

Deposit Central School District Curriculum Map

GRADE LEVEL: 5-6 TOPIC: SPACE

- 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 space? • How do artists use space in the creation of artwork? • What is positive and negative space in art? • How do artists use space in a work of art? • How does the use of positive and negative spaces change the out come of the art that an artist creates? • How has the artist used the space to create a sense of perspective? • What are some methods that artists use to create depth in art? • What are the foreground, middle ground and back ground in art? • What is depth? • How was the space used to create balance in the art? • What is the point of perspective? • How does an artist use the space in their picture to create a point of perspective? • What are foreground, mid-ground and background? • What is depth? • How does an artist create the illusion of depth with lines and 	<ul style="list-style-type: none"> • Understand that space is an Element of Art and is described as how shape and color is arranged on a flat surface. • Recognize that space is used by adding and taking away shapes and colors. • Recognize that space is an Element of Art. • Organize drawings to make good use of the positive and negative space in the picture plane. • Identify foreground, middle ground and the back ground in works of art. • Identify specific ways that artists show depth in their art. • Identify positive space as the featured element or/and objects in a work of art, and negative space as the 	<ul style="list-style-type: none"> • Study an artist who demonstrates good spatial awareness. • Use graphic paper and draw the initials of the student using block lettering. Draw a point of perspective and use lines, values to create the illusion of depth. • Students will look at art from different cultures and discuss how the people of those cultures used space. • Create a surreal art drawing that incorporates the proper elements that make up surreal art and uses space to create a balanced drawing. • Look at set designers and how they use the space of the stage to create depth and balance. Create a mock stage using paper and other materials. 	<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>space?</p> <ul style="list-style-type: none">• What are the key elements that artists use when trying to create the illusion of depth?	<p>area surrounding the positive space.</p> <ul style="list-style-type: none">• Identify the positive and negative spaces in art.• Observe the use of space in art.• Use space to create perspective and/or balance.• Recognize that overlapping objects is one way artists manipulate space to create the illusion of depth.• Understand that the point of perspective is an approximate representation, on a flat surface of an image as it is seen by the eye.• Create a picture that has a point of perspective.• Understand that the foreground is the space in the lowest part of a picture, mid-ground is the middle point of the picture and background is the highest point of the picture.• Recognize where the foreground, mid-ground and background are in a picture.• Understand that depth is the illusion of space and three-dimensional qualities.		
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		<ul style="list-style-type: none"> • Use lines and space to create an illusion of depth. • Recognize that these are the key elements that artist use to create the illusion of depth: Shape and size of objects in relation to the point of view and intended depth, values and how they are used, proper use of foreground, mid-ground, and background. 		
Connections to Text (Resources)		Time:		
<p>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.</p>				
<p>Key Vocabulary: space(Three-dimensional, actual space-sculpture, size, overlapping, linear perspective, one point perspective, two point perspective, aerial perspective) Salvador Dali</p>				

Deposit Central School District Curriculum Map

GRADE LEVEL: 3-4		TOPIC: SPACE		
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 space? • How do artists use space in the art? • What is the positive and negative space in art? • How do artists use space in a work of art? • How does the use of positive and negative spaces change the outcome of the art that an artist creates? • How has the artist used the space to create a sense of perspective? • What are some methods that artists use to create depth in art? • What are the foreground, middle ground and back ground in art? • What is depth? • Why is Balance important? • What are foreground, mid-ground and background? • What is depth? 	<ul style="list-style-type: none"> • Recognize space as an Element of Art. • Space is described as how shape and color is arranged on a flat surface. • Recognize that space is used by adding and taking away shapes and colors. • Identify positive space as the featured element or/and objects in a work of art, and negative space as the area surrounding the positive space. • Organize drawings to make good use of the positive and negative space in the picture plane. • Identify foreground, middle ground and the back ground in works of art. • Identify specific ways that artists show depth 	<ul style="list-style-type: none"> • Study an artist who demonstrates good spatial awareness. • Look at several works of art and identify the positive and negative space in small groups. Discuss why they thought a space was identified by either positive or negative. • Paint a picture where the student is asked to use most of the negative space to create positive space.. • Read Tidying Up At by Ursus Wehlri and see how he re-interpenetrated famous works of art. Use his example and take a coloring ditto or a famous work of art and re-arrange it. • Paint a Landscape that uses a Mid, Fore, and background. Include objects such as trees and building that are positioned and sized to give 	<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>in their art.</p> <ul style="list-style-type: none"> • Identify the positive and negative spaces in art. • Observe the use of space in art. • Use space to create perspective and/or balance. • Recognize that overlapping objects is one way artists manipulate space to create the illusion of depth. • Understand that an artist's ultimate goal is to create balance in their art so that the positive and negative spaces are working together to make the best of the space in the art. • Understand that the foreground is the space in the lowest part of a picture, mid-ground is the middle point of the picture and background is the highest point of the picture. • Recognize where the foreground, mid-ground and background are in a picture. • Understand that depth is the illusion of space and three-dimensional qualities. 	<p>perspective and depth.</p> <ul style="list-style-type: none"> • Use space and lines to create an Andy Warhol print. • Create a shadow puppet show. • Draw still life pictures. 	
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Connections to Text (Resources) **Time:**

