

Orton Art Curriculum Map 2025-2026

2nd & 3rd Grade Art Curriculum Map – Weekly, 30-Minute Classes

Quarter 1 – 8 Days

Essential Questions:

- How can I use line, shape, and color to express myself?
 - What makes a work of art unique to me?
 - How can artists help make our community more beautiful?
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Project 1: Artist Cards (Days 1–3)

- Focus: Line, shape, and color
 - Media: Copy paper, cardstock, colored pencil, markers
 - Skills: Basic design, template use, repetition, neat coloring
 - Outcome: 3 personalized artist cards – draft and final versions
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Project 2: Spooky Patterned Hat Portrait Collages (Days 4–6)

- Focus: Pattern, portrait, color, mixed media
 - Media: Printed student photos, watercolor, crayon, drawing paper
 - Process:
 - Draw and pattern hats
 - Create watercolor + crayon resist background
 - Assemble collages with photo, hat, and background
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Project 3: Color Theory Rocks (Days 7–8)

- Focus: Primary, secondary colors, and the color wheel
- Media: Acrylic paints, smooth rocks, paintbrushes
- Skills: Color mixing, brush control

- Community Connection: Display rocks in school garden for beautification
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Quarter 2 – 9 Days

Essential Questions:

- What can we learn from artists and cultures around the world?
 - How do artists use patterns, buildings, and nature in their art?
 - Why is it important to reflect on the art we make?
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Intro to World Art & Cultures (Day 1)

- Short slideshow or story-based intro to world art styles (Ghana, Japan, Arctic)
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Project 1: Woven Paper Kente Cloths (Days 2–3)

- Inspired by: Ghanaian Kente cloth
 - Focus: Pattern, weaving, color
 - Media: Construction paper, scissors, glue
 - Skills: Cutting, weaving, color planning
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Project 2: Japanese Pagoda Drawings (Days 4–6)

- Inspired by: Japanese architecture and landscape
 - Media: Drawing paper, fine-line markers, colored pencil or watercolor
 - Skills: Observational drawing, stacking forms, pattern detail
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Project 3: Inuit Winter Landscape (Days 7–8)

- Inspired by: Inuit environments and Arctic wildlife
 - Media: Watercolor background, white paper for animal drawings
 - Skills: Painting cool color washes, cutting, layering
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Reflection & Sharing (Day 9)

- Gallery walk or pair-and-share discussion about favorite cultural project
 - Teacher-led recap of learning
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Quarter 3 – 9 Days

Essential Questions:

- What can artists build with everyday materials?
 - How does sculpture help us see art in a new way?
 - How do artists use inspiration from nature and animals?
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Intro to Sculpture & Artists (Day 1)

- Slide intro or short videos of Calder, Bourgeois, Gaudi, etc.
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Project 1: Fairy/Gnome Houses (Days 2–4)

- Inspired by: Gaudi, folk art houses
 - Media: Paper towel rolls, paper, markers, glue, buttons, jewels
 - Skills: Constructing forms, decorative details, creativity with materials
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Project 2: Model Magic Pinch Pot Succulents (Days 5–6)

- Inspired by: Georgia O’Keeffe and ancient pottery
 - Media: Model Magic, paint or colored sharpies
 - Skills: Pinch construction, forming leaves/petals, surface detail
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Project 3: Wacky Bird Sculptures (Days 7–8)

- Inspired by: Picasso, Charley Harper, Indigenous totems
- Media: Cardboard, felt, pipe cleaners, wood blocks, glue
- Skills: 3D assembly, balancing shapes, expressive features

Reflection & Gallery Walk (Day 9)

- Set up sculpture displays for students to observe and comment on
 - Talk about favorite 3D project and why it was fun/challenging
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Quarter 4 – 6 Days

Essential Questions:

- What does abstract art make us feel?
 - How do colors help us show emotions in our art?
 - How can we show what we've learned through our own art choices?
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Intro to Abstract Art (Day 1)

- Brief intro to Kandinsky, Matisse, and Alma Thomas
 - Look at their bold use of shape, line, color, and movement
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Project 1: Spring Garden Tissue & Coffee Filter Flowers (Days 2–3)

- Media: Tissue paper, watercolor, coffee filters, pipe cleaners
 - Skills: Layering, cutting, color bleeding with watercolor
 - Outcome: A bouquet of flowers to give as a Mother's Day or caregiver gift
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Project 2: Emotion with Color Paintings (Days 4–5)

