

Our Savior Lutheran School:
K-5 Art Curriculum

Kindergarten

September

- Topic: Self Portraits
 - Artist: Vincent Van Gogh
 - Images: *Self Portrait (1889)*, *Self-Portrait with Bandaged Ear (1889)*
 - Project: Students will create a Van Gogh-inspired self-portrait set in their favorite place.
 - Medium: Wax Resist (Crayon and watercolor)
- Topic: Line
 - Book: “Art” by McDonnell
 - Images: Various kinds of butterflies and moths
 - Project: Discuss different kinds of line and symmetry. Students will create a symmetrical line-patterned butterfly. Scissor skills.
 - Medium: Markers, glue
- Topic: Line
 - Artist: Matisse and W. H. Brown
 - Images: *The Purple Robe* (Matisse) and *Bareback Riders* (W. H. Brown)
 - Project: Discuss straight, curved, and slanted lines, and how these create movement. Discuss what kind of lines would be seen at a circus. Students will create a drawing of a circus scene.
 - Medium: Crayon
- Topic: Portfolio Design
 - Project: Students will design an art portfolio in which their artwork will be kept.
 - Medium: 24x36 inch tag board folded in half and stapled to create an art folder, crayons, pencils, markers, colored pencils

October

- Topic: Line
 - Images: Various examples of Navajo rugs.
 - Book: “The Goat in the Rug” by Blood and Link.
 - Image: Various photographs of Navajo rugs
 - Project: Discuss the lines (thick and thin), shapes, and colors seen in Navajo rugs. Also notice the patterns. Students will create a painting of a Navajo rug.
 - Medium: Tempera
- Topic: Line
 - Artist: Hokusai
 - Images: *Tuning the Samisen* and *The Great Wave at Kanagawa*
 - Project: Discuss organic, geometric, and broken lines. Students will create three landscapes using organic lines for the first, geometric lines for the second, and broken lines for the third.
 - Medium: Oil pastels
- Topic: Line and Color
 - Project: Discuss how lines can be created. It does not have to be with our crayon. Students will create ocean animal drawings in crayon. Students will watercolor the ocean using many different colors. Then, students will cover in saran wrap to create lines for the ocean.
 - Medium: Wax resist (Crayon and watercolor)

- Topic: Line, Shape and Picasso
 - Artist: Picasso
 - Images: *Weeping Woman* and *Girl Before a Mirror*
 - Project: Discuss lines, shapes, colors, and abstract pictures. Students will create 3 abstract Picasso faces.
 - Medium: Oil pastels

November - Kindergarten

- Topic: Line, Shape, and Identity
 - Images: Flags of various countries and organizations.
 - Project: Discuss flags and what they represent. Students will pretend they are the ruler of their own country and create their country's flag, decorating it with things that represent themselves. Scissor skills.
 - Medium: Cut paper and glue
- Topic: Pointillism
 - Artist: Seurat
 - Image: *A Sunday Afternoon on the Island of La Grande Jatte*
 - Project: Discuss pointillism. Students will pick their favorite thing about Christmas and use q-tips to create a pointillism picture.
 - Medium: Tempera and q-tips

December - Kindergarten

- Topic: Sculpture--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will build nativity sculptures out of clay. Discuss what clay is, and how to create slabs and coils. Also discuss scoring, slip and joining techniques.
 - Medium: Air-dry clay
- Topic: Color--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will paint their clay nativity sets.
 - Medium: Tempera

January - Kindergarten

- Topic: Color
 - Book: "Elmer" by McKee
 - Project: Discuss colors we see in the world around us. What if everything in the world was a different color than normal? What if objects were multi-colored like Elmer? Students will draw one picture of the world in different colors. Students will draw another picture of an animal that is multi-colored (like Elmer).
 - Medium: Oil pastels
- Topic: Warm and Cool Colors
 - Artist: Van Gogh
 - Images: Color wheel, *Vase With Twelve Sunflowers (1889)*, *Irises in a Vase (Yellow Background)(1890)*
 - Project: Discuss warm and cool colors. Students will create a torn-paper collage of a garden. Each flower must use either all warm or all cool colors.
 - Medium: Construction paper collage

- Topic: Primary Colors
 - Artist: Mondrian
 - Images: *Composition with Red, Yellow, and Blue*
 - Project: Discuss Mondrian's life and work. Students will create a Mondrian picture using black and the primary colors.
 - Medium: Tempera, black strips of construction paper
- Topic: Color Mixing
 - Book: "Mouse Paint" by Walsh
 - Image: Color wheel
 - Project: Discuss color mixing. Students will create a color wheel caterpillar out of an egg carton. Students will mix their own color wheel using only red, yellow, and blue to start with, and then blending new colors.
 - Medium: Tempera

February - Kindergarten

- Topic: Bright Colors
 - Artist: Paul Gauguin and Helen Frankenthaler
 - Image: *Tahitian Landscape* (Gauguin), *Blue Atmosphere* (Frankenthaler)
 - Book: "Crazy Hair Day" by Saltzberg
 - Project: Discuss Gauguin's work. Students will create a tropical landscape picture using bright colors.
 - Medium: Oil pastels
- Topic: Monochromatic Colors and Printmaking
 - Project: Students will create Valentine's Day cards for each other using vegetables as printing blocks. Students will use only monochromatic colors (red, shading/tinting with black and white).
 - Medium: Printmaking and tempera
- Topic: Sad Colors
 - Artist: Picasso
 - Image: *Old Man with Guitar*
 - Project: Discuss what makes a picture look sad. Students will create a sad picture using only colors that Picasso used (blue and black)
 - Medium: Wax resist (Crayon and watercolor)
- Topic: Color and Georgia O'Keefe
 - Artist: Georgia O'Keefe
 - Images: Various flower pictures by O'Keefe
 - Book: "My Name is Georgia" by Winter
 - Project: Discuss why O'Keefe created close up pictures. Students will create a close up flower picture.
 - Medium: Oil pastels

March - Kindergarten

- Topic: Sculpture: Totem Poles of the Northwest American Indians
 - Images: Various totem poles from this region
 - Project: Discuss symbolism and beliefs about totem poles. Students will create their own family totem pole.
 - Medium: Paper towel tubes, construction paper, sequins, buttons, etc.
- Topic: Sculpture: Statue of Liberty
 - Artist: Bartholdi
 - Images: Various photographs of the Statue of Liberty
 - Project: Discuss the meaning behind the Statue of Liberty. Students will create their own Statue of Liberty drawing on a transparency. Then, students will create a patriotic watercolor background. The transparency will be attached to the front of the background.
 - Medium: Watercolors and Sharpies

April

- Topic: Sculpture: Clay
 - Images: Various pictures of sculptured, fake food
 - Project: Discuss pop/modern art of sculptured food. Students will create their favorite food out of clay.
 - Medium: Air dry clay
- Topic: Sculpture: Clay
 - Images: Various pictures of sculptured, fake food
 - Project: Discuss color of food and nutritional value. Students will paint their clay food.
 - Medium: Tempera
- Topic: Sculpture: Mobiles
 - Artist: Calder
 - Image: *Lobster Trap and Fish Tail*
 - Project: Discuss the art of mobiles. Students will create a mobile of underwater creatures.
 - Medium: String, wire hanger, paper clips, paper, markers, foil, and other 3-D materials
- Topic: Shape
 - Book: "There's a Wocket in my Pocket" by Dr. Seuss
 - Project: Students will create a pocket on their paper by gluing a smaller piece of paper on top. Then, they will create a wocket peeking out of their pocket.
 - Medium: Cut paper, markers, and glue
- Topic: Pattern and Camouflage
 - Book: "A Color of His Own" by Lionni
 - Project: Students will create a picture of a chameleon that blends into his surroundings.
 - Medium: Crayon

May

- Topic: Mother's Day
 - Artist: Diego Riviera
 - Image: *Mother's Helper*
 - Project: For Mother's Day, students will create a picture of themselves helping their mothers with a chore around the house.
 - Medium: Wax resist (Crayon and watercolor)
- Topic: Bruegel
 - Artist: Pieter Bruegel
 - Image: *Children's Games*
 - Project: Students will create a large scene that includes each of their classmates playing games with each other.
 - Medium: Markers

First Grade

September

- Topic: Self Portraits
 - Artist: Vincent Van Gogh
 - Images: *Self Portrait (1889)*, *Self-Portrait with Bandaged Ear (1889)*
 - Project: Students will create a Van Gogh-inspired self-portrait set in their favorite place.
 - Medium: Wax Resist (Crayon and watercolor)
- Topic: Cylinder Seals of Mesopotamia
 - Images: Various pictures of original Mesopotamian cylinder seals
 - Project: Discuss symbols and logos. Students will create a personal "signature" or symbol. Students will carve the design onto the foam block and print.
 - Medium: Printmaking (Foam blocks and tempera)
- Topic: Mesopotamian Animal Mosaics
 - Images: Pictures of the Ishtar Gate (Babylon)
 - Project: Discuss the Ishtar Gate and the use of mosaics. Using construction paper, students will create a mosaic of an animal that can help us or protect us. Scissor skills.
 - Medium: Construction paper and glue

