



Elementary Curriculum Maps	Middle Level Curriculum Maps	High School Curriculum Maps
<ul style="list-style-type: none">- Kindergarten-2nd Grade Map- 3rd Grade-5th Grade Map	<ul style="list-style-type: none">- 6th-8th Grade Map	<ul style="list-style-type: none">- 9th-12th Grade Map

How to Read the Curriculum Maps:

Each curriculum map is organized with the same components: Essential Question, Transferable Skill Priority Performance Indicator, Content Priority Performance Indicator, IRIS Priority Performance Indicator, Summative Assessment, and Unit Content Topics. The maps are designed for adaptation and personalization for your own community context, which is why you will see the summative assessment spaces blank. Our goal was not to create a curriculum to be wholesale adopted, but a curriculum to inspire reflection on how to weave together some of the guiding documents used across Vermont while centering educational equity from the beginning of the curricular design process.

What to look out for:

In recognition of the variability of arts education across Vermont, we mapped out units across grade bands to be modified for your specific context. Each grade/course level's map has a model unit overview linked within the map. Some unit overviews also include a comprehensive unit plan. Units developed by Vermont educators and will be identified with an asterisk (*). Some units will have updated content Proficiency Scales as they are published by the Vermont Agency of Education.



Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
#1 How can we use art to help others?	2. Self Direction H. Persevere in challenging situations.	4. Connect A. Synthesize and Relate Students create artworks depicting events in their home, school, and/or community life, crafting art that narrates personal life experiences. They can describe that people from various places and times have created art for diverse purposes.	2. Resisting Racism B. Disrupt negative stereotypes and assumptions of Ethnic Studies Groups.		Topics: Color wheel, warm, cool, and complementary colors
#2 How can art help us understand and respect people and their cultures?	2. Self Direction G. Collaborate as needed to advance learning.	3. Respond A. Perceive and Analyze Students describe the meaning of an image, make comparisons between images representing the same subject, and	2. Resisting Racism D. Develop new humanizing systems that value Ethnic Studies Groups		Topics: Watercolors

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		effectively utilize their art vocabulary to express their preferences regarding artwork.			
#3 What questions do we need to ask to learn about and share cultural traditions?	3. Creative and Practical Problem Solving B. Frame questions, make predictions, and design data collection and analysis strategies.	1. Create A. Generate and Conceptualize Students create art collaboratively and independently using a variety of materials and tools to investigate their personal interests, questions, and curiosity.	3. Interconnectedness A. Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions		Topics: Pinch pots
#4 Does how we present art matter?	3. Creative and Practical Problem Solving H. Persist in solving challenging problems and learn from failure.	2. Present/ Perform/ Produce B. Convey Meaning Through Presentation Students select artwork to build a collection while considering how art in various places,	3. Interconnectedness C. Build one's purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity		Topics: Print-making

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		such as museums and galleries, can positively impact communities.			
#5 Can art help make our community a kinder place?	4. Responsible and Involved Citizenship A. Participate in and contribute to the enhancement of community life.	1. Create B. Organize, Develop, and Complete Students use observation and investigation to experiment with various materials and tools to build skills, while creatively explaining their process using art vocabulary.	4. Social Responsibility A. Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups		Topics: comic strips, graphic novels
#6 How can we use art to tell the stories of our lives and the experiences of our community?*	1. Clear and Effective Communication C. Integrate information gathered from active speaking and listening.	4. Connect A. Synthesize and Relate Students create artworks depicting events in their home, school, and/or community life, crafting art that	3. Interconnectedness D. Contribute to community actualization and an equitable distribution of power		Topics: mixed media, Eric Carle, collage, Chilean Arpillers

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		narrates personal life experiences. They can describe that people from various places and times have created art for diverse purposes.			
#7 How do images impact me?	5. Informed and Integrative Thinking C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.	3. Respond A. Perceive and Analyze Students describe the meaning of an image, make comparisons between images representing the same subject, and effectively utilize their art vocabulary to express their preferences regarding artwork.	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		Topics: Introduce various visual thinking strategies such as: Compare and contrast (same as & different) <ul style="list-style-type: none"> • I see, I think, I wonder • What is happening in this picture?
#8 How can we use what we learn from museums to create and display art that honors	5. Informed and Integrative Thinking A. Apply knowledge from various disciplines	2. Present/Perform/Produce B. Convey Meaning Through Presentation	1. Identity Development A. Identify the contributions, cultures, and		Topics: Curation and critique