- Inspired by: Kandinsky, Frankenthaler
 - Focus: Color, emotion, brush movement
 - Media: Watercolor or tempera, large paper
 - Skills: Abstract expression, using color to convey mood
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Final Reflection & Presentation (Day 6)

- Students choose 1 favorite piece from the year
 - Present it with a sentence or two about what it shows or how it made them feel
 - Optional: create a simple “My Art Gallery” booklet with photos of their work
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Key Integrations

Art Skills & Concepts

- Elements of Art: line, shape, color, texture, space, form
 - Intro to Principles of Design: pattern, contrast, balance
 - Hands-on exploration of 2D (drawing, collage, painting) and 3D (sculpture, assemblage)
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Cultural Connections

- Ghana (Kente cloth)
 - Japan (Pagoda drawings)
 - Inuit/Arctic (Winter scenes)
 - Eastern European & Spanish architecture (Folk houses, Gaudi)
 - Indigenous and modern artists (Totem birds, Alma Thomas, Kandinsky)
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Social-Emotional Learning

- Student choice in materials and projects (abstract, personal expression)
 - Peer discussion during critiques builds communication skills
 - Art for community (garden rocks, Mother’s Day flowers) fosters connection and empathy
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Cross-Curricular Support

- ELA: Storytelling in portrait and animal artwork
- Math: Symmetry, weaving, measurement in sculpture
- Science: Animal habitats, plant life, seasons
- Social Studies: World cultures and traditions

4th Grade Art Curriculum Map (Weekly, 30 mins)

Quarter 1 (8 Days) – Elements of Art

Essential Questions:

- What are the elements of art?
- How can we use line, shape, form, and value to create expressive art?

Week	Lesson Focus	Activities/Project Work	Skills/Standards
Week 1	Intro to Artist Cards	Draft cards (2"x3") on copy paper using pencil (focus: line, shape)	Line, Shape
Week 2	Artist Cards Continued	Final cards on cardstock; outline with black marker	Fine Motor, Form
Week 3	Value Scale	Practice shading, value transitions	Value, Shading
Week 4	Artist Card Completion	Finalize cards and mount	Form, Composition
Week 5	Cat Eye Drawing	Draw cat eyes and noses using marker	Observation, Shape
Week 6	Fur Collage Creation	Construct background collage using fur-like texture	Texture, Collage
Week 7	Cat Eye Assembly	Assemble drawings to collage	Composition, Layering
Week 8	Color Theory & Rock Painting	Intro to warm colors, paint decorative rocks for garden	Color Mixing, Application

Quarter 2 (9 Days) – Perspective & Self-Expression

Essential Questions:

- How does perspective change how we see and draw?
- How can we express ourselves through art?

Week	Lesson Focus	Activities/Project Work	Skills/Standards
Week 1	Intro to Perspective	Perspective landscape drawing w/ colored pencil + marker	Space, Depth
Week 2	Perspective Landscapes	Complete and add color/details	Perspective, Detail

Week	Lesson Focus	Activities/Project Work	Skills/Standards
Week 3	Snowman Templates	Draw circles, decorate snowman parts	Shape, Design
Week 4	Cool Color Painting	Wax-resist backgrounds with cool colors	Color Theory, Painting
Week 5	Assemble Snowmen	Cut & glue snowmen to painted backgrounds	Composition
Week 6	Minecraft Portrait Intro	Use mirrors & graph paper to draw pixelated faces	Math Integration, Portraits
Week 7	Minecraft Portraits	Continue colored pencil self-portraits	Self-Expression
Week 8	Final Touches	Finalize and reflect	Detail Work
Week 9	Peer Sharing	Gallery walk/share with class	Critique, Reflection

■ Quarter 3 (9 Days) – Sculpture & Cultural Connections

Essential Questions:

- How can we use 3D materials to tell a story?
- What can we learn from art around the world?

Week	Lesson Focus	Activities/Project Work	Skills/Standards
Week 1	Architecture Intro	Study Gaudí/castles; draw plans	Design, Planning
Week 2	Castle Decoration	Decorate toilet rolls using mixed media	Collaboration, Craftsmanship
Week 3	Castle Assembly	Build collaborative castle sculpture	3D Form, Teamwork
Week 4	Coil Pots Base	Create coil bases from modeling clay or alternative	Clay Work, Pattern
Week 5	Bonsai Tree Tops	Use pipe cleaners and Wicki sticks for leaves	Mixed Media
Week 6	Assemble Trees	Combine parts and mount trees	Construction
Week 7	Henna History	Study Indian art, draw henna hands	Cultural Study, Line Work
Week 8	Henna Coloring	Color and embellish hands with patterns	Design, Symbolism
Week 9	Assemble & Display	Mount hands on sticks/bases	Presentation, 3D Display

Quarter 4 (6 Days) – Famous Artists & Final Projects

Essential Questions:

- How do artists influence us?
- How can we reflect on our growth as artists?