October

- Topic: Mounting Artwork
 - Project: Students will learn how to mount drawings that were created in class on black construction paper. Discuss centering and displaying artwork. Precious jewels may be added to the outside of the frame (sequins).
 - Medium: 8x12 black construction paper, glue, sequins
- Topic: Portfolio Design
 - Project: Students will design an art portfolio in which their artwork will be kept.
 - Medium: 24x36 inch tag board folded in half and stapled to create an art folder, crayons, pencils, markers, colored pencils
- Topic: King Tut's Tomb
 - Images: Photograph of King Tut's sarcophagus, furniture, vases, fans, daggers, jewelry, sculptures, etc. found in King Tut's tomb
 - Project: Discuss Egyptian royalty burial traditions. Students will choose an object from King Tut's tomb and use it to create their scratch art.
 - Medium: Gold scratchboards, scratch sticks
- Topic: T-shirt Contest (Hawaiian Statehood Apparel)
 - Project: Discuss how to create an effective t-shirt design: outline, color choice, and subject matter. Students will create a t-shirt design to enter into the Hawaiian Statehood Apparel Contest.
 - Medium: Markers

November

- Topic: Cave Paintings
 - Images: Lascaux Cave (France), Altamira Cave (Spain)
 - Project: Discuss possible reasons why people painted in these caves. Discuss the symbols used in the caves. Students will create their own "cave painting" on crumpled craft paper. Students will use symbols to represent themselves and what is important to them.
 - Medium: Brown craft paper, earth-tone oil pastels
- Topic: Collage
 - Project: Students will create a collage of different foods they will eat for Thanksgiving.
 - Food magazines and glue

December – 1st Grade

- Topic: Sculpture--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will build nativity sculptures out of clay. Discuss what clay is, and how to create slabs and coils. Also discuss scoring, slip and joining techniques.
 - Medium: Air-dry clay
- Topic: Color--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will paint their clay nativity sets.
 - Medium: Tempera

January

- Topic: Islamic Art
 - Images: Various photographs of tile work in Middle Eastern mosques
 - Project: Discuss the reasons for the use of pattern in Islamic art. Students will cut out snowflakes by folding tag board and cutting out small shapes. Then students will trace their snowflake onto a large piece of tag board in Sharpie 4 times to create “tiles.” These tiles will be colored in with crayon. Scissor skills.
 - Medium: Tag board, Sharpie, and crayon
- Topic: Picasso Faces and Balance
 - Artist: Picasso
 - Images: *Weeping Woman* and *Bust of a Woman with a Hat*
 - Project: Discuss lines, colors, abstract pictures, and balance. Students will create 3 abstract Picasso faces.
 - Medium: Oil pastels
- Topic: Aloha Care Calendar Contest (I show aloha by...)
 - Images: Winning pictures of last year’s contest
 - Project: Discuss the rules of the contest and some guidelines to follow while working. Students will create a picture of how they show aloha in their lives.
 - Medium: Oil pastels

February

- Topic: Line
 - Artist: Hokusai
 - Images: *Tuning the Samisen* and *The Great Wave at Kanagawa*
 - Project: Discuss organic, geometric, and broken lines. Students will create three landscapes using organic lines for the first, geometric lines for the second, and broken lines for the third.
 - Medium: Oil pastels
- Topic: Line and Shape
 - Artist: Matisse
 - Images: *Icarus*, *Toboggan*, and *The Swan*
 - Project: Discuss “drawing with scissors.” Discuss how to create interesting shapes using construction paper. Students will create a Matisse-inspired Valentine’s Day collage. Scissor skills.
 - Medium: Construction paper and glue

- Topic: Line and Color – 1st Grade
 - Artist: Georgia O’Keefe
 - Images: Various shell pictures by O’Keefe
 - Book: “My Name is Georgia” by Winter
 - Project: Discuss various watercolor techniques, such as wet on wet, wet on dry, and dry on dry. Discuss using sugar and salt to create texture with the watercolors. Students will create a close up shell painting.
 - Medium: Watercolor, Sharpie, sugar and salt
- Topic: Shape
 - Artist: Jacob Lawrence and Grant Wood
 - Image: *Parade* (Lawrence) and *Stone City, Iowa* (Wood)
 - Project: Discuss various shapes seen both in nature and in the city. Discuss the cubist style and color schemes of Lawrence. Students will choose an event from their life and create a drawing in the style of Jacob Lawrence.
 - Medium: Oil pastels

March

- Topic: Color
 - Artist: Claude Monet
 - Image: Color wheel, *Tulips in Holland*
 - Project: Review the color wheel, including primary and secondary colors. Discuss the use of color in Monet’s painting. Students will create a torn-paper collage of a flower garden, resembling the color usage of Monet.
 - Medium: Construction paper, glue
- Topic: Texture
 - Image: Various photographs of American Indian masks
 - Project: Discuss various tribes in America that used masks in their cultures. Discuss the purposes of masks and the materials used to make masks. Students will create their own mask, making sure to include different kinds of texture.
 - Medium: Large brown paper bags, raffia, feathers, buttons, cotton balls, and other objects to be used as parts of mask.

April

- Topic: Texture
 - Artist: Albrecht Durer
 - Image: *Young Hare*
 - Project: Discuss the use of texture in this image. Students will create their own animal drawing and learn how to create a textured look on paper.
 - Medium: Graphite
- Topic: Portraits
 - Artist: Grant Wood
 - Image: *American Gothic*
 - Project: Discuss the importance of *American Gothic*. Students will create a portrait of themselves with a person who is important to them (a parent, sibling, grandparent). The background will be an indicator of what is important to our society and to the student.
 - Medium: Wax Resist (Crayon and Watercolor)

- Topic: Portraits
 - Artist: Leonardo Da Vinci
 - Image: *Mona Lisa*
 - Project: Students will discuss the importance of the *Mona Lisa*. Students will create a “Modern Mona” in which they create their own *Mona Lisa* with a modern twist. Students can change her hair, clothing, or have her holding something we could find in our society today.
 - Medium: Markers
- Topic: Still Life
 - Artist: Vincent Van Gogh and Paul Cezanne
 - Image: *Iris* (Van Gogh) and *Apples and Oranges* (Cezanne)
 - Project: Discuss still life as an art form. Students will create a still life in which the outline of their flowers and fruit are glue. The interior of the objects will be filled in with chalk pastels.
 - Medium: Construction paper, glue, and chalk pastels

May

- Topic: Murals
 - Artist: Diego Rivera
 - Image: *The History of Medicine in Mexico*
 - Project: Discuss murals as an art form. Students will be given a mystery puzzle picture, which is a piece of a famous painting. They will try to copy the picture as exactly as possible. When each student is finished, the pieces will be placed together to reveal the mystery painting.
 - Medium: Oil pastels
- Topic: Aboriginal Art
 - Image: Various images of Aboriginal symbols and paintings
 - Project: Students will trace their hand and create other symbols on black construction paper. Then students will paint their picture in the “dot style” of Aboriginal art.
 - Medium: Black construction paper, tempera paint, q-tips

Second Grade

September

- Topic: Self Portraits
 - Artist: Vincent Van Gogh
 - Images: *Self Portrait (1889)*, *Self-Portrait with Bandaged Ear (1889)*
 - Project: Students will create a Van Gogh-inspired self-portrait set in their favorite place.
 - Medium: Wax Resist (Crayon and watercolor)
- Topic: Line (Horizontal and Vertical)
 - Artist: Pablo Picasso and Wolf Kahn
 - Image: *Mother and Child* (Picasso) and various Wolf Kahn pastel landscapes
 - Project: Discuss the feelings associated with horizontal and vertical lines. Discuss Wolf Kahn’s use of color and lines to make us feel at ease, calm, and relaxed. Students will create a calm landscape, focusing on color, blending, and line usage.
 - Medium: Oil pastels
- Topic: Line (Diagonal)
 - Artist: Hokusai Katsushika
 - Image: *The Great Wave at Kanagawa*
 - Project: Discuss how diagonal lines look like they are moving. They show action. Discuss the use of line in Hokusai’s print. Students will create an action picture by drawing sharp diagonal lines all over their paper. These lined sections will then be colored in with bright, bold colors.
 - Medium: Sharpie and crayon

October – 2nd Grade

- Topic: Portfolio Design
 - Project: Students will design an art portfolio in which their artwork will be kept.
 - Medium: 24x36 inch tag board folded in half and stapled to create an art folder, crayons, pencils, markers, colored pencils
- Topic: Line and Printmaking
 - Image: Photographs of various kinds of weather
 - Project: Discuss different kinds of line found in various kinds of weather. Students will create a print block of a weather scene, focusing on line usage.
 - Medium: Printmaking, Styrofoam print blocks, pencil for carving, tempera
- Topic: Mounting Artwork
 - Project: Students will mount their weather prints on black construction paper. Discuss centering and displaying artwork.
 - Medium: 8x12 black construction paper, glue
- Topic: Still Life
 - Artist: Paul Cezanne
 - Image: Various images of Cezanne's still life paintings
 - Project: Discuss still life as an art form. Discuss what a still life is and why we draw them. Discuss Cezanne's still life paintings, including line, color, light source, and shading. Students will create a still life of pumpkins and gourds from real life.
 - Medium: Various live pumpkins and gourds, pastels

