



AOE & NYC Visual Arts

Facilitating NYC Student Benchmark Success with FLEX



FLEX Curriculum’s on-demand resource library offers thousands of ready-to-teach visual art curriculum resources, aligned to both New York State Standards and specific grade level benchmark criteria, referenced within the [Blueprint for Teaching and Learning in Visual Arts](#) (New York City Department of Education, pp. 9-37).

This crosswalk presents an easy way to visualize a direct alignment between FLEX lesson plans and resources, and New York City’s priority visual arts learning criteria. NYC can feel confident with Blueprint-accountable curriculum planning with FLEX.

Explore more ways FLEX and PRO align with *NYC Blueprint* student and teacher success with the **AOE & NYC Visual Arts Series**:

- ▶ [Strengthening NYC Teaching Best Practices with PRO](#)
- ▶ [Enhancing Instructional Strategies with FLEX & PRO](#)
- ▶ [Supporting NYC Art Curriculum Planning with FLEX & PRO](#)

2nd Grade: [Artmaking](#) | [Developing Literacy](#) | [Community and Culture](#) | [Exploring Careers & Lifelong Learning](#)

5th Grade: [Artmaking](#) | [Developing Literacy](#) | [Community and Culture](#) | [Exploring Careers & Lifelong Learning](#)

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2nd Grade: Art Making

Benchmark: Through an exploration of art materials and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.

Painting



FLEX Curriculum

Create a painting that demonstrates:

- an imaginative response to a place or subject
- experimentation: mixing primary colors to create secondary colors
- experimentation with tints
- creative use of paint media such as tempera
- use of large and medium brushes: variety of expressive marks
- use of baseline to define space
- use of basic shapes to create figures

Suggested themes or genres:

- Family life
- Neighborhood scene
- Natural world - Landscape, Seascape, Animal life

Refer to artists such as:

- Jacob Lawrence
- Carmen Lomas Garza
- Vera B. Williams
- Vasily Kandinsky
- Howard Hodgkin
- Charles Burchfield
- Emma Amos

Painting Lesson Plans

- [K-2 Painting Lessons](#)

Painting Instructional Videos

- [Introduction to Painting Tools & Materials](#)
- [What is Painting?](#)

Targeted Skills & Concept Resources

- [Painting Vocabulary \(K-2\)](#)
- [Explorations in Painting](#)
- [Imaginative practices](#)
- [Color Theory](#)
- [Tints](#)
- [Tempera](#)
- [Mark making](#)
- [Shapes](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Painting](#)
- [Jacob Lawrence](#)
- [Carmen Lomas Garza](#)
- [Vasily Kandinsky](#)

Drawing



FLEX Curriculum

Create a drawing that demonstrates:

- use of varied lines/shapes to convey expression and movement
- exploration of lines (straight, curved, bumpy, zig-zag, spiral, looped, etc.)
- experimentation with geometric, organic, and invented shapes
- expressive use of crayons, oil pastels, and drawing pencils
- ability to blend and mix colors
- placement of figures within a defined space

Suggested themes or genres:

Drawing Lesson Plans

- [K-2 Drawing Lessons](#)

Drawing Instructional Videos

- [Introduction to Drawing Tools & Materials](#)
- [What is Drawing?](#)
- [What is Line?](#)
- [What is Shape?](#)
- [What is Color?](#)
- [What is Space?](#)
- [Seascape Drawing](#)

- Figure in a setting
- Natural world - Landscape, Seascape, Animal Life
- Self-portraiture

Refer to artists such as:

- Pablo Picasso
- Raphael
- Berthe Morisot
- Albrecht Dürer

Targeted Skills & Concept Resources

- [Drawing Vocabulary \(K-2\)](#)
- [Explorations in Drawing](#)
- [Lines](#)
- [Shapes](#)
- [Crayons and pastels](#)
- [Color mixing](#)
- [Space](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Drawing](#)
- [Pablo Picasso](#)
- [Raphael](#)
- [Albrecht Dürer](#)

Printmaking

Create a print that demonstrates:

- image transfer
- experimental use of rubbing or stamping to create a pattern
- exploration of crayons and paints to create rubbings and prints
- discovery of design possibilities (repetition, rotation, symmetry)

Suggested themes or genres:

- Non-representational design
- Natural world
- Portraiture

Refer to artists such as:

- Sam Gilliam
- Jasper Johns
- Robert Rauschenberg



FLEX Curriculum

Printmaking Lesson Plans

- [K-2 Printmaking Lessons](#)