Week	Lesson Focus	Activities/Project Work	Skills/Standards
Week 1	Ruth Asawa Flowers	Draw silk flower still life in Asawa's line style	Observation, Line
Week 2	Mounting Gifts	Attach flower drawings to colored paper for Mother's Day	Presentation
Week 3	Warhol Pop Art Intro	Paint expressive backgrounds (x3)	Pop Art, Color Theory
Week 4	Donut Plate Drawing	Design foam printing plate with expressive lines	Texture, Printmaking
Week 5	Print Donuts	Print on all 3 backgrounds with black ink	Repetition, Contrast
Week 6	Spring Art Show	Choose piece, verbal reflection/present	Critique, Speaking

Key Integration Points

- Math: Grid/pixel work in Minecraft portraits, symmetry in design.
- Social Studies: Cultural connections in Quarter 3 (India, Europe).
- Science: Observation and natural forms (flowers, bonsai).
- ELA: Verbal reflections in final quarter for art show.

5th Grade Art Curriculum Map (Weekly, 30 mins)

Quarter 1: 8 Days

Essential Questions:

- How do artists use the elements of art to express ideas?
- How can we use art to contribute to our school community?

Project 1: Artist Cards (Days 1–3)

- Days 1–2: Drafts on copy paper using templates. Explore texture, form, and color.
- Day 3: Final cards on card stock using colored pencils and markers.
- Elements: Color, texture, form
- Materials: Templates, copy paper, card stock, markers, colored pencils

Project 2: Funky Skeletons (Days 4–6)

- Day 4: Introduction to line and shape. Light sketch of skeletons.
- Day 5: Add funky costume details, finalize drawings.
- Day 6: Use metallic markers on black paper for final artwork.
- Elements: Line, shape, form, color
- Materials: Black paper, metallic markers

Project 3: Painted Color Theory Rocks (Days 7–8)

- Day 7: Paint rocks using complementary colors. Discuss community beautification.
 - Day 8: Seal rocks (if possible), prepare for placement in school garden.
 - Elements: Color theory, community art
 - Materials: Rocks, paint, brushes, sealer (optional)
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Quarter 2: 9 Days

Essential Questions:

- How does perspective help us create space and depth in art?
 - How can patterns and color create mood in a composition?
 - How do artists evaluate their own work?
 - How do different cultures influence artistic choices?
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Project 1: 2-Point Perspective Fantasy Treehouses

(Days 1–4)

Cultural Perspective:

Incorporate inspiration from global treehouse architecture and traditional homes, such as:

- Papua New Guinea stilt houses
- Japanese teahouses
- Swiss alpine chalets
- African baobab tree dwellings

Day Breakdown:

- Day 1: Intro to 2-point perspective + slideshow of global treehouse structures and cultural styles.

- Day 2: Sketch fantasy treehouses using cultural elements as inspiration.
- Day 3: Add imaginative details with nods to chosen culture (e.g., patterns, roof shapes, materials).
- Day 4: Add color with markers/colored pencils.

Art Elements: Line, form, space, color

Skills: Perspective drawing, cultural appreciation, imaginative design

Project 2: Winter Bears with Patterned Sweaters

(Days 5–7)

Cultural Perspective:

Use sweater patterns inspired by global textile traditions:

- Scandinavian/Nordic winter patterns (snowflakes, symmetry)
- Andean/Incan geometric designs
- Navajo textile motifs
- Ukrainian/Slavic embroidery symbols

Day Breakdown:

- Day 5: Students choose a culture and design sweater patterns based on authentic textile motifs.
- Day 6: Paint cool color watercolor background to enhance the atmosphere.
- Day 7: Finalize assembly and discuss meaning of selected patterns.

Art Elements: Pattern, texture, color

Skills: Cultural design, watercolor technique, symbolic meaning in patterns

Project 3: Critique & Reflection

(Days 8–9)

- Day 8: Peer critique – students reflect on how they incorporated cultural elements in their work.
- Day 9: Reflection/discussion – “How did learning about other cultures influence your art and ideas?”