November

- Topic: Lines and Geometric Shapes
 - Image: Various images of Navajo rugs and Islamic patterns (Isfahan mosque); various images of robots
 - Project: Discuss how lines create shapes; discuss use of geometric shapes in all kinds of artwork. Students will create a cut-paper robot using geometric shapes. Scissor skills.
 - Medium: Construction paper, glue
- Topic: Pointillism
 - Artist: Seurat
 - Image: *A Sunday Afternoon on the Island of La Grande Jatte*
 - Project: Discuss pointillism. Students will pick their favorite thing about Christmas and use q-tips to create a pointillism picture.
 - Medium: Tempera and q-tips

December

- Topic: Sculpture--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will build nativity sculptures out of clay. Discuss what clay is, and how to create slabs and coils. Also discuss scoring, slip and joining techniques.
 - Medium: Air-dry clay
- Topic: Color--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will paint their clay nativity sets.
 - Medium: Tempera

January – 2nd Grade

- Topic: Sculpture
 - Artist: Auguste Rodin
 - Image: *The Thinker* (Rodin), *Flying Horse* (Wu-wei, China), *The Discus Thrower*, various images of coil pots
 - Project: Discuss use of movement in sculpture. Discuss how to show movement in a coil pot. Students will create a coil pot.
 - Medium: Air-dry clay
- Topic: Sculpture and Color
 - Image: Various images of coil pots
 - Project: Students will paint their coil pots
 - Medium: Tempera
- Topic: Aloha Care Calendar Contest
 - Image: Last year's calendar of winning drawings
 - Project: Discuss the contest rules. Discuss the theme "I show aloha by..." Students will create a picture of how they show aloha in their lives.
 - Medium: Oil pastels, crayons, markers
- Topic: Jungle-scapes
 - Artist: Henri Rousseau
 - Image: *Fight Between a Tiger and a Buffalo*, *Tiger in a Tropical Storm (Surprised!)*, *Virgin Forest*
 - Project: Discuss the work and life of Rousseau. Discuss what kinds of plants, trees, and flowers are found in the jungle. Students will draw plants, trees, and flowers they think they could find in the jungle with a Sharpie on watercolor paper. Students will create a background using the wet on wet watercolor technique.
 - Medium: Watercolor paper, Sharpie, watercolors

February

- Topic: Jungle-scapes
 - Artist: Henri Rousseau
 - Image: *Fight Between a Tiger and a Buffalo*, *Tiger in a Tropical Storm (Surprised!)*, *Virgin Forest*
 - Project: Discuss and practice watercolor techniques (wet on wet, wet on dry, dry on dry). Students will watercolor over their Sharpie plants, tree, and flowers to add color. When dry, students will cut out their plants, trees, and flowers and glue them on their background to create a jungle-scape. Scissor skills.
 - Medium: Watercolor paper, watercolors, glue
- Topic: Cityscapes
 - Artist: Thomas Cole, El Greco
 - Image: *The Oxbow* (Cole), *View of Toledo* (El Greco)
 - Project: Discuss use of line, color, and shape in these paintings. Discuss the contrast of buildings in a landscape. Students will create their own cityscapes using glue as the outline.
 - Medium: Construction paper, glue
- Topic: Cityscapes
 - Artist: Thomas Cole, El Greco
 - Image: *The Oxbow* (Cole), *View of Toledo* (El Greco)
 - Project: Students will fill in their cityscape outlines with chalk pastels.
 - Construction paper, chalk pastels
- Topic: *Starry Night*
 - Artist: Vincent Van Gogh
 - Image: *Starry Night*
 - Project: Discuss Van Gogh's landscape and why it is so famous. Discuss abstract qualities of the sky. Discuss paper quilling as an art form. Students will create their own version of *Starry Night* using paper quilling.
 - Medium: Paper Quilling, construction paper, glue

March – 2nd Grade

- Topic: Lifelike Animals
 - Artist: John James Audubon, Albrecht Durer
 - Image: Paintings of birds (Audubon), *Young Hare* (Durer)
 - Project: Discuss drawings of lifelike animals. Talk about why artists create realistic pictures. Students will create a lifelike pencil drawing of an animal of their choice. Students will use National Geographic magazines as reference guides to the animals. Half of the animal will be a magazine picture, the student will draw the other half.
 - Medium: Graphite, National Geographic magazines, glue
- Topic: Sculpture: Abstract Animals
 - Artist: Paul Klee, Pablo Picasso, Henri Matisse
 - Image: *Cat and Bird* (Klee), *Bull's Head* (Picasso), *The Snail* (Matisse)
 - Project: Discuss abstract art and why artists create it. Discuss found-item sculptures. Students will create a sculpture of their pencil drawn animal from found materials.
 - Medium: Various found items (Foil, paper towel tubes, string, paper, glue, buttons, felt, foam, etc.)

April

- Topic: Abstract Painting
 - Artist: Jackson Pollock, Marc Chagall
 - Image: *Autumn Rhythm* (Pollock), *I and the Village* (Chagall)
 - Project: Discuss abstract paintings and what they convey. Students will create an abstract drawing of their favorite memories.
 - Medium: Oil pastels
- Topic: Abstract Landscapes
 - Artist: Sarah Morris
 - Image: *Miami, Capital, Midtown*
 - Project: Discuss modern abstract painter Sarah Morris' works. Students will create an abstract landscape in the grid format of Sarah Morris.
 - Medium: Construction paper strips, tempera, glue
- Topic: Architecture
 - Image: Parthenon
 - Project: Discuss architecture as a form of art. Discuss the use of symmetry in buildings. Students will create a tissue paper collage of a symmetrical building.
 - Medium: Tissue paper, liquid starch
- Topic: Architecture
 - Image: Guggenheim Museum, Himeji Castle, Great Stupa
 - Project: Discuss shapes used in architecture. Discuss how buildings represent the beliefs and values of various cultures. Students will create their dream house, remembering that it will represent what is important to them.
 - Medium: Sharpie and colored pencil

May

- Topic: Sculpture-Paper Mache
 - Project: Discuss what paper mache is and the proper use of it. Students will create an armature out of tin foil, paper, and tape.
 - Medium: Tin foil, paper, masking tape
- Topic: Sculpture-Paper Mache
 - Project: Students will apply 3 layers of paper mache onto their armature.
 - Medium: Paper mache, newspaper
- Topic: Sculpture-Paper Mache
 - Project: Students will paint their paper mache sculpture.
 - Medium: Tempera

Third Grade

September

- Topic: Self Portraits
 - Artist: Vincent Van Gogh
 - Images: *Self Portrait (1889)*, *Self-Portrait with Bandaged Ear (1889)*
 - Project: Students will create a Van Gogh-inspired self-portrait set in their favorite place.
 - Medium: Wax Resist (Crayon and watercolor)
- Topic: Greek Letter Boxes
 - Image: Greek alphabet converted to English, Cube template
 - Project: Students will write their name in Greek horizontally on their cube template. Then students will write their name in English vertically on their cube template. This will be outlined continuously until students reach the edge of their template. Students will color in their design with markers
 - Medium: Tag board, Sharpie, Markers
- Topic: Greek Letter Boxes
 - Image: Greek alphabet converted to English, Cube template
 - Project: Students will cut out their name design and glue it together to form a three dimensional cube. Students will add string so the cube can be hung up for display. Scissor skills.
 - Medium: Tag board, scissors, glue, string
- Topic: Greek Vases
 - Image: Various images of both red-figure and black-figure pottery from Ancient Greece
 - Project: Discuss red and black-figure pottery. Discuss symbolism of the stories told on the Greek vases. Students will create a Greek story vase from a styrofoam cup. They will choose a story from their life and carve it into their cup.
 - Medium: Styrofoam cups, pencils

October

- Topic: Greek Vases
 - Image: Various images of both red-figure and black-figure pottery from Ancient Greece
 - Project: Discuss red and black-figure pottery. Students may choose either red-figure or black-figure pottery. If black-figure is chosen, students will fill in their carvings black and make the background red. Visa-versa if red-figure is chosen.
 - Medium: Oil pastels
- Topic: Portfolio Design
 - Project: Students will design an art portfolio in which their artwork will be kept.
 - Medium: 24x36 inch tag board folded in half and stapled to create an art folder, crayons, pencils, markers, colored pencils
- Topic: Shakespeare Posters
 - Image: Posters from modern Shakespeare plays
 - Project: Discuss advertising (persuading people to want to come to an event). Discuss centering letters and words on a paper. Discuss different kinds of lettering. Students will pretend their class is putting on a play and advertise for it, by making a poster for the Shakespeare play of their choice.
 - Medium: 12x18 Paper, Rulers, Markers
- Topic: Shakespeare Posters
 - Image: Posters from modern Shakespeare plays
 - Project: Discuss use of colors in advertising. Students will color in their poster with attractive, enticing colors.
 - Medium: Markers