Printmaking Instructional Videos

- [Introduction to Printmaking Tools & Materials](#)
- [What is Printmaking?](#)

Targeted Skills & Concept Resources

- [Printmaking Vocabulary \(K-2\)](#)
- [Explorations in Printmaking](#)
- [Image transfer](#)
- [Pattern-making](#)
- [Crayon rubbings](#)
- [Repetition/rotation](#)
- [Symmetry](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Printmaking](#)
- [Sam Gilliam](#)
- [Jasper Johns](#)
- [Robert Rauschenberg](#)

Collage

Create a collage that demonstrates:

- manipulation of cut shapes (represent real or imaginary subject)
- experimentation cutting organic and geometric shapes
- experimentation with tearing paper
- ability to evenly apply glue
- exploration/expressive use of colored paper to represent a subject



FLEX Curriculum

Collage Lesson Plans

- [K-2 Collage Lesson Plans](#)

Collage Instructional Videos

- [What is Collage?](#)

Targeted Skills & Concept Resources

- [Paper Collage Techniques](#)
- [Cutting and tearing](#)

- imaginative placement of shapes
- basic understanding of overlapping

Suggested themes or genres:

- Family life
- Neighborhood scene
- Natural world - Landscape, Seascape, Animal life

Refer to artists such as:

- Ezra Jack Keats
- Eric Carle
- Henri Matisse

- [Color representation](#)
- [Shape representation](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Collage](#)
- [Eric Carle](#)
- [Henri Matisse](#)

Sculpture



Create a sculpture that demonstrates:

- additive and/or subtractive techniques
- imaginative ability to build with and mold materials:
 - paper: bending, folding, twisting
 - wood: stacking, grouping, balancing
 - clay: rolling, pinching
- exploration with making textures (rough, scratchy, or smooth)
- organization of parts to whole

Suggested themes or genres:

- Portraiture (busts) & Figures
- Animals
- Still life & Non-representational object

Refer to works and artists such as:

- Mesopotamian cylinder seals repetition
- Sumerian cuneiform tablets organization of parts to whole
- Louise Nevelson
- Niki de Saint Phalle
- Marisol Escobar

Sculpture Lesson Plans

- [K-2 Sculpture Lessons](#)

Sculpture Instructional Videos

- [Introduction to Sculpture Tools & Materials](#)
- [Introduction to Clay Tools & Materials](#)
- [What is Sculpture?](#)
- [What is Still Life?](#)
- [What is Form?](#)
- [Nesting Bowls](#)
- [What is Texture?](#)

Targeted Skills & Concept Resources

- [Sculpture Vocabulary](#)
- [Ceramics Vocabulary](#)
- [Explorations in Sculpture](#)
- [Explorations in Ceramics](#)
- [Bending, folding, twisting paper](#)
- [Stacking, grouping, balancing wood](#)
- [Rolling, pinching clay](#)
- [Texture](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Sculpture](#)
- [Louise Nevelson](#)
- [Niki de Saint Phalle](#)
- [Marisol Escobar](#)

2D Graphic Design



Create a design that demonstrates:

- integration of line and shape resulting in pattern and repetition
- experimentation with:
 - primary and secondary colors
 - rectilinear and curved shapes

2D Design Lesson Plans

- [K-2 Design Lessons](#)

2D Design Instructional Videos

- [What is Repetition?](#)
- [What is Pattern?](#)
- [What is Color?](#)

- contrast
- numbers and letters

Suggested themes or genres:

- Pattern design
- Book arts
- Letter and number designs

Refer to artists such as:

- Robert Indiana
- Jasper Johns
- Bill Martin Jr.
- Donald Crews
- Peter Max

- [What is Contrast?](#)
- [What is Composition?](#)
- [What is Line?](#)
- [What is Shape?](#)

Targeted Skills & Concept Resources

- [Elements & Principles](#)
- [Composition](#)
- [Pattern making](#)

Noteworthy FLEX Artist Bios

- [Jasper Johns](#)

Digital Media



Create a digital composition that demonstrates:

- the understanding that images can be manipulated
- ability to experiment, navigate, and edit with different tools:
 - paint brush: brush style, size, color
 - shape: shape choice, fill, rotation, color
 - stamp: stamp mold choice, repetition, size
- the range of artistic options

Suggested themes:

- Natural world - Plants, Animals
- Letters and numbers

Suggested programs:

- Available versions of: Wixie (cloud-based program), Pixie, Kid Pix

Refer to artists such as:

- Haida Artists

Digital Media Lesson Plans

- [K-2 Digital Media Lessons](#)

Digital Media Instructional Videos

- [Introduction to Digital Media Tools & Materials](#)
- [What is Digital Art?](#)

Targeted Skills & Concept Resources

- [Explorations in Digital Media](#)
- [Digital Media Skills \(K-2\)](#)
- [Digital Media Anchor Charts \(K-2\)](#)
- [Digital Media Reference Sheets \(K-2\)](#)

Focused Themes

- [Haida Art](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Digital Media](#)

2nd Grade: Developing Art Literacy

Benchmark: Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

Looking at and Discussing Art

Looking at their work and the work of their classmates:

- Describe the compositional elements and the qualities of line
- Explain experimentation with color mixing and tints.
- Discuss experimentation with placement of shapes

Apply the same terminology in discussing selected works of museum artwork.



FLEX Curriculum

Aligned Materials

- [What is Visual Literacy? \(K-2\)](#)
- [My Art Process](#)
- [Beginner Color Vocabulary](#)
- [Video: What is Composition?](#)
- [Using Shapes to Plan Composition](#)
- [Types of Line](#)
- [Video: What is Line?](#)
- [Video: What is Color?](#)
- [How to Mix Colors](#)
- [Video: What is Shape?](#)
- [Draw Overlapping Shapes](#)

Developing Visual Arts Vocabulary

Identify new art vocabulary; contribute to word webs and word charts posted in the classroom.

Use new vocabulary to discuss artwork of classmates.

Create a class book of art vocabulary to share with preK and K students.



FLEX Curriculum

Aligned Materials

- [2nd-3rd Grade Vocabulary](#)
- [Using Art Vocabulary](#)
- [Beginner Drawing Vocabulary](#)
- [Beginner Painting Vocabulary](#)
- [Beginner Printmaking Vocabulary](#)
- [Beginner Sculpture Vocabulary](#)
- [Beginner Ceramics Vocabulary](#)

Reading and Writing About Art

Listen to a read-aloud about a famous artist.

Look at a work by the artist.

With a partner, discuss or write a response to the work in the form of observations, questions, and personal connections.

Make a class picture book about another well-known artist.



FLEX Curriculum

Aligned Materials

- [K-2 Artist Bios Collection](#)
- [Do You See What I See?](#)
- [Types of Art Criticism](#)
- [Look Again: Close Reading Images and Artwork](#)
- [How to Interpret a Work of Art](#)

Problem Solving: Interpreting and Analyzing Art



Share a recently completed work of art with classmates and describe:

- an artistic problem that was solved
- experiences with the medium
- personal choices

Aligned Materials

- [Artist Statement Template](#)
- [My Art Process](#)
- [Explaining Your Thinking](#)
- [Talking About My Art](#)

2nd Grade: Making Connections Through Visual Arts

Benchmark: Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

Recognizing the Societal, Cultural, and Historical Significance of Art; Connecting Art to Other Disciplines



Discuss how community sites are depicted in books. Compare sites in the school community to those described by the authors.

Using images in the classroom, in a museum, or on its website, examine families in art and discuss with classmates:

- how the artist portrayed the family
- what the artwork tells about each person
- what else students would want to know

Imagine a conversation among several people in the artwork; write a dialogue as a class; act out the conversation.

Aligned Materials

- [FLEX Literacy Guide](#)
- [Talking About Art](#)
- [Art Can Tell a Story](#)
- [Drawing Stories](#)
- [Conveying a Message](#)

Observing and Interpreting the World



Observe community sites on a neighborhood walk and notice:

- colors
- buildings
- vehicles
- signs
- people
- patterns

Back in the classroom, compile a list with classmates; students discuss what each would like to illustrate from their walk; create a class mural.

Aligned Materials

- [Video: Where Do We Find Art?](#)
- [Video Guided Questions: Where Do We Find Art?](#)
- [How Does Art Contribute to Communities](#)
- [Home, School, and Community Life](#)
- [K-2 Community-related resources](#)
- [Take an Art Walk](#)
- [Artwork Scavenger Hunt](#)
- [Quilt Square Mural](#)
- [Shape Collaboration Mural](#)

2nd Grade: Community and Culture

Benchmark: By working with a variety of school staff, students access primary resources in the community, the borough, and the city to extend their learning beyond the classroom.

