

## TAB Curriculum Map 2020-2021

	September	October	November	December	January	February	March	April	May	June
Primary (Not beginning TAB this year due to COVID.)	North America	South America	Europe	Europe	Asia	Asia	Africa	Africa	Australia	Wrap-up ↓
Value Focus (from school mission statement)	Passion	Intrinsic Motivation	Potential	Global Citizenship	Social Responsibility	Love of Learning	Independence	Inclusivity	Diversity	
Essential Value Question	What's my passion?	What makes me tick?	What would I like to do?	How can I help the Earth?	What can I do for my community?	What do I love to learn about?	What can I master?	How do I include others?	How am I unique?	
Artists to Introduce (technique)	DaVinci Albrecht Durer Van Gogh Kathe Kollwitz Matisse Kara Walker James Rosenquist Rex Ray	<a href="#">Paper Sculptors</a> El Anatsui Calder	Sarah Khan Emma Larson Justin Margitich	Hokusai Jim Dine Laurie Hastings Claire Halifax Annelies Van Dommelin (visiting artist?)	Faith Ringgold Gee's Bend quilters Judith Just Allyson Rousseau	Noriko Kuremsumi Lorien Stein Bruce Sherman	<a href="#">Papier Mache Artists</a>	Ansel Adams Henri Cartier-Bresson Cindy Sherman	Nikki Farquharson We Make Carpets Clare Celeste Borsch	
Artists to Introduce (Value Focus)	Frida Kahlo Wassily Kandinsky Pablo Picasso	Leroy Neiman	<a href="#">Hobbs</a>	Andy Goldsworthy Marina DeBris	Jen Stark Shepard Fairy	Leon Zernitsky	<a href="#">Ubhule Women</a>	<a href="#">Mario Moore</a>	George W. Bush Adrian Brandon Danielle Coke	
Station Opening	Drawing	Collage	Painting	Printmaking	Fiber Arts	Clay (if possible, if not, 3D sculpture)	Paper Mache (or bookmaking)	Digital/ Photography	Mixed Media	
Middle School IB Units	Passion and Potential			Social Justice		Intellectual Independence		Diversity and Inclusion		

## Studio Habits of Mind

<b>Develop Craft</b>	<b>Technique:</b> Learning to use tools, materials, and artistic conventions.
	<b>Studio Practice:</b> Taking care of tools, materials, works, and space
<b>Engage &amp; Persist</b>	Finding personally meaningful projects and sticking to them
<b>Envision</b>	Imagining new artworks and steps to bring them to life
<b>Express</b>	Making works that convey personal meaning and interpreting meaning in the works of others
<b>Observe</b>	Looking closely and noticing
<b>Reflect</b>	<b>Question &amp; Explain:</b> Talking about students' work and working processes
	<b>Evaluate:</b> Talking about what works well, what does not, and why, in works by self and others
<b>Stretch &amp; Explore</b>	Playing, trying new things, making mistakes, and learning from them
<b>Understand Art Worlds</b>	<b>Domain:</b> Learning about what artists make
	<b>Communities:</b> Learning to collaborate and understanding that artists often work in groups

## Throughline Art Questions

Lower Elementary	Why do we make art? How can we stretch and explore in art class? What do artists do when they make mistakes? Why do artists plan their work? How do artists decide when they are finished? How do we reflect on our art? How do artists see? How do artists observe the world? Why do artists observe their own process and their work?
Upper Elementary	What is artistic voice? How do artists develop their techniques? Why do artists express their ideas? How do artists stretch themselves and take risks? What are the ways we can stretch and explore as artists? Why do artists affect their communities? What do I stand for and what stands for me? How do artists communicate?
Middle School	What and who do I stand for? How do artists form communities? How do I deepen my practice in the arts? Why are the arts important to a life well lived?