November – 3rd Grade

- Topic: T-shirt Contest (Hawaiian Statehood Apparel)
 - Project: Discuss how to create an effective t-shirt design: outline, color choice, and subject matter. Students will create a t-shirt design to enter into the Hawaiian Statehood Apparel Contest.
 - Medium: Markers
- Topic: Still Life and Light
 - Artist: Paul Cezanne
 - Image: Various images of Cezanne's still life paintings
 - Project: Discuss still life as an art form. Discuss what a still life is and why we draw them. Discuss Cezanne's still life paintings, including line, color, light source, and shading. Students will create a still life of pumpkins and gourds from real life.
 - Medium: Various live pumpkins and gourds, pastels
- Topic: Pointillism
 - Artist: Seurat
 - Image: A *Sunday Afternoon on the Island of La Grande Jatte*
 - Project: Discuss pointillism. Students will pick their favorite thing about Christmas and use q-tips to create a pointillism picture.
 - Medium: Tempera and q-tips

December

- Topic: Sculpture--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will build nativity sculptures out of clay. Discuss what clay is, and how to create slabs and coils. Also discuss scoring, slip and joining techniques.
 - Medium: Air-dry clay
- Topic: Color--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will paint their clay nativity sets.
 - Medium: Tempera

January

- Topic: Light – Night and Day
 - Book: “The Moon Shines Down” by Margaret Wise Brown
 - Image: Daytime and Nighttime scenes
 - Project: Discuss how colors appear at night compared to during the day. Students will glue black and white paper side by side to create a 12x18 surface. Students will draw one scene, half in daylight, half at night, of a place they have always wanted to visit.
 - Medium: 9x12 white and black paper, glue, pencil
- Topic: Light – Night and Day
 - Image: Daytime and Nighttime scenes
 - Project: Discuss colors in different lights. Darker colors occur at night and brighter colors occur in the daytime. Use pastels to create effects of light at night and day.
 - Medium: Chalk pastels
- Topic: Mosaics
 - Image: *The Good Shepherd* (Ravenna)
 - Project: Discuss the art of mosaics. Discuss the use of mosaics in churches in Rome. Students will choose a New Testament Bible story and make a preliminary drawing on their background.
 - Medium: Black construction paper, pencil

February – 3rd Grade

- Topic: Mosaics
 - Image: *The Good Shepherd* (Ravenna)
 - Project: Discuss the art of mosaics. Discuss the use of mosaics in churches in Rome. Students will create a mosaic of a New Testament Bible story using pieces of magazines for tiles.
 - Magazines, glue
- Topic: The Hawaii Convention Center Student Art Contest
 - Project: Discuss the contest's rules and guidelines. Discuss the theme "Celebrating Hawaii with My Family and Friends." Discuss how to create an eye-catching piece. Students will create a picture of their interpretation of the contest's theme.
 - Medium: Oil pastels or chalk pastels
- Topic: Depth (Foreground, Middle Ground, and Background)
 - Artist: Jean Millet and Pieter Bruegel
 - Image: *The Gleaners* (Millet) and *Peasant Wedding* (Bruegel)
 - Project: Discuss how to make a picture look three-dimensional using depth. Observe and discuss images with a foreground, middle ground, and background. Students will create a scene in which there is a clear foreground, middle ground, and background.
 - Medium: Watercolors

March

- Topic: Matisse Cutouts
 - Artist: Henri Matisse
 - Image: *Icarus*, *Toboggan*, and *The Swan*
 - Project: Discuss Matisse's work. Discuss "drawing with scissors." Discuss how to create interesting shapes using construction paper. Students will create a Matisse-inspired abstract collage. Scissor skills.
 - Medium: Construction paper and glue
- Topic: *The Scream* by Edvard Munch
 - Artist: Edvard Munch
 - Image: *The Scream*
 - Project: Discuss *The Scream* and its meaning. Discuss how to show emotion through pictures. Students will create a self-portrait in which they are showing an emotion of their choice.
 - Medium: Oil pastels
- Topic: Quilts
 - Book: "Tar Beach" by Faith Ringgold
 - Artist: Faith Ringgold
 - Project: Discuss "Tar Beach," including its message to us. Discuss quilts as an art form. Students will create a class quilt. Students will create their own quilt squares about their personal identity. Students will make a preliminary drawing of their quilt square.
 - Medium: Construction paper, fabric, pencil

April

- Topic: Quilts
 - Book: "Tar Beach" by Faith Ringgold
 - Artist: Faith Ringgold
 - Project: Discuss "Tar Beach," including its message to us. Discuss quilts as an art form. Students will create a class quilt. Students will create their own quilt squares about their personal identity. Students will use fabric and construction paper to fill in their quilt square. Then students will attach their quilt squares together.
 - Medium: Fabric, construction paper, glue

- Topic: Kachina Dolls
 - Image: Various Kachina Dolls from the Hopi and Zuni tribes.
 - Project: Discuss spiritual purpose for these figures. Students will create an armature for a Kachina figure using found materials.
 - Medium: Various found items (Foil, paper towel tubes, bottles)
- Topic: Kachina Dolls
 - Image: Various Kachina Dolls from the Hopi and Zuni tribes.
 - Project: Discuss spiritual purpose for these figures. Students will embellish and decorate their Kachina figures using found materials.
 - Medium: Markers, various found items (Foil, paper towel tubes, string, paper, glue, buttons, felt, foam, fabric, yarn, etc.)
- Topic: Sand Painting
 - Image: Various sand paintings from the Navajo tribe
 - Project: Discuss sand painting as an art form. Discuss the spiritual and medicinal purposes for sand painting. Students will draw a Native American-inspired design.
 - Medium: Tag board, pencil

May – 3rd Grade

- Topic: Sand Painting
 - Image: Various sand paintings from the Navajo tribe
 - Project: Discuss sand painting as an art form. Discuss the spiritual and medicinal purposes for sand painting. Students will fill in their sand painting by gluing various kinds and colors of cereal to their tag board.
 - Medium: Tag board, various kinds of cereal, glue
- Topic: Navajo Rugs - Pattern
 - Book: “The Goat in the Rug” by Blood and Link.
 - Image: Various examples of Navajo rugs
 - Project: Discuss the lines, shapes, and colors seen in Navajo rugs. Also discuss the patterns. Students will paint designs on two pieces of construction paper.
 - Medium: Tempera, construction paper
- Topic: Navajo Rugs – Pattern
 - Image: Various examples of Navajo rugs
 - Project: Discuss the weaving technique of the Navajos. Students will cut strips from their painted designs and weave them together to form a Navajo rug.
 - Medium: Construction paper, glue, scissors

Fourth Grade

September

- Topic: Self Portraits
 - Artist: Vincent Van Gogh
 - Images: *Self Portrait (1889)*, *Self-Portrait with Bandaged Ear (1889)*
 - Project: Students will create a Van Gogh-inspired self-portrait set in their favorite place.
 - Medium: Wax Resist (Crayon and watercolor)
- Topic: Gesture Drawing
 - Project: Discuss bubble figures and what a gesture is (motion/movement). Students will practice drawing bubble figures. Students will take turns modeling for the rest of the class. The students will strike a pose that shows movement and then the class will have 15 seconds to draw them.
 - Medium: Crayons
- Topic: Contour Line Drawings
 - Project: Discuss contour line (drawing the most important lines). Students will draw contour line drawings of various objects (vase, flowers, leaf, hand, shoe). Students will have 2 to 3 minutes per drawing. Students will start with a blind contour drawing of their hand.
 - Medium: Colored pencils

- Topic: Still Life
 - Artist: Paul Cezanne
 - Image: Various images of Cezanne's still life paintings
 - Project: Discuss still life as an art form. Discuss Cezanne's still life paintings, including line, color, light source, and shading. Students will create a still life of a vase with flowers, an ukulele, and various shells. Students will use glue as the outline (contour line).
 - Medium: Glue, construction paper

October – 4th Grade

- Topic: Still Life
 - Artist: Paul Cezanne
 - Image: Various images of Cezanne's still life paintings
 - Project: Discuss still life as an art form. Discuss Cezanne's still life paintings, including line, color, light source, and shading. Students will fill in their still life using chalk pastels.
 - Medium: Chalk pastels
- Topic: Middle Ages – Stained Glass Windows
 - Images: Various images of stained glass windows, including Notre Dame's famous rose window
 - Project: Discuss stained glass windows and why they were used in Medieval churches. Discuss designs and stories told through stained glass windows. Students will create their own stained glass window by cutting a "snowflake" from black construction paper. Students will use tissue paper as their "stained glass." Students will glue the tissue paper on the back of their snowflake design.
 - Medium: Black construction paper, scissors, tissue paper, glue
- Topic: Middle Ages – Illuminated Manuscripts
 - Image: Various images of illuminated manuscripts, including examples from the *Book of Kells*, Old English alphabet
 - Project: Discuss illuminated manuscripts, including who used them, who created them, and why they were so expensive. Discuss different kinds of lettering. Students will choose a Christian word, such as love, Jesus, God, angels, peace, joy, etc. and create their own illuminated manuscript.
 - Medium: Watercolor paper, colored pencils