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<p>people from around the world?</p>	<p>and contexts to real life situations.</p>	<p>Students select artwork to build a collection while considering how art in various places, such as museums and galleries, can positively impact communities.</p>	<p>histories of Ethnic Studies Groups</p>		



Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
#1 Do art and technology go together?	1. Clear and Effective Communication F. Use technology to further enhance and disseminate communication.	2. Present/ Perform/ Produce B. Convey Meaning Through Presentation Students choose exhibit space and prepare works of art, complete with artists' statements or reflection, in readiness for presentation.	4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		Topics: Shantell Martin
#2 How can we use experimentation to create art that brings people together?	5. Informed and Integrative Thinking D. Use evidence and reasoning to justify claims.	1. Create B. Organize, Develop, and Complete Students engage in experimenting with diverse art-making techniques and approaches by consistently practicing safe and skillful use of	4. Social Responsibility C. Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.		Topics: Arts Lab

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		materials. They demonstrate their proficiency through practical application.			
#3 Have vases always looked the same?	4. Responsible and Involved Citizen C. Demonstrate ethical behavior and the moral courage to sustain it.	1. Create A. Generate and Conceptualize Students collaboratively and independently generate innovative ideas and set goals for art-making that hold personal meaning and purpose to the creators.	3. Interconnectedness A. Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions		Topics: Pottery, glazing, Students could look at vases through the ages and make a timeline. They could consider: what is the same, what is different and why, the time and history of the vessel, and the stories told. Resources: The MET MFA Google Arts & Culture
#4 Who decides what art is “good enough” to display	2. Self Direction B. Integrate knowledge from a variety of	2. Present/ Perform/ Produce A. Develop and	2. Resisting Racism A. Examine how systems work		Topics: Students could look at museum displays

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
in museums?	sources to set goals and make informed decisions.	Refine for Presentation- Students can articulate the essential skills and knowledge necessary for the preservation, maintenance, and presentation of objects and artwork. They explore how technology has transformed the conservation, presentation, and appreciation of art, drawing comparisons and contrasts between modern technological advancements and traditional practices.	to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.)		and consider whose work is being shown, who is not represented, and how choices are made. https://www.tate.org.uk/kids/explore/who-is/who-are-guerrilla-girls
#5 How can we use pictures and stories in art to understand others'	5. Informed and Integrative Thinking E. Develop and use models to	3. Respond A. Perceive and Analyze Students interpret art through	1. Identity Development D. Value storytelling as a way to foster		Topics: Silhouettes, portraits, selfies, self-portraits

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
experiences?	explain phenomena.	a comprehensive lens that encompasses feelings, subject matter, formal characteristics, art-making approaches, and contextual information.	empathy and to understand the importance of mutual interdependence, relationality, and kinship		
#6 How does art help us remember and express the traditions and stories of our culture?*	<p>1. Clear and Effective Communication C. Integrate information gathered from active speaking and listening.</p>	<p>4. Connect A. Synthesize and Relate Students use observation to gather insights about the time, place, and culture of a piece of art's creation. They acknowledge how art functions to shape or reflect individual and societal beliefs, values, and behaviors. Drawing inspiration from their observations of their environment,</p>	<p>1. Identity Development C. Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all.</p>		<p>Topics: Cara Romero's First American Girl, mixed media, photography</p>

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		students create their own artwork.			
#7 How can visual art help us understand our communities?	5. Informed and Integrative Thinking E. Develop and use models to explain phenomena.	1. Create B. Organize, Develop, and Complete Students engage in experimenting with diverse art-making techniques and approaches by consistently practicing safe and skillful use of materials. They demonstrate their proficiency through practical application.	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		Topics: Puppets (Bread & Puppet, Sesame Street, Sandglass Theater)
#8 How can we create a community space that helps people heal, celebrate, and care for each other and the earth?	1. Clear and Effective Communication G. Collaborate effectively and respectfully.	4. Connect A. Synthesize and Relate Students use observation to gather insights about the time, place, and culture of a piece of art's creation. They acknowledge how	4. Social Responsibility D. Co-create cultural community spaces that center healing (from the effects of historic and contemporary trauma, harm, and		Topics: The Play Grove - Montshire Museum of Science , Yayoi Kusama, Andy Goldsworthy

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		<p>art functions to shape or reflect individual and societal beliefs, values, and behaviors. Drawing inspiration from their observations of their environment, students create their own artwork.</p>	<p>toxicity rooted in racism an intersectional forms of oppression) and wellness for dancing, singing, eating, and enjoying nature—as an art of understanding each other’s humanity and our relationship to our earth</p>		



Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<p>#1 How are the arts, ethics, and sustainability connected?</p>	<p>3. Creative and Practical Problem Solving C. Identify patterns, trends, and relationships that apply to solutions.</p>	<p>4. Connect A. Synthesize and Relate Students utilize art to investigate how cultural group identities evolve over time. This exploration considers various factors such as historical context, geographical location, available resources, and cultural beliefs, all of which influence artistic changes.</p>	<p>1. Identity development B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.)</p>		<p>Topics: Indigo, It's a Blue World, Bhasha Chakrabarti, Dying techniques (Shibori, tie-dye), Fashion designers who ethically source materials and labor, Sewing, Fashion Waste recycling, 7 Must-See Sustainable Black Designers Redefining Fashion - Earth Day</p>
<p>#2 How can art connect us to the land?</p>	<p>3. Creative and Practical Problem Solving A. Observe and evaluate situations in order to define problems.</p>	<p>1. Create B. Organize, Develop, and Complete Students engage in creative exploration, embracing new ideas, materials, techniques, ethical</p>	<p>4. Social Responsibility D. Co-create cultural community spaces that center healing (from the effects of historic and contemporary</p>		<p>Topics: Ephemeral Art: Locally gathered natural materials, Andy Goldsworthy, Education + Youth - Forecast Public Art, Juniper Creative Arts</p>

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		art making practices, and organizational strategies to convey intended meaning.	trauma, harm, and toxicity rooted in racism an intersectional forms of oppression) and wellness for dancing, singing, eating, and enjoying nature—as an art of understanding each other’s humanity and our relationship to our earth.		
#3 How does art communicate culture?	1. Clear and Effective Communication B. Use evidence and logic appropriately in communication.	1. Create A. Generate and Conceptualize Students initiate and execute artistic investigation, for goal- oriented artwork creation, and choosing personally meaningful content for creative expression.	4. Social Responsibility C. Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.		Topics: Public Service Announcement Campaign, billboard proposals
#4 Who is art for?	1. Clear and	2. Present/	3.		Topics:


Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	Effective Communication A. Demonstrate organized and purposeful communication.	Perform/ Produce A. Develop and Refine for Presentation- Students develop and use specific criteria to self-reflect and assess a collection of artworks, making informed decisions about how to present them intentionally.	Interconnectedness A. Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions		Oil pastel
<u>#5 How do visual images shape our perceptions, understanding, and responses to the world?*</u>	4. Responsible and Involved Citizen A. Participate in and contribute to the enhancement of community life. Clear & Effective Communication: D.Adjust communication based on the	3. Respond A. Perceive and Analyze Students interpret and describe the meaning, perception, and value of artworks based on cultural context, presentation, and/or how the viewing experience impacts people’s thoughts, emotions, and	2. Resisting Racism B. Disrupt negative stereotypes and assumptions of Ethnic Studies Groups.		Topics: Mascots, graphic design

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	audience, context, and purpose.	actions.			
#6 How can we use art to communicate the evolution of cultural identities while also resisting racism?	5. Informed and Integrative Thinking D. Use evidence and reasoning to justify claims.	4. Connect A. Synthesize and Relate Students utilize art to investigate how cultural group identities evolve over time. This exploration considers various factors such as historical context, geographical location, available resources, and cultural beliefs, all of which influence artistic changes.	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		Topics: Maps, Mixed Media collage, Romare Bearden, Spring Way Smithsonian American Art Museum
#7 Can art build empathy?	1. Clear and Effective Communication D. Adjust communication based on the audience, context,	1.Create B. Organize, Develop, and Complete Students engage in creative exploration, embracing new ideas, materials,	1. Identity Development D. Value storytelling as a way to foster empathy and to understand the importance of		Topics: Unbound: Narrative Art of the Plains

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	and purpose.	techniques, ethical art making practices, and organizational strategies to convey intended meaning.	mutual interdependence, relationality, and kinship		
#8 Why share our art?	5. Informed and Integrative Thinking B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.	2. Present/ Perform/ Produce B. Convey Meaning Through Presentation Students plan for and exhibit art, considering and reflecting on actual or theoretical exhibit space, viewer needs, and exhibit arrangement to enhance the viewing experience.	1. Identity development C. Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all		Topics: Jacob Lawrence: Migration Series , Vermont Folklife: The Most Costly Journey



Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
#1 How does art educate others?	1. Clear and Effective Communication G. Collaborate effectively and respectfully.	4. Connect A. Synthesize and Relate Students integrate and evaluate their ideas, knowledge, and cultural, and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)	4. Social Responsibility D. Co-create cultural community spaces that center healing (from the effects of historic and contemporary trauma, harm, and toxicity rooted in racism an intersectional forms of oppression) and wellness for dancing, singing, eating, and enjoying nature—as an art of understanding each other’s humanity and our relationship to our earth		Topics: A mural or mixed media art installation, Public Art By Artists of Color — Google Arts & Culture
#2 How is art an act of resistance?	5. Informed and Integrative Thinking D. Use evidence and	1. Create B. Organize, Develop, and Complete Students plan,	4. Social Responsibility C. Engage in difficult yet humanizing		Topics: Faith Ringgold and Gee’s Bend Quilters <i>(The Gee’s Bend Quilting</i>

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	reasoning to justify claims.	organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3)	conversations about racism and its intersections with language, class, gender, and disability, etc.		<i>tradition has been passed through generations. These quilters' family histories are powerful), Shantell Martin, Six Black Artists Depict Race and Discrimination - MC Llamas - Artlyst, Jacob Lawrence MoMA, Kara Walker, Betye Saar</i>
#3 How can we demonstrate intercultural solidarity through artistic expression?	4. Responsible and Involved Citizen C. Demonstrate ethical behavior and the moral courage to sustain it.	1. Create A. Generate and Conceptualize Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)	3. Interconnectedness C. Build one's purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity		Topics: Keith Haring Foundation , About LMNOPI (Vermont artist), Together We Lift The Sky: yəhaw and Black-Indigenous Artists Advance Social Justice , Gorilla Girls , Hank Willis Thomas ,  How art can in...

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
#4 Do portraits matter?	2. Self Direction B. Integrate knowledge from a variety of sources to set goals and make informed decisions.	2. Present/ Perform/ Produce A. Develop and Refine for Presentation- Students analyze, evaluate, refine, consider new ideas, and problem solve to produce artistic work for presentation. (Anchor Standard 5)	2. Resisting Racism: A. Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.)		Topics: Portraits, National Portrait Museum , Amy Sherald
#5 Who gets to decide how people and places are represented?	5. Informed and Integrative Thinking E. Develop and use models to explain phenomena.	3. Respond A. Perceive and Analyze Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard	1. Identity Development D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship		Topics: Photography, Cara Romero , Art and empathy: Four thought leaders explain the connection — Minneapolis Institute of Art , Tatyana Fazlalizadeh

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		7)			
#6 How can we create an artistic work that demonstrates our understanding of ourselves, others, and the natural world around us?	4. Responsible and Involved Citizenship B. Take responsibility for personal decisions and actions.	4. Connect A. Synthesize and Relate Students integrate and evaluate their ideas, knowledge, and cultural, and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)	1. Identity Development C. Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all		Topics: Jacob Lawrence MoMA
#7 How do we want to be represented?	5. Informed and Integrative Thinking E. Develop and use models to explain phenomena.	1. Create B. Organize, Develop, and Complete Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		Topics: Critique exhibitions

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		complete a final piece. (Anchor Standards 2 and 3)			
#8 Why does my art matter?	1. Clear and Effective Communication F. Use technology to further enhance and disseminate communication.	2. Present/ Perform/ Produce B. Convey Meaning Through Presentation- Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on meaning around the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6)	4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		Topics: Curating an exhibition of personal work