Skills: Art critique, cultural empathy, communication

Assessment: Focus on thoughtful integration of cultural symbols and respectful representation

Quarter 3: 9 Days

Essential Questions:

- How can we use layering and space to create a scene?
- What makes a sculpture visually interesting?
- How do artists give and receive feedback?

Project 1: Aquarium Dioramas Inspired by Rousseau

(Days 1–4)

- Day 1: Intro to Rousseau and layered backgrounds
- Day 2: Begin background layers with cut paper
- Day 3: Add final details (plants, coral, etc.)
- Day 4: Finalize diorama interiors

Project 2: Model Magic Fish Sculptures

(Days 5–7)

- Day 5: Sculpt fish with attention to form and texture
- Day 6: Paint and add fishing line for hanging
- Day 7: Set up fish in aquariums; class gallery walk

Project 3: Critique & Reflection

(Days 8–9)

- Day 8: Peer feedback on sculpture work (gallery style)
 - Day 9: Class reflection and discussion (What did you learn? What would you change?)
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Quarter 4: 6 Days

Essential Questions:

- How can artists use patterns and repetition to communicate ideas or feelings?
- How can everyday objects be transformed into creative tools?
- How do artists reflect on and evaluate their own work?

Project 1: Radial Mandala Prints for Mother's Day Cards

(Days 1–2)

Objective: Create radial designs that reflect care and beauty using simple printmaking techniques.

Materials:

- Styrofoam printing plates
- Pencils for carving designs
- Printing ink or paint
- Cardstock (for final Mother's Day cards)
- Brayers or foam rollers

Day Breakdown:

- Day 1:
 - Intro to radial symmetry and mandala design (cultural connection optional: Indian mandalas, Tibetan sand mandalas)
 - Students design and carve their mandala onto styrofoam
- Day 2:
 - Print radial mandala on cardstock to create a beautiful card
 - Optional: Add writing/message inside

Art Elements: Symmetry, pattern, repetition

Skills: Printmaking, radial design, craftsmanship

Project 2: Abstract Object Printing on Watercolor Background

(Days 3–5)

Objective: Explore abstraction and texture using everyday objects as printmaking tools.

Materials:

- Watercolor paper
- Watercolor paints
- Bubble wrap, textured cardboard, bottle caps, mesh, sponges, etc.
- Tempera paint or printmaking ink

- Trays and brayers/rollers

Day Breakdown:

- Day 3:
 - Paint expressive watercolor background (focus on color blending and mood)
- Day 4:
 - Explore printing with objects: stamp patterns and textures on dried backgrounds
- Day 5:
 - Add layers of printing, refine composition, and sign work

Art Elements: Texture, pattern, shape, color

Skills: Mixed media, experimental printmaking, layering

Final Project: Culminating Critique & Reflection

(Day 6)

Objective: Reflect on personal growth and artistic choices throughout the year.

Activity:

- Students select their favorite piece from the year
- Display artworks on desks or in a gallery-style format
- Class discussion and/or reflection questions:
 - What piece are you most proud of and why?
 - What was challenging for you as an artist this year?
 - How has your understanding of art changed?

Options: Verbal artist statement or small group presentations

Skills: Art critique, personal reflection, public speaking

Key Integrations

Art Concepts & Techniques

- Elements of Art: color, form, line, shape, texture, space, pattern
 - Principles of Design: balance, symmetry, contrast, repetition
 - Media Variety: drawing, painting, printmaking, sculpture, mixed media
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Cultural Connections

- Global architectural styles in fantasy treehouses
 - Cultural textile patterns in winter sweaters
 - Mandala printing inspired by Indian/Tibetan designs
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Cross-Curricular Links

- Math: perspective drawing, symmetry, geometry
 - Science: habitats (aquarium dioramas), insects, nature-inspired art
 - Social Studies: cultural appreciation and symbolism
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Social-Emotional Learning

- Personal expression and choice in projects
 - Class critiques and reflections for peer feedback
 - Community involvement through garden rock project and Mother's Day cards
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Skill Progression

- Builds from basic drawing and color theory (Q1)
- Introduces cultural design and perspective (Q2)
- Explores 3D, sculpture, and layering (Q3)
- Focuses on printmaking and artistic reflection (Q4)

6th Grade Art Curriculum Map – Weekly, 30-Minute Classes

Quarter 1 – 8 Days

Essential Questions:

- How do artists use the elements and principles of art to communicate ideas?
- How can art contribute to our school and community?