November

- Topic: Middle Ages – Illuminated Manuscripts
 - Image: Various images of illuminated manuscripts, including examples from the *Book of Kells*, Old English alphabet
 - Project: Discuss illuminated manuscripts, including who used them, who created them, and why they were so expensive. Discuss different kinds of lettering. Students will watercolor over their colored penciled word with orange/yellow to create an antique looking color. Then saran wrap will be put on top of the wet watercolors to form wrinkle marks to add age.
 - Medium: Watercolors, saran wrap
- Topic: Portfolio Design
 - Project: Students will design an art portfolio in which their artwork will be kept.
 - Medium: 24x36 inch tag board folded in half and stapled to create an art folder, crayons, pencils, markers, colored pencils
- Topic: Medieval Tapestries
 - Image: *Bayeux Tapestry* and *Unicorn Tapestries*
 - Project: Discuss how tapestries told stories of the Middle Ages. Discuss how we can tell stories by using only pictures, and no words. Students will create their own storyboard/comic strip of an important event that happened in their life. They must use at least 4 boxes, but no more than 8 to tell their story.
 - Medium: Sharpies, colored pencils

December – 4th Grade

- Topic: Sculpture--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will build nativity sculptures out of clay. Discuss what clay is, and how to create slabs and coils. Also discuss scoring, slip and joining techniques.
 - Medium: Air-dry clay
- Topic: Color--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will paint their clay nativity sets.
 - Medium: Tempera

January

- Topic: Middle Ages - Madonnas/Icons
 - Images: *Madonna and Child on a Curved Throne* (Byzantine)
 - Project: Discuss why people in the Middle Ages made pictures of Mary. Discuss what images come to mind when we think about God, Jesus, or the Holy Spirit. Students will create a triptych of how they picture God (may be symbolic). Then students may add embellishment to their picture by adding sequins.
 - Medium: Scissors, oil pastels, glue, sequins
- Topic: Middle Ages – Gargoyles and Mosaics
 - Images: Various images of gargoyles from the Middle Ages, including those on Notre Dame; various images of mosaics from the Middle Ages
 - Project: Discuss the role of gargoyles in the church. They were used to keep the evil spirits away. Discuss mosaics as an art form and how they were used in Medieval churches. Students will choose a protective animal and draw an outline of it on their paper.
 - Medium: Construction paper, pencil
- Topic: Middle Ages – Gargoyles and Mosaics
 - Images: Various images of gargoyles from the Middle Ages, including those on Notre Dame; various images of mosaics from the Middle Ages
 - Project: Discuss the role of gargoyles in the church. They were used to keep the evil spirits away. Discuss mosaics as an art form and how they were used in Medieval churches. Students will fill in their mosaics using pieces of magazine as their tiles.
 - Medium: Magazines, glue, scissors
- Topic: Aloha Care Calendar Contest (I show aloha by...)
 - Images: Winning pictures of last year's contest
 - Project: Discuss the rules of the contest and some guidelines to follow while working. Students will create a picture of how they show aloha in their lives.
 - Medium: Oil pastels

February

- Topic: Islamic Art
 - Images: Various pictures of tile work and patterns from the Taj Mahal (India) and the Isfahan Mosque (Iran)
 - Project: Discuss the use of patterns in Islamic Art. Discuss why they do not use people in their artwork. Discuss symmetry and pattern. Discuss the art of printmaking. Students will create their own Islamic-patterned tile by creating a snowflake out of tag board. Then students will trace their snowflake onto their printmaking block. Students will then carve their printmaking block.
 - Medium: Styrofoam printmaking blocks, pencils, tag board, scissors
- Topic: Islamic Art
 - Images: Various pictures of tile work and patterns from the Taj Mahal (India) and the Isfahan Mosque (Iran)
 - Project: Discuss the use of patterns in Islamic Art. Discuss why they do not use people in their artwork. Discuss symmetry and pattern. Discuss how to pull a print from a printmaking block. Students will pull 3 prints from their printmaking block.
 - Medium: Styrofoam printmaking blocks, tempera

- Topic: African Art – Masks
 - Images: Various African masks from Mali (Dogon masks) and the Democratic Republic of the Congo
 - Project: Discuss the spiritual use of masks. Discuss why masks are used in ceremonies. Students will create their own animal-inspired mask. Students will cut the shape of their mask from tag board and use crayons to add large details on the mask.
 - Medium: Tag board, scissors, crayons, construction paper
- Topic: African Art – Masks
 - Images: Various African masks from Mali (Dogon masks) and the Democratic Republic of the Congo
 - Project: Discuss the spiritual use of masks. Discuss why masks are used in ceremonies. Students will create their own animal-inspired mask. Students will add embellishment to their masks using red, white, and black beans, and raffia.
 - Medium: Red, white, and black beans, raffia

March – 4th Grade

- Topic: The Hawaii Convention Center Student Art Contest
 - Project: Discuss the contest’s rules and guidelines. Discuss the theme “Celebrating Hawaii with My Family and Friends.” Discuss how to create an eye-catching piece. Students will create a picture of their interpretation of the contest’s theme.
 - Medium: Oil pastels or chalk pastels
- Topic: African Art - Kente Cloth
 - Image: Various images of Kente Cloths from Ghana
 - Project: Discuss what Kente clothes represent to people in Ghana. Discuss patterns and symmetry. Students will create their own Kente cloth patterns on strips of tag board. Medium: Tag board, pencil
- Topic: African Art - Kente Cloth
 - Image: Various images of Kente Cloths from Ghana
 - Project: Discuss what Kente clothes represent to people in Ghana. Discuss patterns and symmetry. Students will glue different colors of yarn on their designs to resemble Kente cloth patterns.
 - Medium: Tag board, glue, yarn

April

- Topic: Chinese Art – Calligraphy
 - Image: Various Chinese calligraphy examples
 - Project: Discuss the art of calligraphy. Discuss the discipline behind Chinese calligraphy. Students will practice the art of calligraphy and create a final piece of a Chinese character.
 - Medium: Ink
- Topic: Chinese Art – Silk Scroll Paintings
 - Image: Various images of Chinese silk scroll paintings.
 - Project: Discuss Chinese ink paintings, including their minimalist tone. Discuss how Chinese ink paintings are meditated on while they are being made. Students will create a Chinese ink painting of a landscape using black watercolor.
 - Medium: Ink, Sharpies
- Topic: Chinese Art – Silk Scroll Paintings
 - Image: Various images of Chinese silk scroll paintings.
 - Project: Discuss Chinese ink paintings, including their minimalist tone. Discuss how Chinese ink paintings are meditated on while they are being made. Students will add color to their ink painting in small amounts, keeping with the minimalist theme.
- Topic: Chinese Art – Porcelain
 - Image: Various porcelain vases from China.
 - Project: Discuss vases, including form and function. Students will create a vase for Mother’s Day using the coil method.
 - Medium: Air-dry clay

May – 4th Grade

- Topic: Chinese Art – Porcelain
 - Image: Various porcelain vases from China.
 - Project: Discuss vases, including the patterns chosen for decorating. Students will paint their vases in the Chinese style.
 - Medium: Tempera
- Topic: American Revolution Art – Portraits
 - Artist: John Singleton Copley, Gilbert Stuart
 - Image: *Paul Revere* (Copley), *George Washington* (Stuart), *George Washington Crossing the Delaware*
 - Project: Discuss American Revolution portraits. Discuss the use of color and tone of the paintings. Students will create a portrait of someone who is important to them (family member). Students will outline the portrait with Sharpie to begin.
 - Medium: Watercolor paper, Sharpies
- Topic: American Revolution Art – Portraits
 - Artist: John Singleton Copley, Gilbert Stuart
 - Image: *Paul Revere* (Copley), *George Washington* (Stuart), *George Washington Crossing the Delaware*
 - Project: Discuss American Revolution portraits. Discuss the use of color and tone of the paintings. Discuss watercolor techniques, such as wet on wet, wet on dry, and dry on dry. Students will create a portrait of someone who is important to them (family member). Students will use watercolors to fill in their portraits.
 - Medium: Watercolors

