### Essential Questions

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| 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 | ARTS-K4-4B  
ARTS-K4-4A  
ARTS1-K4-4C  
ARTS4-K4-4C |
| SCULPTURE: 3-DIMENSIONAL FORM                                           | A1. Demonstrated the use of form and space.  
A2. Demonstrated an understanding of the difference between 2-D and 3-D artwork.  
A3. Demonstrated proper gluing technique to create a strong, stable sculpture.  
A1-A4. Art Production: 3-D Paper Hat Sculpture | ARTS2-K4-4A  
ARTS3-K4-4B  
ARTS1-K4-4C  
ARTS1-K4-4A |
| ILLUSTRATORS, AUTHORS AND COLLAGE                                       | A1. Demonstrated an understanding of how Eric Carle makes his painted papers for collage by creating their own.  
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 - 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
- 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.
- A. Elements and Principles: Line, Shape, Color, Space
- A. Elements and Principles: Form and Space

### Standards/PIs:

- ARTS-K4-4B
- ARTS-K4-4A
- ARTS1-K4-4C
- ARTS4-K4-4C
- ARTS2-K4-4A
- ARTS3-K4-4B
- ARTS1-K4-4C
- ARTS1-K4-4A
- 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.

- Worked respectfully and in collaboration with peers to create a class book.
- Created a complete sentence about their illustration to handwrite and add to their collage and the class book.

### December

**What are the different kinds of lines?**

**What are patterns?**

**What are geometric shapes?**  
organic (abstract) shapes?  

**How is color used in a painting?**

### What are the different kinds of lines?

**SHAPES, LINES, COLORS, AND KANDINSKY**

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**

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

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**A1**  
Distinguished the similarities between the rhythm we hear and 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. 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**

### ARTS1-K4-4A  
ARTS1-K4-4B  
ARTS1-K4-4C  
ARTS1-K4-4D  
ARTS2-K4-4D  
ARTS3-K4-4B  
ARTS3-K4-4C  
ARTS3-K4-4D  
ARTS4-K4-4B

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**How does emotion affect works of art?**

**How can you show emotion, action, in art?**

### 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 and 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. Aesthetics and Criticism:

Oral response from group and individual discussion and outcome of projects. Ability to identify rhythm in selected artwork.

### A1-A5. Art Production:

**Action Paintings**

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

**How is color used in a painting?**

**How does color affect your feelings when viewing a picture?**

### WARM AND COOL LANDSCAPES

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

**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**  
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**

### ARTS1-K4-4A  
ARTS1-K4-4B  
ARTS1-K4-4C  
ARTS1-K4-4D  
ARTS2-K4-4D  
ARTS3-K4-4B  
ARTS3-K4-4C  
ARTS3-K4-4D  
ARTS4-K4-4B

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**Why is color so important when painting a picture?**

**How does color affect your feelings when viewing a picture?**

### February

**What are the warm colors?**  
What are the cool colors?

### ARTS1-K4-4A  
ARTS1-K4-4B  
ARTS1-K4-4C  
ARTS2-K4-4D  
ARTS3-K4-4B  
ARTS3-K4-4C  
ARTS3-K4-4D  
ARTS4-K4-4B

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<table>
<thead>
<tr>
<th>March</th>
<th>What are 2 dimensional objects?</th>
<th>PLAYGROUND SCULPTURES</th>
<th>A1. Developed fine motor skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are 3 dimensional objects?</td>
<td>A2. Identified, orally, the characteristics of a sculpture.</td>
<td></td>
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<tr>
<td></td>
<td>What are sculptures?</td>
<td>A3. Translated ideas about a playground into a 3-dimensional form.</td>
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<td></td>
<td>What are some of the things that you see in a playground?</td>
<td>A4. Evaluated the differences between a painting and a sculpture.</td>
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<td></td>
<td>A5. Identified, orally, the differences between form and shape.</td>
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<td>A1-A5. Art Production: Playground Sculptures</td>
<td></td>
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</tbody>
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| 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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<thead>
<tr>
<th>April</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What do you see in rain forests?</td>
<td>A2. Discovered and applied a mask making technique.</td>
<td></td>
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<tr>
<td></td>
<td>What are some of the animals in rain forests?</td>
<td>A3. Participated in recreating/acting out a piece of artwork.</td>
<td></td>
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<tr>
<td></td>
<td>What are habitats?</td>
<td>A4. Developed fine motor skills.</td>
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<td></td>
<td></td>
<td>A5. Reproduced a 3-D animal face with construction paper.</td>
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<td></td>
<td></td>
<td>A6. Developed cutting techniques.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A1-A8. Aesthetics and Criticism: Display and oral response, outcome of projects. Ability to identify the characteristics of Henri Rousseau's paintings and aspects of his life that influenced his work. Ability to create a realistic mask of a bull, monkey, tiger or lion. Participation and active involvement in the &quot;recreation&quot; of the Rousseau painting.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Art Media - Paper plates, giant crayons, construction paper, hole punchers, scissors, and glue. |
| Art History - Henri Rousseau's works: |
| &quot;Struggle between Tiger and Bull&quot; |
| &quot;In a Tropical Forest&quot; |
| &quot;Tropical Jungle&quot; |
| &quot;Surprised! Storm in the Forest&quot; |
| Children's book - <em>A Weekend with Rousseau</em> by Gilles Pazy |</p>
<table>
<thead>
<tr>
<th>Date</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>
</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>
</tr>
<tr>
<td></td>
<td>What are habitats?</td>
<td>A. Identified, orally, the characteristics of a jungle habitat.</td>
<td>A3. Participated in recreating/acting out a piece of artwork.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2. In a Tropical Forest</td>
<td>A5. Reproduced a 3-D animal face with construction paper.</td>
</tr>
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<tr>
<th>June</th>
<th>What are some of the shapes used in ties?</th>
<th>PATTERNED FATHER'S DAY TIES - FASHION DESIGN</th>
<th>A1. Identified, orally, different types of lines and the basic geometric shapes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are geometric and organic shapes?</td>
<td>A. Elements and Principles: Line, Pattern, and Shape</td>
<td>A2. Identified, orally, the characteristics of a pattern.</td>
</tr>
<tr>
<td></td>
<td>What are the characteristics of patterns?</td>
<td>Resources:</td>
<td>A3. Discovered and explored an aspect of contemporary fashion design (men's ties).</td>
</tr>
<tr>
<td></td>
<td>What is the meaning of contemporary?</td>
<td>Art Media - tag board, markers, rulers, stencils, pencils, and scissors</td>
<td>A4. Explored how art and artmaking can connect to life experiences and contemporary culture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art History - Men's ties, online fashion designer websites that specialize in men's ties</td>
<td>A5. Demonstrated, developed, and applied the use of a pattern.</td>
</tr>
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</table>

A1-A8. Aesthetics and Criticism: Display and oral response, outcome of projects. Ability to identify the characteristics of Henri Rousseau's paintings and aspects of his life that influenced his work. Ability to create a realistic mask of a bull, monkey, tiger or lion. Participation and active involvement in the "recreation" of the Rousseau painting.


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]
Take a look at the paintings above and what do you see: a series of erotic, sexually charged artworks? Or just artfully arranged petals? Her early flower series caused an art-world sensation in the 1920s, propelling Georgia O’Keeffe to fame and notoriety with a little help from her mentor and subsequent lover the photographer Alfred Stieglitz. But Georgia O’Keeffe, one of the most famous female painters in American history, was far more than a mere purveyor of floral fleshy folds erotic or otherwise. A founder of American modernism (painters who stuck a finger up at the Enlightenment ide