Project 1: Artist Cards (3 Days)

- Focus: Elements or principles (student choice), drawing, design
- Media: Copy paper (draft), cardstock (final), colored pencils, markers
- Skills: Drafting, outlining, coloring, use of templates
- Days 1–3: Create 3 artist cards — draft and final versions

Project 2: Spooky Monsters in a Jar (3 Days)

- Focus: Shape, form, and value
- Media: Jar template, colored pencils, markers
- Skills: Visual texture, shading, imaginative character design
- Days 4–6: Draw detailed monster scenes inside jar templates

Project 3: Painted Color Theory Rocks (2 Days)

- Focus: Analogous color schemes, community art
- Media: Rocks, acrylic paint, brushes, optional sealer
- Skills: Color blending, color theory, community display
- Days 7–8: Paint rocks and prepare for installation in the school garden

Quarter 2 – 9 Days

Essential Questions:

- How can artists use color and line to show mood or place?
- How do different cultures represent seasons and nature through art?

Project 1: Moon City Mixed Media (4 Days)

- Focus: Line, color, composition
- Media: Drawing (black pen or marker), watercolor, collage materials
- Skills: Mixed media layering, analogous painting, cityscapes
- Days 1–4: Draw city with expressive lines, paint background, collage moon

Project 2: Watercolor Snowflake Prints with Resist (4 Days)

- Focus: Pattern, texture, symmetry
- Cultural Connection: Study snowflake symbolism in Nordic, Japanese, and Russian winter art
- Media: White crayon, foam stamps, masking tape, watercolor
- Skills: Resist techniques, symmetry, cultural appreciation
- Days 5–8: Create snowflake designs, apply resist methods, paint backgrounds

Critique & Reflection (1 Day)

- Day 9: Class critique/discussion on Moon Cities and Snowflakes
- Discuss use of color, texture, and cultural symbolism

Quarter 3 – 9 Days

Essential Questions:

- How do artists use sculpture to express ideas or emotions?
- How do textiles and handcrafts connect us to culture and community?

Project 1: Paper Towel Roll Expressive People (3 Days)

- Focus: Form, line, emotion
- Media: Cardboard tubes, paper, markers, glue
- Skills: Sculpture, facial expression, basic 3D construction
- Days 1–3: Create expressive figures with emphasis on facial features and gesture

Project 2: Pop Art Tiny Food Sculptures (3 Days)

- Focus: Pop art, form, personal identity
- Media: Air-dry clay, paint
- Skills: Sculpting, painting, pop culture references
- Days 4–6: Sculpt and paint miniature foods inspired by Andy Warhol

Project 3: Sewn Glove Creatures (2 Days)

- Focus: Texture, form, symbolism in textiles
- Cultural Connection: Explore Guatemalan worry dolls, Peruvian soft crafts, or African textile animals
- Media: Knit gloves, buttons, fabric scraps, thread, stuffing, large needles
- Skills: Basic sewing, upcycling, character creation
- Days 7–8: Create glove creatures with sewn and stuffed features

Reflection & Critique (1 Day)

- Day 9: Share sculptures and sewn projects in small groups or gallery walk
- Reflect on personal challenges, growth, and cultural inspiration

Quarter 4 – 6 Days

Essential Questions:

- How can we use art to honor others and celebrate beauty?
- How can artists reuse materials in creative ways?
- How do we evaluate and reflect on our work as artists?

Project 1: Flower Mosaics for Mother’s Day (2 Days)

- Focus: Shape, pattern, composition
- Media: Student choice: cut paper, bottle caps, beads, foam, etc.
- Skills: Mosaic construction, color planning, honoring others
- Days 1–2: Plan and assemble flower mosaics for gift-giving

Project 2: Architecture Prints (3 Days)

- Focus: Line, shape, printmaking
- Media: Styrofoam printing plates, watercolor, brayers, ink/paint
- Skills: Printmaking, ghost printing, cityscape design
- Days 3–5: Paint colorful backgrounds, carve and print architecture designs

Final Culminating Critique (1 Day)

- Day 6: Students select their favorite piece from the year
 - Present or write reflections on what they learned and enjoyed most
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Key Integrations

Art Concepts & Skills

- Elements & Principles: color, form, line, shape, texture, value, balance, pattern
 - Media: drawing, painting, printmaking, sculpture, collage, sewing
 - Techniques: resist, shading, mosaic, layering, carving, stitching, ghost printing
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Cultural Connections