Fifth Grade

September

- Topic: Self Portraits
 - Artist: Vincent Van Gogh
 - Images: *Self Portrait (1889)*, *Self-Portrait with Bandaged Ear (1889)*
 - Project: Students will create a Van Gogh-inspired self-portrait set in their favorite place.
 - Medium: Wax Resist (Crayon and watercolor)
- Topic: Gesture Drawing
 - Project: Discuss bubble figures and what a gesture is (motion/movement). Students will practice drawing bubble figures. Students will take turns modeling for the rest of the class. The students will strike a pose that shows movement and then the class will have 15 seconds to draw them.
 - Medium: Crayons
- Topic: Mayan Art
 - Image: Mayan mural paintings
 - Project: Discuss the Mayans, including where they lived and what kind of animals they honored (Jaguars). Discuss the Mayan creation story. Discuss pattern. Students will create a patterned background for their rainforest animal.
 - Medium: Black construction paper, white tempera paint, oil pastels

October

- Topic: Mayan Art
 - Image: Mayan mural paintings
 - Project: Discuss the Mayans, including where they lived and what kind of animals they honored (Jaguars). Discuss the Mayan creation story. Discuss pattern. Students will create a patterned rainforest animal. Then students will glue cardboard on the back of their animal and glue the cardboard to the background (so animal will stand out from the background).
 - Medium: Black construction paper, white tempera paint, oil pastels, glue, cardboard

- Topic: Portfolio Design
 - Project: Students will design an art portfolio in which their artwork will be kept.
 - Medium: 24x36 inch tag board folded in half and stapled to create an art folder, crayons, pencils, markers, colored pencils
- Topic: Incan Art - Textiles
 - Image: Photograph of an Incan textile cloth
 - Project: Discuss textiles, including why we do not have many examples from the Incan times. Discuss pattern and meaning. Students will create their own family textile cloth. Students will use geometric shapes to create 4 “tiles” of pattern that represent their family.
 - Medium: Construction paper, oil pastels
- Topic: Aztec Art – Sunstones
 - Image: Various images of ancient and modern sunstone calendars.
 - Project: Discuss what a sunstone calendar is and what the Aztecs used them for. Discuss radial symmetry and pattern. Discuss the art of printmaking. Students will carve their own sunstone on a printmaking block.
 - Medium: Printmaking block, pencil

November – 5th Grade

- Topic: Aztec Art – Sunstones
 - Image: Various images of ancient and modern sunstone calendars.
 - Project: Discuss what a sunstone calendar is and what the Aztecs used them for. Discuss radial symmetry and pattern. Discuss the art of printmaking, including how to pull a print. Students will pull three prints from their sunstone printmaking block.
 - Medium: Printmaking block, tempera
- Topic: Renaissance Art – Sketchbooks
 - Artist: Leonardo Da Vinci
 - Image: *The Proportions of Man*
 - Project: Discuss the Renaissance period in terms of art. Discuss Da Vinci’s life and work. Discuss Da Vinci’s use of sketchbooks. Students will create a human with the correct body proportions in their sketchbooks. Students will also create a human face using the correct proportions.
 - Medium: Sketchbooks and pencils
- Topic: Renaissance Art – Shading and Light
 - Artist: Paul Cezanne
 - Image: Various images of Cezanne’s still life paintings
 - Project: Discuss still life as an art form. Discuss what a still life is and why we draw them. Discuss Cezanne’s still life paintings, including line, color, light source, and shading. Discuss how shading is important to make objects look real. Students will practice drawing a shaded sphere in the sketchbooks.
 - Medium: Sketchbooks, pencils
- Topic: Renaissance Art – Shading and Light
 - Artist: Paul Cezanne
 - Image: Various images of Cezanne’s still life paintings
 - Project: Discuss still life as an art form. Discuss what a still life is and why we draw them. Discuss Cezanne’s still life paintings, including line, color, light source, and shading. Discuss how shading is important to make objects look real. Students will create a still life of pumpkins and gourds from real life.
 - Medium: Various live pumpkins and gourds, pastels, sketchbook, pencils

December – 5th Grade

- Topic: Sculpture--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will build nativity sculptures out of clay. Discuss what clay is, and how to create slabs and coils. Also discuss scoring, slip and joining techniques.
 - Medium: Air-dry clay
- Topic: Color--nativity sets
 - Images: Various nativity sculptures
 - Project: Students will paint their clay nativity sets.
 - Medium: Tempera

January

- Topic: Renaissance Art – One Point Perspective
 - Artist: Raphael, Da Vinci
 - Image: Railroad tracks converging into a vanishing point, *School of Athens* (Raphael), *The Last Supper* (Da Vinci)
 - Project: Discuss perspective and how it shows depth and distance in a picture. Students will practice drawing a perspective scene in their sketchbooks.
 - Medium: Sketchbook, pencils
- Topic: Renaissance Art – One Point Perspective
 - Artist: Raphael, Da Vinci
 - Image: Railroad tracks converging into a vanishing point, *School of Athens* (Raphael), *The Last Supper* (Da Vinci)
 - Project: Discuss perspective and how it shows depth and distance in a picture. Students will create wooden figure (mannequins) drawings at various distances in a one-point perspective scene. Students will outline their drawings in Sharpie and fill in with oil pastels.
 - Sharpie, oil pastels
- Topic: Aloha Care Calendar Contest (I show aloha by...)
 - Images: Winning pictures of last year's contest
 - Project: Discuss the rules of the contest and some guidelines to follow while working. Students will create a picture of how they show aloha in their lives.
 - Medium: Oil pastels
- Topic: Renaissance Art – Modern Mona's
 - Artist: Leonardo Da Vinci, Marcel Duchamp
 - Image: *Mona Lisa* (Da Vinci), *L.H.O.O.Q.* (Duchamp)
 - Project: Discuss *Mona Lisa*, including why it is so famous. Discuss the mysteries and myths concerning the *Mona Lisa*. Discuss parodies of the *Mona Lisa*. Students will create their own "Modern Mona's." Students will choose one way to change the *Mona Lisa* into a modern day portrait. They may change something about her or add something unexpected. Students will outline their portraits in Sharpie.
 - Medium: Watercolor paper, Sharpie

February

- Topic: Renaissance Art – Modern Mona's
 - Artist: Leonardo Da Vinci, Marcel Duchamp
 - Image: *Mona Lisa* (Da Vinci), *L.H.O.O.Q.* (Duchamp)
 - Project: Discuss various watercolor techniques, including wet on wet, wet on dry, and dry on dry. Students will create their own "Modern Mona's." Students will choose one way to change the *Mona Lisa* into a modern day portrait. They may change something about her or add something unexpected. Students will watercolor their Modern Mona's.
 - Medium: Watercolors
- Topic: The Hawaii Convention Center Student Art Contest
 - Project: Discuss the contest's rules and guidelines. Discuss the theme "Celebrating Hawaii with My Family and Friends." Discuss how to create an eye-catching piece. Students will create a picture of their interpretation of the contest's theme.
 - Medium: Oil pastels or chalk pastels

- Topic: Renaissance Art – Sistine Chapel
 - Artist: Michelangelo
 - Image: *Creation of Adam*, various images from the Sistine Chapel ceiling
 - Project: Discuss the Sistine Chapel, including how it was painted. Discuss murals. Students will create a mural of the creation story. Each student will draw the seven scenes from the creation story.
 - Medium: Oil pastels
- Topic: Renaissance Art – Sistine Chapel
 - Artist: Michelangelo
 - Image: *Creation of Adam*, various images from the Sistine Chapel ceiling
 - Project: Discuss the Sistine Chapel, including how it was painted. Discuss murals. Students will create a class mural of the creation story. When the students have finished coloring in their pieces, the pictures will be hung together to create a mural.
 - Medium: Oil pastels

March – 5th Grade

- Topic: Renaissance Art – Madonnas
 - Artist: Raphael
 - Image: *The Marriage of the Virgin, Madonna and Child with the Infant St. John, The Alba Madonna, The Small Cowper Madonna*
 - Project: Discuss Raphael's Madonna paintings. Discuss the reasons for painting the Virgin Mary. Students will create a portrait of themselves with their mother. Students will draw an outline of their figures and background on canvas paper.
 - Medium: Canvas paper, pencils
- Topic: Renaissance Art – Madonnas
 - Artist: Raphael
 - Image: *The Marriage of the Virgin, Madonna and Child with the Infant St. John, The Alba Madonna, The Small Cowper Madonna*
 - Project: Discuss Raphael's Madonna paintings. Discuss the reasons for painting the Virgin Mary. Discuss techniques of tempera paint (color mixing, etc.) Students will create a portrait of themselves with their mother. Students will paint their canvas papers using tempera paint.
 - Medium: Tempera, canvas paper

April – 5th Grade

- Topic: Renaissance Art – Sculpture
 - Artist: Donatello and Michelangelo
 - Image: *David* (Michelangelo), *Saint George* (Donatello)
 - Project: Discuss the sculptures. Discuss what paper mache is and the proper use of it. Students will create a figure of themselves in action. Students will create an armature out of tin foil, paper, and tape.
 - Medium: Tin foil, paper, masking tape
- Topic: Renaissance Art – Sculpture
 - Artist: Donatello and Michelangelo
 - Image: *David* (Michelangelo), *Saint George* (Donatello)
 - Project: Discuss the sculptures. Discuss what paper mache is and the proper use of it. Students will create a figure of themselves in action. Students will apply 3 layers of paper mache onto their armature.
 - Medium: Paper mache, newspaper
- Topic: Renaissance Art – Sculpture
 - Artist: Donatello and Michelangelo
 - Image: *David* (Michelangelo), *Saint George* (Donatello)
 - Project: Discuss the sculptures. Discuss what paper mache is and the proper use of it. Students will create a figure of themselves in action. Students will paint their paper mache sculpture.
 - Medium: Tempera

