



Los Angeles Unified School District- Arts Education Branch

Elementary Visual Arts Instructional Guide

INTRODUCTION

This section contains the following information:

- I. Overview
- II. Blueprints
- III. Benchmarks

I. OVERVIEW

The Curriculum Overview provides at one glance a complete list by grade of Grade Level Focus, Module Title, and PERFORMANCE TASK for each grade level.

Grade Focus

Each Grade level of instruction is identified and organized by a single, overarching theme or "focus" distilled from the Standards and Big Ideas for that grade

Curriculum for each grade is divided up into a series of **Modules**, each of which represents an **Enduring Understanding**. Modules are not ordered by any specific sequence. They comprise an Enduring Understanding, a **Performance Task**, a series of Steps containing lesson ideas, and recommended **Assessment Strategies**.

II. BLUEPRINTS

Visual Arts Communicate Ideas and Express the Values of Cultures

Kindergarten

Focus: ART IS ALL AROUND US.

Where do you see art?

	Enduring Understandings	Assessed Standards
Module 1	The elements of art are all around us. <i>What is art?</i> <i>Where do you see the elements of art?</i> Choose one artwork from your portfolio. Share orally with the class at the kinds of lines, shapes, or colors used in the artwork. Tell what the artwork is about and why you chose to talk about it	1.3 4.1 3.3 - spiraling standard (1.3, 2.2, 2.3 recommended)
Module 2	Art can tell stories about people. <i>How does art tell stories?</i> <i>Create an artwork (mural, painting, collage, drawing, etc.) that shows people doing something together. Describe what the people are doing. What are some clues that show what they are doing?</i>	3.2 3.2, 2.4 (2.6 recommended) 3.3 - spiraling standard
Module 3	People use art for many reasons. <i>How do people use art?</i> Choose an artwork that you made that can be used. Tell how and you made it and how it can be used.	3.1 4.3 (2.1, 5.2 - recommended) 3.3 - spiraling standard
Module 4	Art can be 3 dimensional <i>What is 3-D art?</i> Choose one of the artworks you made for this module. Why did you choose the artwork? How did you make it 3-D?	2.7 4.3, 2.2 (3.3, 1.2)

NOTE: Standards in **bold** are Essential Standards

Grade 1

Focus: ART TELLS US ABOUT THE WORLD.

What does art tell us?

	Enduring Understandings	Assessed Standards
Module 1	<p>Artists discuss how they use the elements of art in their work. <i>How do artists use the elements of art?</i> Look through your portfolio and choose an artwork. Explain how you used at least two elements of art (line, shape, color, texture, form). Identify the subject matter.</p>	<p>1.3 2.4, 4.1 (2.1, 2.2) 3.2-spiraling standard</p>
Module 2	<p>Artists choose different subjects for their work. <i>What subjects do artists choose for their art?</i> Choose an artwork from your portfolio: Describe the subject you chose to depict. How did you demonstrate it? (process) What materials did you use? (media and tools)</p>	<p>3.2 3.3 4.4 (2.6, 2.8, 1.2, 4.3) 3.2-spiraling standard</p>
Module 3	<p>Artists design everyday objects. <i>What everyday objects are designed?</i> Look at the various everyday objects you designed. Choose one and tell what it would be used for. Explain your design.</p>	<p>3.1 4.2 (2.3, 2.8, 5.4) 3.2-spiraling standard</p>
Module 4	<p>Artists from all over the world make works of art. <i>How does art look in different parts of the world?</i> With a partner, choose 2 artworks from different cultures. Tell how they are the same/different.</p>	<p>3.4 3.3 1.2, 2.8, 5.2 3.2 spiraling standard</p>

NOTE: Standards in **bold** are Essential Standards

Grade 2
Focus: Art Expresses Ideas
How does art express ideas?

	Enduring Understandings	Assessed Standards
Module 1	<p>Artists use a variety of media, tools, and materials. <i>What are the tools and media that artists use?</i> Create or choose an artwork that uses your favorite media. Why is it your favorite?</p>	<p>2.2 2.1 (2.3, 4.1, 4.2) 3.1 spiraling standard</p>
Module 2	<p>Artists express ideas. <i>What ideas do artists express?</i> Compare and contrast the ideas in your artwork to the ideas in another artwork.</p>	<p>4.1 1.3, 5.3 (1.2,2.4,2.3) 3.1</p>
Module 3	<p>Artists express ideas within their communities. <i>What is a community?</i> <i>How are artists part of the community?</i> <i>What do artists in our community do?</i> Create an artwork to be displayed in your community(e.g. mural, statue, mosaic, advertisement, flyer). Explain the ideas behind it.</p>	<p>3.1 5.4 3.1 spiraling standard</p>
Module 4	<p>People use art in events and celebrations. <i>How do people use art in celebrations?</i> Select one or more artworks. Explain (verbally, written, checklist) the purpose for the artwork and the celebration it commemorates.</p>	<p>3.3 3.2 (1.1,1.3, 2.1, 2.5, 3.1) 3.1 spiraling standard</p>

NOTE: Standards in **bold** are Essential Standards

Grade 3

Focus: DAILY LIFE INSPIRES ARTISTS.

How does life inspire artists?

