

The textbook used at the elementary level is the SRA "Art Connections". This textbook series assures that all the units cover the required Sunshine State Standards.

| Key Concepts/Lessons               | Vocabulary                                                                              | Suggested Projects & Media                                                                                   | Suggested Art & Artists                         | Instructional Resources                                                                    | Assessment                                                                 |
|------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Introduction</b><br><b>LINE</b> | line, shape, value                                                                      |                                                                                                              | Jane Quick-to-See Smith (Master Artist Profile) | Lit & Art: Jumanji<br>Illustrator Profile:<br>Garth Williams                               |                                                                            |
| <b>Line</b><br>Lesson 1            | vertical, horizontal, thin, thick, diagonal, curved, zigzag, long, short, rough, smooth | <ul style="list-style-type: none"> <li>Mixed media collage w/paper, fabric, yarn</li> </ul>                  | Jackson Pollock<br>Huipil Weaving               | Reading & Writing<br>Test Prep, pp.6-7<br>Flash Cards 1-6<br>Large Prints 61, 62           | Expression with Lines, pp. 9-10<br>Creative Expression Rubric p. 89        |
| <b>Line</b><br>Lesson 2            | perception, contour, and gesture drawing                                                | <ul style="list-style-type: none"> <li><b>Contour drawing w/ felt tip pen</b></li> </ul>                     | Edgar Degas<br>Henri de Toulouse-Lautrec        | Reading & Writing<br>Test Prep, pp.8-9<br>Flash Cards 1-6<br>Large Prints 61, 62           | Perception Drawing, pp. 11-12<br>Creative Expression Rubric p. 89          |
| <b>Shape</b><br>Lesson 3           | geometric, complex geometric, free-form                                                 | <ul style="list-style-type: none"> <li><b>Still life drawing *</b></li> </ul>                                | Georges Braque<br>Paul Cezanne                  | Reading & Writing<br>Test Prep, pp. 10-11<br>Large Prints 61, 62                           | Geometric/Free Form Shapes, pp. 13-14<br>Creative Expression Rubric, p. 90 |
| <b>Value</b><br>Lesson 4           | light, dark, hatching, crosshatching                                                    | <ul style="list-style-type: none"> <li>Drawing of model using hatching w/pencil</li> </ul>                   | Elizabeth Catlett<br>James McNeill Whistler     | Reading & Writing<br>Test Prep, pp. 12-13<br>Flash Cards 1-3, 10,11<br>Large Print 61      | Value with Hatching, pp. 15-16<br>Creative Expression Rubric, p. 90        |
| <b>Value</b><br>Lesson 5           | blending                                                                                | <ul style="list-style-type: none"> <li><b>Still life drawing with values w/charcoal or pencil</b></li> </ul> | Charles Sheeler<br>Diego Rivera                 | Reading & Writing<br>Test Prep, pp. 14-15<br>Flash Cards 11,18<br>Large Prints 61, 62      | Value with Blending, pp. 17-18<br>Creative Expression Rubric, p. 91        |
| <b>Value</b><br>Lesson 6           | contrast, highlights                                                                    | <ul style="list-style-type: none"> <li><b>Black &amp; white photography</b></li> </ul>                       | Paul Strand<br>Ansel Adams                      | Reading & Writing<br>Test Prep, pp. 16-17<br>Flash Cards 11,14,17,20<br>Large Prints 61,62 | Value Contrast, pp. 19-20<br>Creative Expression Rubric, p. 91             |
| <b>Wrapping Up</b>                 | line, shape, value                                                                      |                                                                                                              | Raoul Dufy                                      | Art Source: Voice of the Woods                                                             |                                                                            |

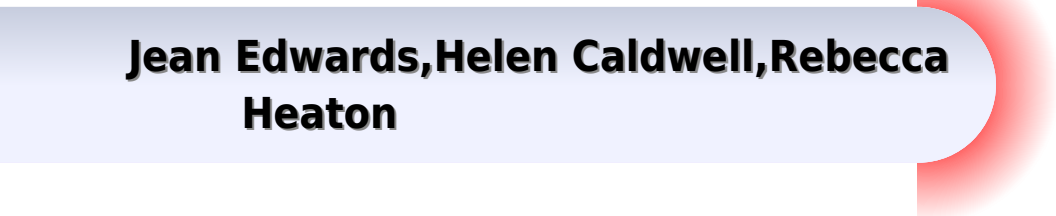
\*Lesson plans in test calls for computer generated still life; you may adapt this lesson to another media (claym, paint, oil panel, etc.)