- Topic: Nineteenth Century United States Art
 - Artist: Thomas Cole, Albert Bierstadt, George Caleb Bingham, William Sidney Mount
 - Image: *The Oxbow* (Cole), *Rocky Mountains, Lander's Peak* (Bierstadt), *Fur Traders Descending the Missouri* (Bingham), *Eel Spearing at Setauket* (Mount)
 - Project: Discuss the art of landscapes. Discuss why these pictures feel calm (color, blending, shading) Students will create a calm landscape.
 - Medium: Oil pastels
- Topic: Nineteenth Century United States Art
 - Artist: Currier and Ives
 - Image: Famous prints of winter scenes.
 - Project: Discuss Currier and Ives' artwork. Discuss the reason their prints were so important to the American people back then. Students will create Scratch Art of a winter scene.
 - Medium: Scratch Art paper, scratch sticks

May -5th Grade

- Topic: Art of Japan
 - Image: Various images of Japanese landscape paintings.
 - Project: Discuss the Japanese art of sumie. Discuss how Japanese ink paintings are meditated on while they are being made. Discuss their minimalist tone. Students will create a Japanese-inspired landscape.
 - Medium: Ink
- Topic: Art of Japan
 - Image: Various images of Japanese sumie paintings
 - Project: Discuss the Japanese art of sumie. Discuss lettering as a form of art. Discuss the spiritual and meditative qualities of sumie. Students will practice creating sumie letters. Students will create a haiku about their Japanese landscape painting. Students will then write their haiku out in the sumie style.
 - Medium: Ink
- Topic: Art of Japan: Texture and Textiles
 - Artist: Kumiko McKee
 - Image: Various paintings done by McKee, *Kamakura Buddha*
 - Project: Discuss Japanese fabrics and textiles. Discuss texture seen in these paintings and the sculpture. Students will create a Japanese themed collage out fabric.
 - Medium: Fabric, glue

Visual Arts: Kindergarten

SEE INTRODUCTION, “The Arts in the Curriculum.”

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

I. Elements of Art

Teachers: The generally recognized elements of art include line, shape, form, space, light, texture, and color. In kindergarten, introduce children to line and color. Engage students in recognizing and using different kinds of lines and colors, and point out lines and colors in nature. (You may also wish to observe shapes in art and nature—see Math: Geometry.)

A. COLOR

- Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple)
- Observe the use of color in
Pieter Bruegel, *The Hunters in the Snow*
Helen Frankenthaler, *Blue Atmosphere*
Paul Gauguin, *Tahitian Landscape*
Pablo Picasso, *Le Gourmet*

B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
- Observe different kinds of lines in
Katsushika Hokusai, *Tuning the Samisen*
Henri Matisse, *Purple Robe and Anemones*
Joan Miró, *People and Dog in the Sun*

II. Sculpture

- Recognize and discuss the following as sculptures:
Northwest American Indian totem pole
Statue of Liberty
- Mobiles: Alexander Calder’s *Lobster Trap and Fish Tail*

III. Looking at and Talking about Works of Art

Teachers: After children have been introduced to some elements of art and a range of artworks and artists, engage them in looking at pictures and talking about them. Ask the children about their first impressions—what they notice first, and what the picture makes them think of or feel. Go on to discuss the lines and colors, details not obvious at first, why they think the artist chose to depict things in a certain way, etc.

- Observe and talk about
Pieter Bruegel, *Children’s Games*
Mary Cassatt, *The Bath*
Winslow Homer, *Snap the Whip*
Diego Rivera, *Mother’s Helper*
Henry O. Tanner, *The Banjo Lesson*

See also American History K:
Native Americans, *re* totem
pole.

Visual Arts: Grade 1

SEE INTRODUCTION, “The Arts in the Curriculum.”

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

I. Art from Long Ago

Teachers: Help children see how art has been an important human activity since early times.

- Look at and discuss
 - Cave paintings
 - Art of Ancient Egypt
 - Great Sphinx
 - Mummy cases: Tutankhamen’s coffin
 - Bust of Queen Nefertiti

See also World History 1:
Ancient Egypt.

II. Elements of Art

Teachers: The generally recognized elements of art include line, shape, form, space, light, texture, and color. In first grade, focus on the following:

A. COLOR

Teachers: Review from Kindergarten the idea of “warm” and “cool” colors.

- Know that red, yellow, and blue are commonly referred to as the “primary colors,” and that
 - blue + yellow = green
 - blue + red = purple
 - red + yellow = orange
- Observe the use of color in
 - Claude Monet, *Tulips in Holland*
 - James A. McNeill Whistler, *Arrangement in Black and Gray* (also known as *Whistler’s Mother*)
 - Diego Rivera, *Piñata*

See also World History 1:
Mexico, *re piñata*.

B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
- Observe how different lines are used in
 - Jacob Lawrence, *Parade*
 - Henri Matisse, *The Swan*
 - Georgia O’ Keeffe, one of her *Shell* paintings

C. SHAPE

- Recognize basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks, including
 - Jacob Lawrence, *Parade*
 - Grant Wood, *Stone City, Iowa*

D. TEXTURE

Teachers: Provide opportunities for children to experience both tactile and visual texture (these terms are for your reference only) by having them describe qualities of texture in natural objects (tactile texture) and in works of art (visual texture).

- Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in
 - Native American baskets (such as a pomo basket)
 - Edgar Degas, *Little Fourteen-Year-Old Dancer* (also known as *Dressed Ballet Dancer*)
 - Albrecht Dürer, *Young Hare*

III. Kinds of Pictures: Portrait and Still Life

Teachers: Introduce children to the terms we use to describe different kinds of paintings, discuss examples, and provide opportunities for children to create their own works in different genres. When you look at the specified works, ask the children about their first impressions—what they notice first, and what the picture makes them think of or feel. Go on to discuss lines, shapes, colors, and textures; details not obvious at first; why they think the artist chose to depict things in a certain way, etc.

- Recognize as a portrait or self-portrait:
 - Leonardo da Vinci, *Mona Lisa*
 - Francisco Goya, *Don Manuel Osorio Manrique de Zuñiga*
 - Vincent van Gogh, *Self-Portrait* [1889]
- Recognize as a still life:
 - Vincent van Gogh, *Iris*
 - Paul Cézanne, studies with fruit, such as *Apples and Oranges*
- Recognize as a mural (a painting on a wall):
 - Diego Rivera, *The History of Medicine in Mexico*

See also World History 1: Mexico, re murals of Diego Rivera.

Visual Arts: Grade 2

SEE INTRODUCTION, “The Arts in the Curriculum.”

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

I. Elements of Art

Teachers: The generally recognized elements of art include line, shape, form, space, light, texture, and color. In second grade, continue when appropriate to discuss qualities of line, shape, color, and texture that children learned about in kindergarten and first grade.

- Recognize lines as horizontal, vertical, or diagonal.
- Observe the use of line in
 - Pablo Picasso, *Mother and Child*
 - Katsushika Hokusai, *The Great Wave at Kanagawa Nami-Ura* from *Thirty-six Views of Mt. Fuji*

See also World History 2: Japan, re Hokusai.

II. Sculpture

- Observe shape, mass, and line in sculptures, including
 - The Discus Thrower*
 - Flying Horse* (from Wu-Wei, China)
 - Auguste Rodin, *The Thinker*

See also World History 2: The Ancient Greek Civilization, re *The Discus Thrower*; and China, re *Flying Horse*.

III. Kinds of Pictures: Landscapes

Teachers: Briefly review from grade 1: portrait, self-portrait, and still life. In discussing the following works, ask the children about their first impressions—what they notice first, and what the picture makes them think of or feel. Go on to discuss lines, shapes, colors, and textures; details not obvious at first; why they think the artist chose to depict things in a certain way, etc.

- Recognize as landscapes and discuss
 - Thomas Cole, *The Oxbow* (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
 - El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
 - Henri Rousseau, *Virgin Forest*
 - Vincent van Gogh, *The Starry Night*

Note: You may wish to recall from kindergarten, Joan Miró, *People and Dog in the Sun*.

IV. Abstract Art

- Compare lifelike and abstract animals, including
 - Paintings of birds by John James Audubon
 - Albrecht Dürer, *Young Hare*
 - Paul Klee, *Cat and Bird*
 - Pablo Picasso, *Bull's Head* (made from bicycle seat and handlebars)
 - Henri Matisse, *The Snail* (also known as *Chromatic Composition*)
- Observe and discuss examples of abstract painting and sculpture, including
 - Marc Chagall, *I and the Village*
 - Constantin Brancusi, *Bird in Space*

V. Architecture

See also World History 2:
The Ancient Greek
Civilization, *re* the
Parthenon; India, *re* the
Great Stupa; Japan, *re*
Himeji Castle.