- Snowflake symbolism in global winter art (Quarter 2)
 - Textile creatures inspired by cultural traditions (Quarter 3)
 - Mandala-like artist cards, expressive sculpture, cityscapes with moon phases
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Social-Emotional Learning

- Choice-based projects (favorite elements/principles, materials, art selection)
- Reflective critiques each quarter to support self-expression and communication
- Mother’s Day and garden rock projects build empathy and community involvement

Cross-Curricular Links

- Science: Weather (snowflakes), plants (flowers), food
- Math: Symmetry, geometry (mosaics, prints)
- Social Studies: Cultural textiles, architectural influence
- Literacy: Artist statements, critiques, visual storytelling

7th Grade Art Curriculum Map – Weekly, 1-Hour Classes

Quarter 1 – 8 Days

Essential Questions:

- How do the elements of art and principles of design help artists express ideas?
 - How do artists use value to create emotion or mood?
 - How can art positively impact a school community?
-

Project 1: Artist Cards (Days 1–3)

- Focus: Elements or principles (student’s choice), creative decision-making
 - Media: Copy paper (drafts), cardstock (finals), colored pencil, marker, collage, pen, pastel, watercolor
 - Skills: Template use, visual storytelling, media experimentation
 - Outcome: 6 artist trading cards that reflect intentional use of design elements
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Project 2: Tim Burton-Inspired Charcoal & Pastel Self-Portraits (Days 4–6)

- Focus: Value, form, expression
- Media: Charcoal, pastel, drawing paper
- Skills: Charcoal value scale, stylization, shading, facial proportion
- Process:
 - Day 4: Complete charcoal value scale + intro to Burton’s style
 - Day 5: Sketch stylized self-portrait
 - Day 6: Final portrait in charcoal and pastel

Project 3: Painted Color Theory Rocks (Days 7–8)

- Focus: Tints and shades, value contrast, community art
 - Media: Acrylic paint, rocks, brushes, optional sealer
 - Skills: Mixing tints/shades, blending, brush control
 - Community Connection: Display in school garden
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Quarter 2 – 9 Days

Essential Questions:

- How can surrealism be used to exaggerate and distort reality?
 - How do artists reflect the mood of a season or place through color and mark-making?
 - What can we learn about ourselves and others through critique?
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Project 1: Salvador Dalí-Inspired Elongated Animals (Days 1–4)

- Focus: Surrealism, distortion, imaginative transformation
 - Media: Watercolor, markers, colored pencils
 - Skills: Creative sketching, detail work, wet-on-wet technique
 - Inspiration: Dalí’s elephants, giraffes, surreal landscapes
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Project 2: Claude Monet Winter Landscapes (Days 5–8)

- Focus: Impressionism, seasonal mood, color temperature
 - Media: Watercolor or pastels (student choice)
 - Skills: Impressionistic brushwork, layering, atmospheric depth
 - Inspiration: Monet’s snowy scenes and limited palettes
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Critique & Reflection (Day 9)

- Group critique and/or written reflections
 - Focus on personal interpretation and learning from peers
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■ Quarter 3 – 9 Days

Essential Questions:

- How can artists use sculpture to tell stories and represent identity?
 - How do different cultures use animals in symbolic and artistic ways?
 - How does form affect how we experience and interpret art?
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Project 1: Brancusi-Inspired Wire & Tape Figures (Days 1–3)

- Focus: Form, gesture, abstraction
 - Media: Wire, masking tape
 - Skills: Armature building, movement through shape, expressive posing
 - Inspiration: Constantin Brancusi's simplified forms
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Project 2: Wild Animal Head Sculptures (Days 4–8)

- Focus: Cultural symbolism, mixed media sculpture
 - Media: Paper towel rolls, cardboard, egg cartons, paper mâché, tempera/acrylic paint
 - Skills: Assemblage, texturing, paper mâché layering, painting
 - Cultural Connections: Students explore animals in African masks, Indigenous totems, Asian zodiac, etc.
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Reflection & Critique (Day 9)

- Share sculptures with table groups or gallery walk
 - Reflect on construction, cultural inspiration, and problem-solving
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■ Quarter 4 – 6 Days

Essential Questions:

- How do artists give meaningful gifts through art?
 - How can we use printmaking to explore repetition and movement?
 - How can we evaluate growth over time as artists?
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Project 1: Origami Mother's Day Gifts (Days 1–2)

- Focus: Precision, form, symbolism
 - Media: Origami paper, optional beads/ribbons for ornaments
 - Skills: Folding techniques, 3D construction, presentation
 - Student Choice: Origami object + optional personalization
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Project 2: Experimental Mono-Prints (Days 3–5)

- Focus: Line, shape, repetition, movement, balance
 - Media: Printmaking ink or paint, textured materials, cut paper, drawing tools
 - Skills: Layering, mark-making, ghost printing, composition building
 - Process: Use multiple tools and surfaces for creative mono-print exploration
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Final Culminating Critique (Day 6)

- Activity: Students choose their favorite artwork from the year
 - Options:
 - Present to class
 - Write a reflective artist statement
 - Create a display with a reflection card
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Key Integrations

Art Elements & Principles

- Core Focus: Value, form, line, texture, balance, movement, repetition
 - Students use media variety: drawing, painting, sculpture, printmaking, pastel, charcoal, watercolor
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Cultural & Artist Connections

- Salvador Dalí (Surrealism)
- Claude Monet (Impressionism)
- Constantin Brancusi (Modern Sculpture)
- Tim Burton (Stylized Portraiture)

- Cultural symbolism in animal forms (African, Indigenous, Asian art)
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Cross-Curricular Links

- ELA: Visual storytelling, artist statements, critique dialogue
 - Math: Symmetry (origami), pattern, proportion (portraits)
 - Social Studies: Cultural symbolism in animal masks and gifts
 - Science: Zoology (animal forms), geology (rock art)
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Social-Emotional Learning

- Student choice in materials, subject matter, and expression
- Reflective practices: critiques and artist statements every quarter
- Community contributions: Mother's Day gifts and garden rocks

8th Grade Art Curriculum Map – Weekly, 1-Hour Classes

Quarter 1 – 8 Days

Essential Questions:

- How can the elements and principles of art be used to communicate visually?
 - How do artists explore color to enhance expression and meaning?
 - What role can artists play in community spaces?
-

Project 1: Artist Cards (Days 1–3)

- Focus: Elements or principles of art (student choice)
 - Media: Copy paper, cardstock, colored pencils, markers, collage, watercolor, pastels
 - Skills: Concept development, media experimentation, design within constraints
 - Outcome: Set of 6 cards exploring different art elements or design principles
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Project 2: Haunted Scene Silhouettes with Pastels (Days 4–5)

- Focus: Silhouette composition, atmospheric perspective, contrast
 - Media: Black paper, soft pastels or chalk pastels
 - Skills: Blending, layering color, simplified forms in silhouette
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Project 3: Color Theory Rocks (Days 6–8)

- Focus: Color mixing, tints, shades, and value scales
 - Media: Acrylic paints, brushes, smooth rocks
 - Skills: Mixing color and value scales, precision painting
 - Community Tie-In: Displayed in the school garden
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Quarter 2 – 9 Days

Essential Questions:

- How do artists make choices about tools and surfaces?
 - What can silhouette and contrast tell us about space and form?
 - How do we learn from critique and reflection?
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Project 1: Linotype Prints on CDs (Days 1–4)

- Focus: Printmaking, texture, line, surface design
 - Media: Old CDs, scratch tools (pins, skewers, nails), ink or paint
 - Skills: Planning, scratch carving, pulling prints, reverse image understanding
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Project 2: Reversed Woodland Animal Silhouettes (Days 5–8)

- Focus: Positive and negative space, reflection, composition
 - Media: Watercolor, black construction paper, scissors, glue
 - Skills: Painting, cutting silhouettes, creating visual balance in a diptych
-

Critique & Reflection (Day 9)

- Whole class or small group discussion
- Focus on media experimentation, interpretation of form and contrast

■ Quarter 3 – 9 Days

Essential Questions:

- How can art be both imaginative and functional?
- How do artists use movement, shape, and layering to create depth?
- How can sculpture communicate identity or mood?

Project 1: Quirky Robot Drawings (Days 1–2)

- Focus: Perspective, mechanical detail, multiple views
- Media: Pen, pencil, marker, colored pencil
- Skills: Observation, design thinking, 2D-to-3D planning

Project 2: Robot Sculptures (Days 3–5)

- Focus: Sculpture, balance, assemblage
- Media: Air-dry or Sculpey clay, wire, screws, bolts, beads, metal scraps
- Skills: Armature building, joining mixed materials, character design

Project 3: 3D Layered Paper Series – Inspired by Kearny, Godwin & Matisse (Days 6–8)

- Focus: Layering, abstraction, repetition, movement
- Media: Cut paper, paint, glue, drawing tools
- Skills: Color harmony, mixed media collage, compositional flow
- Inspiration:
 - Annette Kearny – sculptural collage
 - Meryl Godwin – movement in layered forms
 - Henri Matisse – color and organic shape

Reflection & Critique (Day 9)

- Student-led feedback sessions
- Sketchbook writing or group gallery walk

■ Quarter 4 – 6 Days

Essential Questions:

- How can art express gratitude and relationships?
- How do artists decide what matters most in their creative identity?
- How do we assess our growth over time?

🌻 Project 1: Radial Sun Cards for Mother’s Day (Days 1–2)

- Focus: Radial symmetry, warmth, pattern, and repetition
- Media: Watercolor, colored pencil, fine-liner pens, markers
- Skills: Designing in a radial layout, layering media
- Presentation: Mounted on cards as gifts

👨🎨 Project 2: Final Independent Project (Days 3–5)

- Focus: Personal expression, synthesis of techniques
- Media: Student choice from classroom materials
- Requirements:
 - Reflect who they are as an artist
 - Include at least 3 techniques learned this year
- Support: Planning sheet, teacher check-in, artist statement writing or verbal recitation

🎓 Final Culminating Critique (Day 6)

- Present final work and artist statements
- Reflect as a class on growth, risk-taking, and artistic identity

🌟 Key Integrations

🎨 Art Elements & Principles

- Focused throughout the year: value, shape, line, texture, form, color, balance, symmetry, contrast, movement
 - Variety of 2D and 3D materials: drawing, painting, sculpture, printmaking, cut paper, pastels, mixed media
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Cultural & Artist Connections

- Annette Kearny, Meryl Godwin, Henri Matisse: Layered collage and movement
 - Silhouette and landscape art traditions (from shadow puppetry to contemporary design)
 - Printmaking from scratch surfaces (connected to early forms of relief and etching)
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Cross-Curricular Links

- Science: Color theory, reflection/symmetry, robotics
 - Math: Radial symmetry, scale, proportions in sculpture
 - ELA: Artist statements, visual storytelling
 - Tech/Engineering: Use of repurposed materials in sculptures and robot construction
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Social-Emotional Learning

- Emphasis on student voice and identity (especially in final project)
- Ongoing reflection and critique build confidence, communication, and ownership
- Community connections through Mother's Day cards and school garden rocks

ChapGPT Prompt:

Design an art curriculum map for 6th grade students who meet once weekly for 30 minutes. Please add essential questions at the beginning of each quarter summary. The first quarter is 8 days long. The first project will be 3 artist cards drawn on copy paper (draft) and card stock (final) using a template with emphasis on elements of art or principles of design (student's choice) using colored pencil and markers. The next project will be Spooky monsters in a jar using a jar template drawn with colored pencils and markers with an emphasis on shape, form, and value. The last project of the quarter will be painted color theory rocks with emphasis on analogous color schemes. The rocks will be placed in the school garden as a community beautification project. Quarter 2 is 9 days long. It will begin with Moon City mixed media drawings (drawing, painting, collage) using a variety of lines to draw cities and analogous to paint backgrounds and yellow crescent moons. The next project will be watercolor snowflake

prints with resist (foam shapes, white crayon, masking tape). Incorporate cultural perspectives in this quarter. The last day of the quarter will be used for critique and reflection. Quarter 3 is 9 days long. It will begin with Paper towel roll expressive people focusing basic sculpture and construction techniques and on how artists use lines to make facial expressions. Next, students will sculpt Andy Warhol pop art tiny sculptures of favorite foods using air dry clay. The last project will be sewn glove creatures using donated and collected knit gloves, buttons, fabric remnants, fluff for stuffing, embroidery thread and large needles. Incorporate a cultural perspective with textiles in the sewn glove creatures project. The last day of the quarter will be used for reflection and critique. Quarter 4 will have 6 days. It will begin with flower mosaics for Mother's Day gifts. Mosaics can be made from student's choice of materials (cut paper, bottle caps, beads, etc..) The last project of the year will be architecture prints on styrofoam printing plates. Students will paint a colorful background with watercolors to print and ghost print their cities on. The last day of the quarter will be used for a final culminating critique where students choose a favorite artwork to discuss and reflect on. Highlight key integrations from the year at the end of the curriculum map.