\*Lessons highlighted are the recommended lessons. The others may be done depending on time/schedule

Additional Resources/Websites: [www.artbro-fu.edu](http://www.artbro-fu.edu) [www.aga.gov/feature/pollock](http://www.aga.gov/feature/pollock) [www.philamuseum.org](http://www.philamuseum.org) [www.scribbleskidsart.com](http://www.scribbleskidsart.com)  
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# Visual Art Curriculum Mapping 201

**Jean Edwards, Helen Caldwell, Rebecca  
Heaton**



## **Visual Art Curriculum Mapping 201:**

*Art in the Primary School* Jean Edwards, Helen Caldwell, Rebecca Heaton, 2021-04-28 *Art in the Primary School* is an introductory textbook and a second edition to *Teaching Primary Art* exploring the underpinning philosophy and pedagogy of teaching and learning art including how and why digital tools and technologies can be integrated This book considers practical aspects of teaching art focusing on key processes of art making that children might experience in primary schools It is based around the idea that digital tools and technologies can and should be integrated into the learning and teaching of art exploring What art is like in the primary school why it should be taught and what is included in the curriculum How learning is planned assessed taught and supported in the classroom Learning about and from artists and how digital technology can be part of the art curriculum Key processes such as drawing painting printmaking collage and textiles working in three dimensions and making digital art Uniquely incorporating the use of digital devices tools and technologies into the subject of art this book will be essential reading for those training to teach and support learning in art in the primary school

*Mind in Art* Charles M. Dorn, 1999-02-01 This book is for the reader who believes that thinking about and making art is intelligent behavior and that art as a subject in the K 12 school curriculum should not be used as an alibi for other curricular objectives It examines and makes explicit those cognitive behaviors normally associated with most higher order thinking and problem solving activity and explains how they function in the act of creative forming Its goal is ultimately to find ways to use these behaviors in the construction of an intelligent art curriculum for K 12 American schools This is perhaps the only text in the field designed to assist teachers in meeting the challenges of teaching in the Goals 2000 curriculum and evaluation reform effort acquainting them with both the National Art Standards and with the assessment processes needed in order for them to become accountable *Mind in Art* grapples with current and relevant theory research and unsolved problems It is cohesive as it attempts to bring together information that is only partially known even among those who are college professors And it takes a critical look at the ideas and points of view that have created divisiveness and shabby thinking in the field In this book Charles Dorn significantly advances thinking in the field of art education

**Researching Visual Arts Education in Museums and Galleries** M. Xanthoudaki, L. Tickle, V. Sekules, 2012-12-06 *Researching Visual Arts Education in Museums and Galleries* brings together case studies from Europe Asia and North America in a way that will lay a foundation for international co operation in the future development and communication of practice based research The research in each of the cases directly stems from educational practice in very particular contexts indicating at once the variety and detail of practitioners concerns and their common interests

*Resources in Education*, 2000

*Delivering Authentic Arts Education with Student Resource Access 12 Months* Judith Dinham, 2016-08-23 This practical text helps student teachers develop their confidence understandings and skills so that they can effectively and authentically teach arts in primary and middle school classrooms *Delivering Authentic Arts Education* outlines the true nature of arts education and its importance in the

curriculum emphasising the arts as forms of creative activity meaning making and expression in a cultural context Chapters discuss how to recognise and build on your existing artistic abilities and pedagogical skills how to encourage children s creativity how to lead arts appreciation experiences and the general principles of planning and assessment They then examine the five arts areas dance drama media arts music and visual arts The final part of the text contains sample learning activities and resources that demonstrate how to plan an effective lesson within a unit of inquiry Practical tips classroom snapshots starter ideas and suggestions for online resources show you the links between theory and practice so you can develop arts education experiences that are purposeful stimulating and engaging for everyone Publisher s summary

**Delivering Authentic Arts Education 4e** Judith Dinham,2019-09-30 This market leading practical text helps student teachers develop their confidence understanding and skills to effectively and authentically teach arts With a strong balance between theory and practice Delivering Authentic Arts Education outlines the true nature of the key learning area of arts education and its importance in the curriculum emphasising the arts as forms of creative activity meaning making and expression in a cultural context Initial chapters discuss how to recognise and build on existing artistic abilities and pedagogical skills how to encourage children s creativity how to lead arts appreciation experiences and the general principles of planning and assessment Part 2 specifically examines the five arts areas dance drama media arts music and visual arts The final part of the text Units of Inquiry contains valuable sample learning activities and resources that demonstrate how to plan an effective lesson within a unit of inquiry

**Visual Learning and Teaching** Susan Daniels,2020-02-17 A comprehensive guide to visual learning strategies with easy to use activities Emojis avatars icons Our world is becoming increasingly reliant on visual communication Yet our classrooms still heavily focus on traditional oral and written instruction In this first of its kind resource Dr Susan Daniels channels over twenty years of research and experience into a comprehensive guide of visual learning strategies that enable educators to rise to the challenges of 21st century education no matter what age range they serve within the K 8 population This hands on resource helps educators create a visual toolbox of tools that promote visual literacy across the curriculum and it offers interactive activities to encourage visual learning and communication in all students via mind maps and visual journals Drawing on her experience working with gifted creative and twice exceptional children Dr Susan Daniels has created visual learning strategies that all children can benefit from Digital content includes customizable forms and examples of completed forms as well as a PDF presentation for professional development

**Studies in Philosophical Realism in Art, Design and Education** Neil C. M. Brown,2016-09-13 This book fills a gap in the literature of 21st century international visual arts education by providing a structured approach to understanding the benefits of Philosophical Realism in art education an approach that has received little international attention until now The framework as presented provides a powerful interface between research and practical reconceptualisations of critical issues and practice in the domains of art design and education that involve implications for

curriculum in visual arts teaching and learning cognitive development and creativity The book extends understanding of Philosophical Realism in its practical application to teaching practice in visual arts in the way it relates to the fields of art design and education Researchers teacher educators and specialist art teachers are informed about how Philosophical Realism provides insights into art design and education These insights vary from clearer knowledge about art to the examination of beliefs and assumptions about the art object Readers learn how cognitive reflection and social and practical reasoning in the classroom help cultivate students artistic performances and understand how constraints function in students reasoning at different ages stages of education Stirring the Head, Heart, and Soul H. Lynn Erickson, 2001 The second edition provides educators with an updated perspective of current trends in curriculum and instruction In this thoughtful how to of curriculum design educators will find practical structures and specific classroom examples of effective curriculum strategies **Drawing Out Learning With Thinking Maps** Shelly L. Counsell, David Hyerle, 2023 What and how young children are thinking are typically expressed and shared at home and school through verbal and written modes of communication As a visual language framework conceived and developed by David Hyerle Thinking Maps offers an additional way for learners to represent their ideas by visually mapping their fundamental patterns of thinking The authors offer a wide range of materials strategies and evidence based practices for implementing Thinking Maps and the metacognitive framing strategy that each map promotes in ways that are developmentally appropriate culturally responsive and more inclusive with the full range of pre K second grade children Since 1990 Thinking Maps have been implemented by teachers in over 15 000 schools across the United States and around the world including countrywide implementation in Malaysia This guide provides a whole child approach with practical ideas and best applications for working with emergent readers and writers across developmental domains curricula and executive function Book Features Promotes systematic support of every students cognitive development in whole schools pre K 2 Demonstrates how to use visual auditory tactile and kinesthetic activities and materials to increase student engagement Recommends Universally Designed Learning strategies to ensure full access and inclusion with diverse learners and children with disabilities Includes graphically designed examples of Thinking Maps across content areas Provides examples of student work lesson planning ideas and curriculum design based on cognitive education Links language and thinking in everyday classroom learning for individual and cooperative learning

**Handbook of Arts Education and Special Education** Jean B. Crockett, Sharon M. Malley, 2017-12-14 The Handbook of Arts Education and Special Education brings together for the first time in a single reference volume policy research and practices in special education and arts education synthesized to inform stakeholders across a broad spectrum of education This handbook encompasses arts education for students with disabilities from pre K through transition to postsecondary education and careers as well as community arts education with particular attention to conceptual foundations research based practices professional standards students cognitive artistic and social growth career education and future directions

for research and practice in special education and arts education     Discourse, Power, and Resistance Down Under Mark Vicars, Tarquam McKenna, 2014-02-07 DPR Down Under Volume 2 draws together a spirited collection of papers presented at the Australian Discourse Power and Resistance conference held in Darwin 2012 The volume of work addresses and seeks to contextualise the problematic question What counts as good research and who decides Each chapter in this volume written from differing theoretical and methodological positions articulates a notion of what could be considered as being good research and is in some way involved in speaking a truth back to power The chapters invite the reader to rethink and reconsider the inherently political critical and subversive nature of research from a range of critical investigations     **Tax**

**Rules Governing Private Foundations** United States. Congress. House. Committee on Ways and Means. Subcommittee on Oversight, 1984     **A Subject Index to Current Literature** Australian Public Affairs Information Service,

**ECEL2015-14th European Conference on e-Learning**, Amanda Jefferies and Marija Cubric , 2015-10-13 These Proceedings represent the work of contributors to the 14th European Conference on e Learning ECEL 2015 hosted this year by the University of Hertfordshire Hatfield UK on 29 30 October 2015 The Conference and Programme Co Chairs are Professor Amanda Jefferies and Dr Marija Cubric both from the University of Hertfordshire The conference will be opened with a keynote address by Professor Patrick McAndrew Director Institute of Educational Technology Open University UK with a talk on Innovating for learning designing for the future of education On the second day the keynote will be delivered by Professor John Traxler University of Wolverhampton UK on the subject of Mobile Learning No Longer Just e Learning with Mobiles ECEL provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different branches of e Learning At the same time it provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts after the double blind peer review process there are 86 academic papers 16 PhD Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Cov entry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal of e Learning [www.ejel.org](http://www.ejel.org)

International Handbook of Research on STEAM Curriculum and Practice Stephen J. Farenga, Salvatore G. Garofalo, Daniel Ness, 2025-10-24 This comprehensive handbook delves into curriculum praxis human development and cognition within the contexts of the STEAM disciplines science technology engineering arts architecture and mathematics Cutting edge research will help educators identify best practice techniques for developing students knowledge in STEAM subjects as well as

capture contemporary social and political issues within the STEAM context Drawing on the work of over 50 international contributors this volume covers both emergent and established areas of research giving voice to newcomers to the field as well as perspectives from established experts These areas are divided into five sections on foundations content teaching and learning throughout the lifespan equity and enrichment and settings Each topic is considered in both its historical and current context with a focus on the interconnections between theory and practice This book offers a first of its kind overview of STEAM curriculum development which will be especially useful to educational practitioners and researchers of STEAM subjects as well as teacher educators overseeing STEAM education This resource will also be useful for K 12 school and institutional libraries as reference material and for curriculum specialists and administrators seeking to identify methods of best educational practices within STEAM

**Interdisciplinary Elementary Physical Education** Theresa Purcell Cone, Peter H. Werner, Stephen Leonard Cone, 2009 The popular Interdisciplinary Teaching Through Physical Education is back and better than ever This new edition guides you in integrating the content of language arts math science social studies and the arts music theater arts and visual arts with the content of physical education through active learning experiences This book has the following features It provides 24 learning experiences in the five academic areas 193 additional ideas for developing those learning experiences and 37 new ongoing strategies for teaching physical education through cross curricular methods It is revised and expanded offering you more teaching tools to supplement support and enhance your teaching It delivers new practical ideas and activities for classroom use based on current theory and best practices In part I you will learn about the theoretical need for and benefits of interdisciplinary teaching and learning The authors identify models for planning and implementing interdisciplinary experiences and provide ideas for getting started building a support network and assessing learning In part II the authors describe sample learning experiences in each of the five academic disciplines and offer ideas for developing additional learning experiences They also present suggested scope and sequence of concepts for each grade level and describe the concepts and skills that are appropriate for primary and intermediate grade students Interdisciplinary Elementary Physical Education will give your students a wealth of knowledge while they are being active They will have fun while they conjugate calculate investigate explore dance and move across the curriculum

Exploring Disciplinary Teaching Excellence in Higher Education Marion Heron, Laura Barnett, Kieran Balloo, 2021-08-13 This book explores disciplinary teaching excellence through a diverse range of student staff partnership research projects Despite being a highly contested term teaching excellence is something that universities aspire to and are expected to have However the editors and contributors argue that not only are definitions of excellence often broad and generic but they lack nuanced understandings of disciplinary excellence in higher education This book begins by unpacking some of these contested definitions of teaching excellence followed by a series of co authored chapters produced by students and staff who have undertaken research projects where they examine teaching excellence in their respective disciplinary areas These chapters

demonstrate that teaching excellence may be better understood as a process of becoming that is achieved through partnership between teachers and students This book will be of interest and value to students educators and policy makers concerned about teaching excellence as well as scholars of student staff partnerships      *Clearinghouse ADELL's Catalog of Adult Education Projects* Clearinghouse ADELL.,      *The History of Cartography, Volume 4* Matthew H. Edney, Mary Sponberg Pedley, 2020-05-15 Since its launch in 1987 the History of Cartography series has garnered critical acclaim and sparked a new generation of interdisciplinary scholarship Cartography in the European Enlightenment the highly anticipated fourth volume offers a comprehensive overview of the cartographic practices of Europeans Russians and the Ottomans both at home and in overseas territories from 1650 to 1800 The social and intellectual changes that swept Enlightenment Europe also transformed many of its mapmaking practices A new emphasis on geometric principles gave rise to improved tools for measuring and mapping the world even as large scale cartographic projects became possible under the aegis of powerful states Yet older mapping practices persisted Enlightenment cartography encompassed a wide variety of processes for making circulating and using maps of different types The volume s more than four hundred encyclopedic articles explore the era s mapping covering topics both detailed such as geodetic surveying thematic mapping and map collecting and broad such as women and cartography cartography and the economy and the art and design of maps Copious bibliographical references and nearly one thousand full color illustrations complement the detailed entries

## Visual Art Curriculum Mapping 201 Book Review: Unveiling the Power of Words

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