- Understand architecture as the art of designing buildings.
- Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon).
- Noting line, shape, and special features (such as columns and domes), look at
The Parthenon
Great Stupa (Buddhist temple in Sanchi, India)
Himeji Castle (also known as “White Heron Castle,” Japan)
The Guggenheim Museum (New York City)

Visual Arts: Grade 3

SEE INTRODUCTION, “The Arts in the Curriculum.”

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

I. Elements of Art

Teachers: The generally recognized elements of art include line, shape, form, space, light, texture, and color. In third grade, build on what the children have learned in earlier grades as you introduce concepts of light, space, and design.

A. LIGHT

- Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in
James Chapin, *Ruby Green Singing*
Jan Vermeer, *Milkmaid*

B. SPACE IN ARTWORKS

- Understand the following terms: two-dimensional (height, width) and three-dimensional (height, width, depth)
- Observe relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder
- Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and background in paintings, including
Jean Millet, *The Gleaners*
Pieter Bruegel, *Peasant Wedding*

C. DESIGN: HOW THE ELEMENTS OF ART WORK TOGETHER

- Become familiar with how these terms are used in discussing works of art:
Figure and ground
Pattern
Balance and symmetry
- Examine design—how the elements of art work together—in
Rosa Bonheur, *The Horse Fair*
Mary Cassatt, *The Bath*
Early American quilts
Edward Hicks, *The Peaceable Kingdom*
Henri Matisse, cut-outs: *Icarus*
Edvard Munch, *The Scream*
Horace Pippin, *Victorian Interior*
Faith Ringgold, *Tar Beach*

Note: Students will take a more detailed look at perspective in grade 5.

See also American History 3: Colonial America, re Early American quilts and *The Peaceable Kingdom*.

II. American Indian Art

Teachers: The works of art specified below are associated with the Southwest and Eastern Woodland Indians studied in third grade, thus other works of art, such as totem poles, are not listed here because they would be more appropriately examined when students are introduced to the Pacific Northwest Indians. Students should be made aware of the spiritual purposes and significance of many American Indian works of art.

- Become familiar with American Indian works, including
 - Kachina dolls (Hopi, Zuni)
 - Navajo (Dine) blankets and rugs, sand paintings
 - Jewelry

III. Art of Ancient Rome and Byzantine Civilization

Teachers: The works of art listed here may be introduced as part of your study of ancient Roman civilization; see *World History Grade 3*.

- Become familiar with artworks of ancient Roman and Byzantine civilization, including
 - Le Pont du Gard
 - The Pantheon
 - Byzantine mosaics
 - Hagia Sophia

Visual Arts: Grade 4

SEE INTRODUCTION, “The Arts in the Curriculum.”

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

In studying the works of art specified below, and in creating their own art, students should review, develop, and apply concepts introduced in previous grades, such as line, shape, form, space, texture, color, light, design, symmetry, etc.

I. Art of the Middle Ages in Europe

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade World History: Europe in the Middle Ages.

- Note the generally religious nature of European art in the Middle Ages, including
Examples of medieval Madonnas (such as *Madonna and Child on a Curved Throne*—13th century Byzantine)
Illuminated manuscripts (such as *The Book of Kells*)
Tapestries (such as the Unicorn tapestries)
- Become familiar with features of Gothic architecture (spires, pointed arches, flying buttresses, rose windows, gargoyles and statues) and famous cathedrals, including Notre Dame (Paris).

II. Islamic Art and Architecture

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade World History: The Spread of Islam.

- Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur’an (Koran).
- Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar), Jerusalem
Alhambra Palace, Spain
Taj Mahal, India

III. The Art of Africa

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade World History: Early and Medieval African Kingdoms.

- Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting.
- Become familiar with examples of art from specific regions and peoples in Africa, such as
Antelope headdresses of Mali
Sculptures by Yoruba artists in the city of Ife
Ivory carvings and bronze sculptures of Benin

IV. The Art of China

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade World History, China: Dynasties and Conquerors.

- Become familiar with examples of Chinese art, including
 - Silk scrolls
 - Calligraphy (the art of brush writing and painting)
 - Porcelain

V. The Art of a New Nation: The United States

Teachers: Study of the following works of art may be integrated with study of related topics in fourth grade American History.

Note: While *Washington Crossing the Delaware* is not in origin an American work of art—it was painted by Emanuel Leutze, a German, some seventy-five years after the event it depicts—it has become widely recognized and embraced as a symbol of the American Revolution.

- Become familiar with famous portraits and paintings, including
 - John Singleton Copley, *Paul Revere*
 - Gilbert Stuart, *George Washington*
 - Washington Crossing the Delaware*
- Become familiar with the architecture of Thomas Jefferson's Monticello.

Visual Arts: Grade 5

SEE INTRODUCTION, “The Arts in the Curriculum.”

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.

In studying the works of art specified below, and in creating their own art, students should review, develop, and apply concepts introduced in previous grades, such as line, shape, form, space, texture, color, light, design, and symmetry.

I. Art of the Renaissance

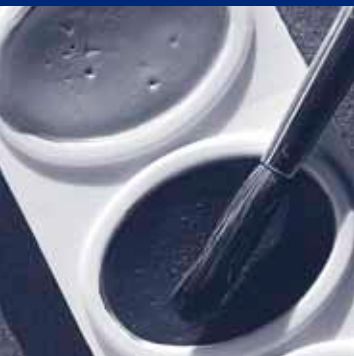
Teachers: Study of the following artists and works of art may be integrated with study of related topics in World History 5: The Renaissance.

- The shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world
- The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)
- The development of linear perspective during the Italian Renaissance
 - The vantage point or point-of-view of the viewer
 - Convergence of lines toward a vanishing point, the horizon line
- Observe and discuss works in different genres—such as portrait, fresco, Madonna—by Italian Renaissance artists, including
 - Sandro Botticelli, *The Birth of Venus*
 - Leonardo da Vinci: *The Proportions of Man*, *Mona Lisa*, *The Last Supper*
 - Michelangelo, Ceiling of the Sistine Chapel, especially the detail known as *The Creation of Adam*
 - Raphael: *The Marriage of the Virgin*, examples of his Madonnas (such as *Madonna and Child with the Infant St. John*, *The Alba Madonna*, or *The Small Cowper Madonna*)
- Become familiar with Renaissance sculpture, including
 - Donatello, *Saint George*
 - Michelangelo, *David*
- Become familiar with Renaissance architecture, including
 - The Florence Cathedral, dome designed by Filippo Brunelleschi
 - St. Peter’s in Rome
- Observe and discuss paintings of the Northern Renaissance, including
 - Pieter Bruegel, *Peasant Wedding*
 - Albrecht Dürer, *Self-Portrait* (such as from 1498 or 1500)
 - Jan van Eyck, *Giovanni Arnolfini and His Wife* (also known as *Arnolfini Wedding*)

II. American Art: Nineteenth-Century United States

- Become familiar with the Hudson River School of landscape painting, including
 - Thomas Cole, *The Oxbow (The Connecticut River Near Northampton)* (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
 - Albert Bierstadt, *Rocky Mountains, Lander’s Peak*
- Become familiar with genre paintings, including
 - George Caleb Bingham, *Fur Traders Descending the Missouri*
 - William Sidney Mount, *Eel Spearing at Setauket*

Note: When you study perspective, review from grade 3 foreground, middle ground, and background; and, for contrast, examine paintings that do not attempt to create an illusion of depth, for example, *Madonna and Child on a Curved Throne* (see Visual Arts 4: Art of the Middle Ages).



See also American History 5: Civil War, *re* photographs by Brady; and African American troops in the Civil War: Shaw and the Massachusetts 54th, *re* Saint-Gaudens's *Shaw Memorial*.

See also World History 5: Feudal Japan.

- Become familiar with art related to the Civil War, including Civil War photography of Mathew Brady and his colleagues
The Shaw Memorial sculpture of Augustus Saint-Gaudens
- Become familiar with popular prints by Currier and Ives.

III. Art of Japan

- Become familiar with
The Great Buddha (also known as the Kamakura Buddha)
Landscape gardens

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ul style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p>American</p> <ul style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p>American</p> <ul style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform 	<ul style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States 	<ul style="list-style-type: none"> I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	<ul style="list-style-type: none"> I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States 	<ul style="list-style-type: none"> I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) 	<ul style="list-style-type: none"> I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz) 	<ul style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Mathematics	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra 	<ul style="list-style-type: none"> I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics 	<ul style="list-style-type: none"> I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	<ul style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies 	<ul style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies 	<ul style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies 	<ul style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies 	<ul style="list-style-type: none"> I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies