**A4.** Discovered and applied the different techniques of painting with string.

**A5.** Identified, orally, the "active" characteristics of Jackson Pollock's artwork.


**A1-A5.** Art Production: Action Paintings

### February

<table>
<thead>
<tr>
<th>Why is color so important when painting a picture?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does color affect your feelings when viewing a picture</td>
</tr>
</tbody>
</table>

**WARM AND COOL LANDSCAPES**

**A.** Elements and Principles: Line, Balance, Color, Space

**A1.** Distinguished the differences between warm and cool colors.

**A2.** Demonstrated and applied the proper holding of a brush (fine motor).

**A3.** Identified, orally, the three

**A1-A6.** Aesthetics and Criticism: Display and oral response, outcome of projects. Ability to identify warm and cool colors and fine motor control.

**A1-A6.** Art Production: Warm and Cool Landscape Painting

**A1-A6.** Art Production: Warm and Cool Landscape Painting

### ARTS1-K4-4A
### ARTS1-K4-4B
### ARTS1-K4-4C
### ARTS2-K4-4D
### ARTS3-K4-4A
### ARTS3-K4-4B
### ARTS3-K4-4C
### ARTS3-K4-4D

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**Print This Month**
### March

**PLAYGROUND SCULPTURES**


**A. Elements and Principles: Form, Shape, Line, Pattern**

**Resources:**

- Art Media - styrofoam plates, brown paint, assorted colors of pipe cleaners, assorted colors of pony beads, scissors.
- Art History - Contemporary sculptor, Richard Serra.

Various visuals of current playgrounds and playgrounds from the past (powerpoint).

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### April

**ROUSSEAU’S JUNGLE ANIMALS**


**A. Elements and Principles: Color, Form, and Pattern**

**Resources:**

- Art Media - Paper plates, giant crayons, construction paper, hole punches, scissors, and glue.
- Art History - Henri Rousseau’s works:
  - "Struggle between Tiger and Bull"
  - "In a Tropical Forest"
  - "Tropical Jungle"
  - "Suprised! Storm in the Forest"

Children’s book - *A Weekend with Rousseau* by Gilles Pazy

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**What are 2 dimensional objects?**

**What are 3 dimensional objects?**

**What are sculptures?**

**What are some of the things that you see in a playground?**

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**What are rain forests?**

**What do you see in rain forests?**

**What are some of the animals in rain forests?**

**What are habitats?**

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<table>
<thead>
<tr>
<th>Month</th>
<th>What are rain forests?</th>
<th>ROUSSEAU'S JUNGLE ANIMALS</th>
<th>A1. Identified, orally, the characteristics of Henri Rousseau's paintings.</th>
<th>ARTS1-K4-4A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What plants and animals do you see in a rain forest?</td>
<td>A. Elements and Principles: Color, Form, and Pattern</td>
<td>A2. Discovered and applied a mask making technique.</td>
<td>ARTS1-K4-4B</td>
</tr>
<tr>
<td></td>
<td>What are habitats?</td>
<td>&quot;Struggle between Tiger and Bull&quot;</td>
<td>A3. Participated in recreating/acting out a piece of artwork.</td>
<td>ARTS1-K4-4C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;In a Tropical Forest&quot;</td>
<td>A4. Developed fine motor skills.</td>
<td>ARTS1-K4-4E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Tropical Jungle&quot;</td>
<td>A5. Reproduced a 3-D animal face with construction paper.</td>
<td>ARTS2-K4-4D</td>
</tr>
<tr>
<td>June</td>
<td></td>
<td>&quot;Surprised! Storm in the Forest&quot;</td>
<td>A6. Developed cutting techniques.</td>
<td>ARTS3-K4-4C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Children's book - A Weekend with Rousseau by Gilles Pizy</td>
<td>A7. Identified, orally the characteristics of a jungle habitat.</td>
<td>ARTS3-K4-4A</td>
</tr>
<tr>
<td></td>
<td>What are some of the shapes used in ties?</td>
<td>PATTERNED FATHER'S DAY TIES - FASHION DESIGN</td>
<td>A8. Created a jungle collage using construction paper that became a backdrop for the &quot;acting out&quot; of Rousseau's painting.</td>
<td>ARTS4-K4-4C</td>
</tr>
<tr>
<td></td>
<td>What are geometric and organic shapes?</td>
<td>A. Elements and Principles: Line, Pattern, and Shape</td>
<td>A1. Identified, orally, different types of lines and the basic geometric shapes.</td>
<td>ARTS1-K4-4A</td>
</tr>
<tr>
<td></td>
<td>What are the characteristics of patterns?</td>
<td>Resources: Art Media - tag board, markers, rulers, stencils, pencils, and scissors</td>
<td>A2. Identified, orally, the characteristics of a pattern.</td>
<td>ARTS1-K4-4B</td>
</tr>
<tr>
<td></td>
<td>What is the meaning of contemporary?</td>
<td>Art History - Men's ties, online fashion designer websites that specialize in men's ties</td>
<td>A3. Discovered and explored an aspect of contemporary fashion design (men's ties).</td>
<td>ARTS2-K4-4D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A4. Explored how art and artmaking can connect to life experiences and contemporary culture.</td>
<td>ARTS3-K4-4A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A5. Demonstrated, developed, and applied the use of a pattern.</td>
<td>ARTS3-K4-4B</td>
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<td>ARTS4-K4-4B</td>
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<td></td>
<td>ARTS4-K4-4C</td>
</tr>
</tbody>
</table>

Key to Standards used in this Map:

- ARTS1-K4-4A [9 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4A - experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences. [Elementary]
- ARTS1-K4-4B [5 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4B - develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events. [Elementary]
- ARTS1-K4-4C [7 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4C - understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas. [Elementary]
- ARTS1-K4-4D [3 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4D - reveal through their own art work understanding of how art mediums and techniques influence their creative decisions. [Elementary]
- ARTS1-K4-4E [4 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4E - identify and use, in individual and group experiences, some of the roles
and means for designing, producing, and exhibiting art works. [Elementary]

ARTS2-K4-4A [1 occurrence] - ARTS Standard 2 - Key Idea 4 [Visual Arts] - Performance Indicator 4A - understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent. [Elementary]

ARTS2-K4-4D [7 occurrences] - ARTS Standard 2 - Key Idea 4 [Visual Arts] - Performance Indicator 4D - give examples of adults who make their livings in the arts professions. [Elementary]

ARTS3-K4-4A [6 occurrences] - ARTS Standard 3 - Key Idea 4 [Visual Arts] - Performance Indicator 4A - explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses. [Elementary]

ARTS3-K4-4B [5 occurrences] - ARTS Standard 3 - Key Idea 4 [Visual Arts] - Performance Indicator 4B - explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works. [Elementary]

ARTS3-K4-4C [4 occurrences] - ARTS Standard 3 - Key Idea 4 [Visual Arts] - Performance Indicator 4C - explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.). [Elementary]

ARTS3-K4-4D [3 occurrences] - ARTS Standard 3 - Key Idea 4 [Visual Arts] - Performance Indicator 4D - explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.). [Elementary]

ARTS4-K4-4A [1 occurrence] - ARTS Standard 4 - Key Idea 4 [Visual Arts] - Performance Indicator 4A - look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures. [Elementary]

ARTS4-K4-4B [2 occurrences] - ARTS Standard 4 - Key Idea 4 [Visual Arts] - Performance Indicator 4B - look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics. [Elementary]

ARTS4-K4-4C [4 occurrences] - ARTS Standard 4 - Key Idea 4 [Visual Arts] - Performance Indicator 4C - create art works that show the influence of a particular culture. [Elementary]