	Enduring Understandings	Assessed Standards
Module 1	<p>Artists make art about what they see, think and feel. <i>Why do artists make art?</i> <i>How do artists express what they see, think and feel?</i> Select a drawing from your sketch book. Create an artwork based on your sketches.</p>	<p>2.4 1.5 (2.2, 4.1) 2.1-spiraling standard</p>
Module 2	<p>Artists make art to show how they see different places. <i>Why do artists make art about different places?</i> Look at two different landscapes, seascapes or cityscapes. Compare and contrast the two artworks, including the artists' use of space. (You may work with a partner, pair share, use a circle map to describe each artwork.)</p>	<p>4.1 3.1,1.3 (2.3) 2.1-spiraling standard</p>
Module 3	<p>Art affects people's lives. <i>How does art affect your life?</i> Show your knowledge of different careers in the arts that affect people's lives, such as architect, fashion designer, animator, muralist, industrial designer. Explain what each artist does and how their work affects people's lives.</p>	<p>5.4 2.1 -spiraling standard</p>

NOTE: Standards in **bold** are Essential Standards

Grade 4

Focus: ARTISTS CREATE ART BASED ON LIFE EXPERIENCES.

Why do artists document their experiences?

	Enduring Understandings	Assessed Standards
Module 1	<p>Understanding the language of art helps you see and discuss art with clarity. <i>How does the language of art help us to discuss/see art better?</i> Write a response to an artwork (at beginning of module AND the same artwork again at the end of module). Discuss how the language of art is used in the artwork. Compare the two responses – how have you been able to clarify your ideas?</p>	4.1 essential 1.5 supporting 3.1, 4.5 spiraling (1.1, 1.3, 1.5, 2.8)
Module 2	<p>Artists make figurative art based on life experiences. <i>Why do artists show people in different ways?</i> Create a portrait or figurative work that either uses correct or incorrect proportion. Explain your use of proportion. What does the artwork say about you?</p>	2.2 essential 1.4 support 3.1, 4.5 spiraling (4.3,1.2, 1.5, 2.1, 2.3, 2.6)
Module 3	<p>Artists document people and their lives. <i>Why do people document people and their lives?</i> Create an artwork that contains symbols, objects, colors, etc. that are a reflection of your life. Explain your choices.</p>	3.1 essential 5.3 supporting 3.1, 4.5 spiral (1.4, 2.2, 2.5 recommended)

NOTE: Standards in **bold** are Essential Standards

Grade 5

Focus: ART IS A REFLECTION OF CULTURE.

How does art reflect culture?

	Enduring Understandings	Assessed Standards
pre-module	review module - if needed (does not have a separate enduring understanding)	1.2, 1.3, 2.2
Module 1	Different cultures have various purposes for creating art. <i>What is culture?</i> <i>What are different purposes for creating art?</i> Using the culture you studied, choose 3 artworks and identify the purpose of each one (e.g. utilitarian, celebratory, religious, etc).	4.2 essential 2.7, 5.2 supporting
Module 2	Artists make choices based on their values, opinions, and personal insights. <i>How do artists make choices about their work?</i> Choose an artwork you created. Explain what you communicated in your artwork. What criteria did you use? How did you meet your criteria?	2.7 essential 4.4 supporting (2.4, 2.5, 2.6 recommended)

NOTE: Standards in **bold** are Essential Standards

III. BENCHMARKS

Benchmarks: Visual Arts, Grade 2

Visual Arts communicate ideas and express the values of culture

PROCESSES	BENCHMARKS	COMPONENTS
Analyzing	Identify and describe the use of the elements of art (line, shape, color, texture, space)	Elements of art
Exploring	Identify the elements of art in artworks.	Elements of art
Conceptualizing	Create works of art using depth	Depth
Communicating	Create expressive works of art that contrast warm/cool colors. Create a portrait that expresses personality.	Warm/cool colors Portrait that expresses personality Opposites
Practicing	Create works of art using basic tools and art making processes (printmaking, rubbings, collage) with various media (oil pastels, watercolors, tempera)	Printmaking Rubbings Collage

Judging	Use appropriate art vocabulary to compare works of art	Art vocabulary Comparison
Interpreting	Analyze/explore how artists use their work to share experiences and ideas. Analyze art objects across time and through various cultures.	Expression of culture Expression of artist

Benchmarks: Visual Arts, Grade 5

Visual Arts communicate ideas and express the values of culture

PROCESSES	BENCHMARKS	COMPONENTS
Analyzing	Analyze the use of the principles of design (unity, harmony) and elements of art Analyze works of art within a	Principles of design Fine, traditional and folk art

	culture	
Exploring	Explain how artists play a role in everyday environment.	Architecture Visual media Photography Fashion
Conceptualizing	Demonstrate an understanding of visual perspective	Perspective
Communicating	Explain how artists use mixed media expressively. Create works of art that illustrate values, opinions or personal insights	Mixed media Representational/abstract/ non-representational Symbols Values, opinions
Practicing	Demonstrate skill in a variety of drawing techniques. Demonstrate understanding of technology as a tool for artmaking.	Gesture, contour Electronic media
Judging	Create criteria individually and collaboratively	Criteria

		Revision Reflection
Interpreting	Analyze/explore how museums contribute to art conservation. Analyze purposes for art in specific culture Identify graphic symbols which convey ideas and information	Art making purpose Icons Art from different eras