

Deposit Central School District Curriculum Map

GRADE LEVEL: 5-6	TOPIC: Form
Essential Questions: <ul style="list-style-type: none"> • What are the most effective ways to use the elements of art and principals of design in art? • In what ways can I incorporate the elements of art and principles of design together in art? • How does art affect our every day lives? • Why is art important? • What is the purpose of art? • How does art make us feel? • What materials are used to create art? • How is art created? • How can we use art as a form of communication? 	

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • What is form in art terms? • Why is form discussed primarily when speaking about sculpture? • What is volume? • How do architects use form? • What is geometric form? • What is organic form? • What are the differences and similarities between organic and geometric forms? • What is Three-Dimensional art? • What are ways to create form in art? • What is sculpture? • What is a relief sculpture? • How can an artist create the illusion of form in a two-dimensional work of art? • How do architects use form in their architecture? 	<ul style="list-style-type: none"> • Identify that form describes the volume and mass that takes up the space used in art. • Recognize that form can be described as geometric, curvilinear and architectural. • Understand that a sculpture is a form that takes up volume and mass, which a two-dimensional artwork doesn't have. • Recognize that geometric form is a linear mass that takes up space. • Understand that organic is a curvilinear mass that takes up space. • Identify volume as a mass that takes up space. • Look at architecture and identify the use of form through the parts that make up the structure. • Look at the positive and 	<ul style="list-style-type: none"> • Mold a sculpture with clay. • Create a sculpture using a variety of materials not commonly associated with art. • Create an abstract sculpture that is made of wood. • Create a two dimensional artwork (i.e. cone, sphere, pyramid, cube) that gives the illusion of form. • Create an architectural piece of art that demonstrates either a three-dimensional form or two dimensional illusion of form. (i.e. Greek columns, Egyptian pyramids, Roman coliseum, barn, or emulate a style of American architecture. • Compare and contrast how other artist use form • Look at Modernism and how Henry Moore and Barbra Hepworth use organic curvilinear shapes. Create a modernist sculpture with clay. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

		<p>negative spaces that the form exists in and how they cohabitate.</p> <ul style="list-style-type: none"> • Recognize the difference between form and shape is that form is a three-dimensional mass. • Identify sculpture as a three-dimensional work of art. • Create art using the element of form. • Recognize the common (regular) forms including solid, cube, triangular prism, pyramid, cone, cylinder, ovoid, and sphere • Categorized sculptures as either relief or in-the-round. • Demonstrates how artists can create the illusion of form on a two-dimensional surface by using shading or one-point perspective. • Identify parts of architecture that have form. • Apply knowledge of other elements and principals of design with form, in a work of art. 	<ul style="list-style-type: none"> • Look at gothic art and discuss how it is different than other kinds of sculpture. 	
--	--	---	---	--

Connections to Technology:

Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.

- **Key Vocabulary: form** (volume, mass, architectural forms, geometric forms, organic forms), relief art, high relief, low relief, architecture, columns, ionic columns, Doric columns, Corinthian columns, Greek Architecture, shafts, flutes, quoin, cornice, frieze, flutes, solid, cube, triangular prism, pyramid, cone, cylinder, ovoid, and sphere

Deposit Central School District Curriculum Map

GRADE LEVEL: 3-4 TOPIC: Form

- Essential Questions:**
- What are the most effective ways to use the elements of art and principals of design in art?
 - In what ways can I incorporate the elements of art and principles of design together in art?
 - How does art affect our everyday lives?
 - Why is art important?
 - What is the purpose of art?
 - How does art make us feel?
 - What materials are used to create art?
 - How is art created?
 - How can we use art as a form of communication?

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • What is form in art terms? • Why is form discussed primarily when speaking about sculpture? • What is volume? • How do architects use form? • What are ways to create form in art? • What is sculpture? • What is a relief sculpture? • How do architects use form in their architecture? 	<ul style="list-style-type: none"> • Identify that form describes the volume and mass that takes up the space used in art. • Understand that a sculpture is a form that takes up volume and mass, which a two-dimensional artwork doesn't have. • Look at architecture and identify the use of form through the parts that make up the structure. • Recognize the difference between form and shape is that form is a three-dimensional mass. • Create art using the element of form. • Recognize the common (regular) forms including solid, cube, triangular prism, pyramid, cone, cylinder, ovoid, and sphere • Apply knowledge of other elements and principals of 	<ul style="list-style-type: none"> • Mold a sculpture with clay. • Create a sculpture using a variety of materials not commonly associated with art. • Make a pinch pot sculpture. • Create an architectural sculpture that is made of paper straws and Popsicle sticks. • Compare and contrast how other artist use form. • Look at how Native American used relief sculpture in their totem poles. Make a totem pole. • Make an Andy Warhol person sculpture. • Read the Little Dancer and make a sculpture by looking at a model. • Study Giacometti's sculptures and make one out of tin foil and pipe cleaners. • Make an animal mask out of plaster. • Make a sculpture of a hand 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

		design with form, in a work of art.	with the peace sign gesture.	
Connections to Technology: Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.				
<ul style="list-style-type: none">• Key Vocabulary: form (volume, mass, architectural forms, geometric forms, organic forms), relief art, high relief, low relief, architecture, Andy Warhol, totem poles, Da Vinci, Little Dancer				

Deposit Central School District Curriculum Map

GRADE LEVEL: 1-2 **TOPIC:** General Art/Form

- Essential Questions:**
- What are the most effective ways to use the elements of art and principals of design in art?
 - In what ways can I incorporate the elements of art and principles of design together in art?
 - How does art affect our every day lives?
 - Why is art important?
 - What is the purpose of art?
 - How does art make us feel?
 - What materials are used to create art?
 - How is art created?
 - How can we use art as a form of communication?

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • What is Form? • What is a sculpture? • What are the different kinds of art? 	<ul style="list-style-type: none"> • Identify that form describes the volume and mass that takes up the space used in art. • Recognize that a sculpture is a three-dimensional form of art. • Understand that Art can be flat or sculptural. • Categorize works of art as either flat or sculptural. • Compare two-dimensional and three-dimensional works of art. • Identify architecture as an object with form. • Understand that functional art is a form. That functional art is art work that can be used for a specific job or task. 	<ul style="list-style-type: none"> • Mold a sculptural bear with clay. • Add three-dimensional perspective to a two-dimensional picture by adding layers to a work of art using a variety of material. • Create a sculpture using a variety of materials not commonly associated with art. • Draw a barn in a landscape. • Discuss functional art and make a fan or chair. • Make a leaf press sculpture. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

Connections to Technology:
 Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.

Key Vocabulary: form (architectural forms) architecture, functional art.