

| Date | Type | Session | Project Description | Classroom Activities | Artistic Samples | Skills & Vocabulary | Sharing & Reflection |
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| DreamYard In-School Programs Curriculum Map | | | | | | | |
| Teaching Artist: | | | | | | | |
| School: | | | | | | | |
| Grade: | | | | | | | |
| Art Form: | | | | | | | |
| Residency Goals: Specify how the residency will incorporate the DreamYard Framework. | | | | | | | |
| As we proceed through the first four weeks together, we will explore a variety of visual artists and makers, and look at the themes of NURTURE and NAVIGATE. We will ask: Who is or isn't considered an artist? How do artists see the world? and how do artists use their work to talk back to the world? | | | | | | | |
| Who/What Inspires Me? → Artists/Themes - What work do I admire? | | | | | | | |
| What do I want to say? → Point of view/Perspective - What am I experiencing? - What is my opinion? - What is my response? | | | | | | | |
| How can I effectively express it? → Medium/Genre/Skill Building - How can I use art to talk back to the world | | | | | | | |
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| eg. 10/12/2016 | e.g. Class; No School; Class Cancelled; PTO - No Sub; PTO - Sub; etc. | e.g. 1, 2, 3; if no class taught write "X" and continue numbered sessions below | What is the purpose of this project? (Brief summary: should be 2-3 sentences.) | List exercises that will be used to support residency goals. Please include the objective for the day. | What professional artists/works of art will you introduce to students to support the work? Please choose a minimum of 1 sample per project. | What are the projected outcomes as it relates to technical skills, social/emotional skills, and vocabulary? | How will students reflect on the work? How will students share with one another? How and when will students share work with a broader audience? |
| | Class | 1 | Who is an artist/maker? Intro to Nurture | Community guidelines & community builder (15 min) - "I Make" Activity Intro: Who is an artist? (15 min) - Discuss the artists you know in your own life/community. What do they make? What have you seen? Create an ARTIST wall (30 min): Step 1: Make your own name plate and write I make... Someone in my family makes...My favorite maker/Artist... Step 2: Present Step 3: Artist wall Reflection/Closing Ritual: (10 min) - Question wall | - Gabriel Garcia Roman - Frida Kahlo - Kehinde Wiley - Ebony Patterson - Titus Kafur - Rachel Eliza Griffiths - Abraham Cruzvillegas | Students will explore what it means to be an artist (from inventor, tinkerer, painter, etc...) and reflect on how we use art to nurture and navigate. Once they each make their artist name plate, they will be able to see the accumulated results. | Setting up rituals and structures where students have space to listen and be heard. Using reflection wall, read three of the responses. |

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| | Class | 2 | How do artists/makers see? | <p>Through looking at historical and contemporary artists, students will explore the ways in which their artwork can nurture or navigate identity. How does the work show how an artist sees themselves or shows how others see them?</p> <p>Community Builder: (15 min) Sun & Moon</p> <p>Main Activity: Artist Journal (45 min) - Everyone will get an artist image and profile. Talk about: What they made, what tools did they use, why did they make it? How does their work nurture identity? Have articles or facts printed out and they highlight answers to questions. - Then make a mini journal with info and picture on the beginning page.</p> <p>Share out: Fast pass (10 min) - pass your book to another person so each person has a chance to see eachother's book.</p> <p>Reflection: (10 min) Use ritual from last week.</p> | <ul style="list-style-type: none"> - Gabriel Garcia Roman - Frida Kahlo - Kehinde Wiley - Ebony Patterson - Titus Kafur - Rachel Eliza Griffiths | Learn to unpack images using visual thinking strategies. | Use Fast Pass - so each kid gets to see work but you don't have to do large share. Keep using reflection wall as a ritual to self reflect. Read three of them/day. Ask a student to read three next time. |
| | Class | 3 | What do artists/makers use? | <p>Through exploring a variety of art-making tools and inspriation sources, students will learn that there are a variety of ways to make a portrait.</p> <p>Community builder: Identity Wheel</p> <p>Station Time: - Deck of Lines - print a detail of a variety of drawings on small cards - each detail must be an example of a different line quality. Have the students choose up to 5 cards and have them draw from observation the lines they see. Pay attention to: dark and light lines, thin and thick lines, short and long lines - Texture Table - have a variety of textures hidden in paper bags on a table. Have the students touch at least 5 textures - TOUCH ONLY - NO PEEKING. Then have them draw the kind of texture they felt - rough, soft, spongy, etc. There is no right answer to their interpretation, but each card/drawing MUST be different and the whole card must be filled. They should have 5 distinct drawings when they leave this station. - Tool Table - Have a variety of drawing materials and tools at this station - willow charcoal, pastel, pencil, ink, twigs, brushes, q-tips, etc. Have the students explore five tools by making lines - one card for each tool = five distinct drawings when they leave this table. - When through with all three stations, you should have 15 drawings, each with different kinds of marks, to form your "line menu."</p> <p>Share out: Show images that Deck of Lines came from. Reveal textures. Show work created with various tools and images of artists using them. Have teams discuss and answer these questions: How do the tools relate to the lines/images? Were there any textures, lines, tools that changed the way you see art making or what could be used to make art?</p> <p>Reflection wall</p> | <ul style="list-style-type: none"> - Abraham Cruzvillegas https://art21.org/watch/extended-play/abraham-cruzvillegas-autoconstruccion-short/ - Nick Cave https://art21.org/watch/extended-play/nick-cave-thick-skin-short/ - Elizabeth Catlett - Alexander Calder | Learn about the variety of ways to make and use lines and explore artists who have used lines in completely different ways. | Students read three post its from reflection wall. Station team reflection |

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| | Class | 4 | What can art do? Me, myself, the artist | <p>You will be creating a portrait using lines from your deck of lines. Think about where your portrait will be seen and how your portrait could be used to reflect or engage your community. Can your portrait be a way to send a message?</p> <p>Intro: When are we seen/unseen? Who sees us? Community Builder: The big wind blows for... Pay a few round of ""the big wind"" - ask the students afterwards why we play this game? How does it help us see each other?</p> <p>Main Activity: Using your deck of lines, create a portrait drawing that uses at least 10 lines in your deck. You can collage pieces of your deck in, or you can refer to them as you draw. Think about light and dark lines to show light and shadow. Think about scale. How can your portrait talk about navigating identity - both assigned and chosen? Where can you your portrait be seen? Who will be allowed to see it? Can it be interactive?</p> <p>Reflection: Use an interactive worksheet to give feedback for each piece.</p> | <ul style="list-style-type: none"> - Chuck close - Tatyana fazlalizadeh - Kahinde Whiley - Shantell Martin | <p>How can art be action? How can art be a way to reveal, reflect, and reclaim?</p> | <p>Reflection and sharing work: getting comfortable sharing their process/dreams with community.</p> |