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:

space(Three-dimensional, actual space-sculpture, size, overlapping, linear perspective, one point perspective, two point perspective, aerial perspective, depth, illusion of depth, still life) Jim Henson, Paul Cezanne

Deposit Central School District Curriculum Map

GRADE LEVEL: 1-2 TOPIC: SPACE				
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 space? • How do artists use space in the creation of artwork? • What is space? • How do you use space in art? • What does overlapping mean? • How is space used when drawing landscapes? • What is a landscape? • What is architecture? • How do architects use space in their buildings and the landscape surrounding the building? • What are foreground, mid-ground and background? • What is depth? 	<ul style="list-style-type: none"> • Space is described as how shape and color is arranged on a flat surface. • Recognize that space is used by adding and taking away shapes and colors. • Understand that overlapping is when shapes and/or colors are stacked on one another. • Use space by manipulating the size and placement of objects in their work. • Understand that a landscape is a panoramic view of the outdoors and should include many different elements such as: buildings, hills, sky, sun, stars, moon, cars, and people. • Look at examples of architecture. • Recognize that architecture is created by architects and is a 	<ul style="list-style-type: none"> • Look at famous paintings and see how the artist arranged the pieces of the art to fill the space. • Study architecture by Frank Lloyd Wright and draw a picture of a house that is in a landscape. • Use various materials such as tissue paper to fill in the color to make a landscape. • Look at work by Georgia O'Keefe and see how she used space in her works and paint a flower that fills most of the space in the painting. • Use a mock landscape and position objects in them where they would appear far or close, according to the position and size of the object they used. • Take a ditto of a landscape and use the pre-make objects to cut and paste onto the landscape to create perspective and depth. 	<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>building or structure.</p> <ul style="list-style-type: none"> • Manipulate shapes and colors to create a landscape that uses all the space. • Create an architectural structure in a landscape setting. • Understand that the foreground is the space in the lowest part of a picture, mid-ground is the middle point of the picture and background is the highest point of the picture. • Recognize where the foreground, mid-ground and background are in a picture. • Understand that depth is the illusion of space and three-dimensional qualities. 		
Connections to Text (Resources)		Time:		
<p>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.</p>				
<p>Key Vocabulary: Space (size, overlapping, architecture, landscape, Frank Lloyd Wright, Georgia O'Keefe, Depth)</p>				

Deposit Central School District Curriculum Map

GRADE LEVEL: Pre-K-K TOPIC: SPACE				
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 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 space? • How do you use space in art? • What does overlapping mean? 	<ul style="list-style-type: none"> • Space is described as how shape and color is arranged on a flat surface. • Recognize that space is used by adding and taking away shapes and colors. • Understand that overlapping is when shapes and/or colors are stacked on one another. 	<ul style="list-style-type: none"> • Use a piece of a paper and arrange objects on the surface to see how they would best appear. • Discuss how changing the location of objects on a paper changes how the picture looks. • Use simple shapes and arrange them to fill in the space and overlapping the objects. 	<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: Space (size, overlapping)				