Cultural Institutions

On a class trip to an art museum, sketch and/or discuss parts of the exterior of the building; predict what the inside might look like; discuss how the building fits into the neighborhood.

Visit a local historic house; share observations about the structure and the objects in it; notice how the house and the objects present a picture of life in another era.



FLEX Curriculum

Aligned Materials

- [Spaces and Places for Art](#)
- [Understanding Venues](#)
- [Envisioning My Art Space Experience](#)
- [Community Culture](#)
- [K-2 museum-related resources](#)

Public Art and Design

Where possible, view and discuss the art in nearby train stations.

Using photographs taken by teacher, or on a field trip, explore public art and design in the neighborhood, such as monuments, parks, plazas, murals, buildings, and bridges; share aesthetic responses; explain how these structures contribute to the cultural life of the neighborhood.

Create a neighborhood map showing the location of public art.



FLEX Curriculum

Aligned Materials

- [Art All Around Me](#)
- [Keith Haring Artist Bio](#)
- [Sculpture Park Art](#)
- [Career Profile: Architect \(K-2\)](#)
- [Video: What is Architecture?](#)
- [Video Guided Questions: What is Architecture?](#)
- [K-2 Public Art resources](#)

Online Resources and Libraries

Use a CD-ROM or visit a museum website to research an artist whose work is featured in class; share new information with classmates.

On a class visit to the neighborhood library, ask librarians about the different ways to get information. Similar to a trip to the museum, discuss the library building and how it fits into the surrounding architecture.



FLEX Curriculum

Aligned Materials

- [30 Art Museums to Explore Online](#)
- [Artwork Scavenger Hunt](#)
- ["I Spy" Art Around the World](#)
- [Art Around the World: "I Spy" Checklist](#)
- [Elementary Art Talk](#)

Community-Based Organizations (CBOs), Local Artists, and Studios

With classmates, make a list of questions to ask an artist.

Find out who the artists are in the school community (school staff, families, students) and invite them into the classroom to talk



FLEX Curriculum

Aligned Materials

- [Where to Find Local Artists](#)
- [Art Interview Request Guide](#)

about their work.

Visit local artists or designers in their studios; notice how they organize the studio; ask them questions about their work, and about how they work; learn how they contribute to the community.

- [Home, School, and Community Life](#)
- [Video: Where Do We Find Art](#)
- [Video Guided Questions: Where Do We Find Art?](#)

2nd Grade: Exploring Careers and Lifelong Learning

Benchmark: Students gain an awareness of careers in visual arts; recognize personal, social, and professional goals; develop a career plan; learn to work independently and in teams; gain an appreciation of art as a source of enjoyment and lifelong learning.

Awareness of Careers in Visual Arts

During a class trip to a museum, identify the various jobs people are doing.

Meet and ask questions of an artist, architect, designer, photographer, or illustrator to learn about his/her work.

Recognize that people work independently and in teams.

Examine these items:

- picture book covers and illustrations
- birthday cards
- tee-shirt designs

Discuss in terms of color, shape, and overall design; understand each was created by an artist.



Aligned Materials

- [Roles and Responsibilities in Museums](#)
- [Museum Role-Play Scripts](#)
- [Collection: A World of Art](#)
- [Career Profile: Art Historian \(K-2\)](#)
- [K-2 Career Profiles](#)
- [K-2 Career-related Lesson Plans](#)

Setting Goals and Developing Career Plans

Maintain individual portfolios of artwork created in class; understand that artists have portfolios and save their artwork. Share portfolio with a classmate; talk about the artwork and plans for adding to the portfolio. Learn how artists care for and present their work.



Aligned Materials

- [K-2 portfolio-related resources](#)
- [K-2 presenting artwork resources](#)
- [K-2 talking about art resources](#)

Art for Enjoyment and Lifelong Learning

Before a class or a family trip to an art museum, explore its collection in books and/or online; navigate the museum website and look at floor plans to better understand the building.

When in a museum, discuss favorite works of art.

Ask family members about art objects in the home:



Aligned Materials

- [30 Art Museums to Explore Online](#)
- [Purpose of an Artwork](#)
- [Talking About Art](#)
- [Talking About Art Cards](#)
- [Talking About Exhibitions and Collections](#)

- Where did it come from?
- Is there a story connected to it?
- Why do you like it?

Note artwork in the neighborhood such as park statues, subway art, and decorative architectural elements; think about how they add to the neighborhood.

- [Choosing a Favorite Artwork](#)
- [A Valuable Display](#)
- [Something I Love](#)
- [Home, School, and Community Life](#)
- [Community Connections](#)

5th Grade: Art Making

Benchmark: Students begin sequential unit projects; extend knowledge of art media and compositional and design elements; choose new ways of using familiar tools and materials; and deepen imaginative capacities, observational, and expressive skills.

Painting



Create a painting that demonstrates:

- observation of detail and inventive solutions to design problems
- mixing tints, shades, and tones of primary and secondary colors
- expressive use of paint media such as tempera
- use of large and medium brushes to make a variety of marks
- basic organization of space such as foreground and background

Suggested themes or genres:

- Neighborhood scene
- Cityscape
- Landscape
- Still life
- Portraiture

Refer to artists such as:

- Ezra Jack Keats
- Jerry Pinkney
- Allen Say
- Cándido Bidó
- Frida Kahlo
- Ralph Fasanella
- Grandma Moses
- Theresa Bernstein
- Fritz Scholder
- Paul Gauguin
- Faith Ringgold

Painting Lesson Plans

- [3-5 Painting Lessons](#)

Painting Instructional Videos

- [What is Painting?](#)

Targeted Skills & Concept Resources

- [Intermediate Painting Vocabulary](#)
- [Observation](#) and [details](#)
- [Tints, shade, and tones](#)
- [Tempera paints](#)
- [Brush techniques](#)
- [Space: Foreground/Background](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Painting](#)
- [Jerry Pinkney](#)
- [Frida Kahlo](#)
- [Grandma Moses](#)
- [Fritz Scholder](#)
- [Paul Gauguin](#)
- [Faith Ringgold](#)

Drawing



Create a drawing that demonstrates:

- an imaginative interpretation of an observed subject
- exploration of directional lines such as horizontal, vertical, and diagonal

Drawing Lesson Plans

- [3-5 Drawing Lessons](#)

Drawing Instructional Videos

- [What is Drawing?](#)

- the ability to observe and then combine shapes to represent a subject
- identification and rendering of detail
- use of contour line to define a figure or object
- inventive use of pencil/color pencils/pastels (blending, mixing, layering)
- ability to create a variety of visual textures through mark making
- basic organization of space, such as foreground and background

Suggested themes or genres:

- Figure in a setting, Landscape, Seascape, Animal life, Self-portraiture

Refer to artists such as:

- Edgar Degas
- Ellsworth Kelly
- Keith Haring
- Vincent van Gogh
- Reginald Marsh

Targeted Skills & Concept Resources

- [Intermediate Drawing Vocabulary](#)
- [Imagination](#)
- [Lines - vertical, horizontal, diagonal](#)
- [Lines - contour](#)
- [Shape combinations](#)
- [Detailed renderings](#)
- [Blending and layering](#)
- [Foreground and background](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Drawing](#)
- [Ellsworth Kelly](#)
- [Keith Haring](#)
- [Vincent van Gogh](#)

Printmaking

Create a print that demonstrates:

- create expressive engraving, collagraph, or monoprint
- effective use of the brayer and barren to ensure a consistent print
- discover printing possibilities (enhancing ghost print with other media)
- expression of emotion

Suggested themes or genres:

- Neighborhood scene, Cityscape, Landscape, Still life, Portraiture

Refer to artists such as:

- Mary Cassatt
- Edvard Munch
- Elizabeth Murray
- Isabel Bishop
- Pablo Picasso
- Henry Moore
- Rembrandt
- Albrecht Dürer



FLEX Curriculum

Printmaking Lesson Plans

- [3-5 Printmaking Lessons](#)

Printmaking Instructional Videos

- [What is Printmaking?](#)

Targeted Skills & Concept Resources

- [Intermediate Printmaking Vocabulary](#)
- [Engraving, collagraph, and monoprinting](#)
- [Printmaking tools](#)
- [Printing potential](#)
- [Expression of emotions](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Printmaking](#)
- [Mary Cassatt](#)
- [Edvard Munch](#)
- [Elizabeth Murray](#)
- [Pablo Picasso](#)
- [Rembrandt](#)
- [Albrecht Dürer](#)

Collage

Create a collage that demonstrates:

- controlled use of scissors to cut detailed organic and geometric shapes
- experimentation with tearing paper into shapes



FLEX Curriculum

Collage Lesson Plans

- [3-5 Collage Lessons](#)

- ability to neatly and evenly apply glue
- ability to make hand-painted and scraped paper
- ability to choose papers to represent actual textures
- inventive use of positive and negative space
- control of overlapping to show depth

Suggested themes or genres:

- Neighborhood scene
- Cityscape, Landscape, Still life
- Portraiture

Refer to artists such as:

- Henri Matisse
- Romare Bearden

Collage Instructional Videos

- [What is Collage?](#)

Targeted Skills & Concept Resources

- [Collage Techniques \(3-5\)](#)
- [Placement and composition](#)
- [Cutting and tearing](#)
- [Shapes, Geometric and Organic](#)
- [Handpainted paper](#)
- [Positive/negative space](#)
- [Overlapping](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Collage](#)
- [Henri Matisse](#)
- [Romare Bearden](#)

Sculpture



Create a sculpture that demonstrates:

- stable construction of a three-dimensional form
- clay: coiling, modeling, and slab making that result in balanced work
- boxes, wood, tubes, found objects: cutting, taping, and slot joining
- placement of components: gesture, movement, and expression

Suggested themes or genres:

- Portraiture
- Animals
- Abstraction
- Machines

Refer to works and artists such as:

- Louise Nevelson
- Jim Dine
- Brian Jungen
- Alexander Archipenko
- Joel Shapiro
- Anna Hyatt Huntington

Sculpture Lesson Plans

- [3-5 Sculpture Lessons](#)

Sculpture Instructional Videos

- [What is Sculpture?](#)
- [What is Form?](#)

Targeted Skills & Concept Resources

- [Intermediate Sculpture Vocabulary](#)
- [Intermediate Ceramics Vocabulary](#)
- [Form building](#)
- [Coiling and slab making](#)
- [Found objects and cardboard](#)
- [Movement in design](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Sculpture](#)
- [Louise Nevelson](#)
- [Jim Dine](#)

2D Graphic Design



Create a design that demonstrates:

- attention to the composition of the entire surface
- emphasis and balance through use of color, line, and shape
- balance between negative and positive space
- thoughtful use of personal perspective
- inventive integration of text where applicable

2D Design Lesson Plans

- [3-5 Design Lessons](#)

2D Design Instructional Videos

- [What is Repetition?](#)
- [What is Pattern?](#)
- [What is Color?](#)

Suggested themes or genres:

- Book arts
- Poster design/Business card/Postcards

Refer to artists such as:

- Chris van Allsburg
- David Macaulay
- Roy Lichtenstein
- Stuart Davis
- Maira Kalman

- [What is Contrast?](#)
- [What is Composition?](#)
- [What is Line?](#)
- [What is Shape?](#)

Targeted Skills & Concept Resources

- [Composition](#)
- [Color, line, and shape](#)
- Space: [positive/negative](#)
- [Personal voice/communication](#)
- [Text](#)

Noteworthy FLEX Artist Bios

- [Chris van Allsburg](#)
- [Roy Lichtenstein](#)

Digital Media

**Create a digital composition that demonstrates:**

- expressive application of the Elements of Art
- imaginative manipulation of photographs or student's own artwork
- ability to creatively use:
 - variety of tools and menu options
 - image effect options such as: brightness, blur, value, texture, color, font style, and size
- ability to use a digital camera

Suggested themes:

- Neighborhood scene, Cityscape, Landscape,
- Still life
- Portraiture
- Patterns

Suggested programs:

- Available versions of: Wixie, Pixie, Kid Pix

Refer to artists such as:

- David Hockney

Digital Media Lesson Plans

- [3-5 Digital Media Lessons](#)

Digital Media Instructional Videos

- [What is Digital Art?](#)
- [What is Photography?](#)

Targeted Skills & Concept Resources

- [Elements of Art](#)
- [Collection: Digital Media Skills \(3-5\)](#)
- [Digital Media Anchor Charts \(3-5\)](#)
- [Digital Media Reference Sheet \(3-5\)](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Digital Media](#)
- [David Hockney](#)

5th Grade: Developing Art Literacy

Benchmark: Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

Looking at and Discussing Art

Look at a narrative work of art and using the techniques of accountable talk:

- share ideas
- build on others' observations
- question classmates' responses
- make inferences based on visual evidence



FLEX Curriculum

Aligned Materials

- [Talking About Art](#)
- [Elementary Art Talk](#)
- [Look Again: Close Reading Images and Artwork](#)
- [Discussion Ground Rules](#)
- [Purpose of an Artwork](#)
- [How to Critique Art \(Beginner\)](#)

Developing Visual Arts Vocabulary

Create an illustrated dictionary composed of art words and phrases to document learning over time.

Use new vocabulary in class discussions and in reflective writing about students' own artwork.



FLEX Curriculum

Aligned Materials

- [4th-5th Grade Vocabulary](#)
- [Using Art Vocabulary](#)
- [Intermediate Color Vocabulary](#)
- [Intermediate Drawing Vocabulary](#)
- [Intermediate Painting Vocabulary](#)
- [Intermediate Printmaking Vocabulary](#)
- [Intermediate Sculpture Vocabulary](#)
- [Intermediate Ceramics Vocabulary](#)
- [Shading Forms Vocabulary](#)
- [Vocabulary Practice Sheet](#)

Reading and Writing About Art

Using a work of art as text, write a personal response including observations, questions and personal connections.

Include descriptions of artists:

- treatment of subject
- techniques
- compositional design
- use of color and line
- expression of mood



FLEX Curriculum

Aligned Materials

- [What is Visual Literacy? \(3-5\)](#)
- [Reading Text & Images Crosswalk](#)
- [Cross-Curricular Connections: Art and Language Arts](#)
- [Types of Art Criticism](#)
- [Categorizing Subject Matter](#)
- [Color and Composition Critique](#)
- [Identifying Mood](#)

Interview a classmate about his/ her work of art; take notes or record using an iPad app; write up an interview to share with class.

Problem Solving: Interpreting and Analyzing Art

Share a work in progress with a classmate and describe:

- an artistic problem
- versatility and limitations of the medium
- artistic choices

Recognizing that viewers use prior knowledge and experiences when interpreting artwork, note the variety of classmates' responses to a single work of art; art; discuss the diverse remarks.



Aligned Materials

- [My Own Artistic Investigation](#)
- [My Motivations](#)
- [My Artwork Choices](#)
- [Exploration Reflection \(3-5\)](#)
- [Conversation Growth Statements](#)

5th Grade: Making Connections Through Visual Arts

Benchmark: Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

Recognizing the Societal, Cultural, and Historical Significance of Art; Connecting Art to Other Disciplines

Examine photojournalists Lewis Hine, Berenice Abbott, Helen Levitt, James Van Der Zee, and others who have documented New York City.

Contrast “old New York” with contemporary New York; note how the city has changed. Also, note what has not changed and how that demonstrates what remains important over time.

Compare photos with prints and paintings of New York City by Ashcan artists John Sloan and William Glackens, and by those of Edward Hopper.



Aligned Materials

- [Art as a Historical Record](#)
- [One Town, Many Views](#)
- [Evaluating Multiple Artworks](#)
- [Knowing Context](#)
- [Venn Diagram](#)
- [Edward Hopper Artist Bio](#)

Observing and Interpreting the World

Compare and contrast works of art that focus on the theme of neighborhood.

Discuss what is revealed in each artist's depiction, and what aesthetic decisions the artist made regarding:

- mood or atmosphere of the artwork and color choice, amount



Aligned Materials

- [Comparing Interpretations](#)
- [Identifying Mood](#)
- [What is Atmospheric Perspective?](#)
- [Noticing Details](#)

- of detail
- basic organization of space such as foreground and background

Sketch plans for a cityscape, landscape, or neighborhood scene taking these artistic decisions into consideration.

- [Drawing Overlapping Shapes](#)
- [City Lights in Oil Pastels](#)
- [Moonlight and Starry Nights](#)
- [Venn Diagram](#)

5th Grade: Community and Culture

Benchmark: By working with a variety of school staff, students access primary resources in the community, the borough, and the city to extend their learning beyond the classroom.

Cultural Institutions

Visit a museum and learn about its collection; select a favorite work to investigate; prepare a presentation for classmates.

Learn about the art galleries in the nearby neighborhoods.



Aligned Materials

- [How Do Museums Present Concepts](#)
- [Talking About Exhibitions and Collections](#)
- [Curator for a Day](#)
- [Art History Poster](#)
- [Investigate Art Spaces](#)
- [Where to Find Local Artists](#)

Public Art and Design

Learn about the history of public art in the New York City subways.

Explore MTA Arts for Transit to view:

- permanent subway art
- posters
- art cards
- Poetry in Motion

Learn about the Department of Cultural Affairs Percent for Art Program.

Research the design of a local park and visit the site.

Design a child-friendly play space with attention to:

- public access
- appropriate and safe materials
- landscape
- aesthetic considerations



Aligned Materials

- [Art All Around Me](#)
- [Keith Haring Artist Bio](#)
- [Public and Collaborative Art](#)
- [Public Art Options](#)
- [Sculpture Park Art](#)
- [Exploring Sculpture Gardens](#)
- [Park Planning](#)
- [Landscape Planning Guide](#)
- [Career Profile: Landscape Architect](#)
- [Perspective Sculpture Garden](#)
- [3-5 Public Art resources](#)

Online Resources and Libraries



Access a variety of resources in school or public library: books, DVDs, files, CD-ROMs, and Internet; working in groups, use several different resources to learn about an artist or art movement.

Community-Based Organizations (CBOs), Local Artists, and Studios

Invite a local artist to work on a project in the school. Recognize how an artist plans a project, prepares materials, executes the project, involves the school community, extends learning, and makes a positive impact on the learning environment.

Ask that artist to make a presentation of his/her other artwork and commissions.

With an arts organization that works in the school, plan and execute a school mural.

Aligned Materials

- [3-5 Artist Bios Collection](#)
- [30 Art Museums to Explore Online](#)
- [Artwork Scavenger Hunt](#)
- ["I Spy" Art Around the World](#)
- [Art Around the World: "I Spy" Checklist](#)
- [Elementary Art Talk](#)



FLEX Curriculum

Aligned Materials

- [Local Art Investigators](#)
- [Artist Interview Request Guide](#)
- [Community Culture](#)
- [How Does Art Contribute to Communities](#)
- [Tips for Better Brainstorming](#)
- [Brainstorming Mural Symbols](#)
- [Keith Haring Community Mural](#)
- [All About My Community](#)

5th Grade: Exploring Careers and Lifelong Learning

Benchmark: Students gain an awareness of careers in visual arts; recognize personal, social, and professional goals; develop a career plan; learn to work independently and in teams; gain an appreciation of art as a source of enjoyment and lifelong learning.

Awareness of Careers in Visual Arts

Collect ads from magazines and newspapers that are eye-catching; with a classmate, discuss them in terms of the Elements of Art and the Principles of Design; decide what makes the ads so appealing; recognize that they were created by graphic designers.

Investigate the work of textile, interior, fashion, jewelry, and furniture designers; learn how they produce their work; recognize that designers are artists.

Learn what skills, education, and training are required for careers in design.



FLEX Curriculum

Aligned Materials

- [Visual Elements](#)
- [Parts of a Magazine Cover](#)
- [Freedom Cover Stories](#)
- [60 Visual Art Careers](#)
- [Career Profile: Graphic Designer](#)
- [Career Profile: Interior Designer](#)
- [Career Profile: Fashion Designer](#)
- [Career Profile: Jewelry Designer](#)
- [Careers: Artisans and Designers](#)

Setting Goals and Developing Career Plans



FLEX Curriculum

Working with classmates, plan and implement an exhibition of student artwork. Work in teams for each component of the exhibition:

- curating
- designing wall text
- creating brochures
- designing posters

Working with theater and/or music teachers and students, help design scenery for a performance.

Reflect on the benefits of the collaborative process.

Create a picture book for students and enter it into the annual Ezra Jack Keats Bookmaking Competition.

Art for Enjoyment and Lifelong Learning

Attend museum-sponsored family programs that promote art appreciation for all ages, and encourage intergenerational dialogue.

Artwork in the train stations often relate to the neighborhood. After looking at the images on this website, sketch out a design for a subway stop near you.

Keep an album of museum visits and include postcards and free materials such as brochures and floor plans. Add commentary.

Aligned Materials

- [Video: What is an Exhibit?](#)
- [The Roles of a Curator](#)
- [Four Criteria for a Successful Art Exhibit](#)
- [Exploring Exhibit Themes](#)
- [Building an Exhibit Brochure](#)
- [How to Write an Exhibition Label](#)
- [Career Profile: Exhibition Designer](#)
- [Collection: Artists as Curators](#)



FLEX Curriculum

Aligned Materials

- [Talk About Art](#)
- [Talking About Exhibitions and Collections](#)
- [Why Do People Make Art?](#)
- [Looking Out at Your Community](#)
- [Art All Around Me](#)

8th Grade: Art Making

Benchmark: Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of art; solve design problems; and explore perspective, scale, and point of view.

Painting



FLEX Curriculum

Create a painting that demonstrates:

- sustained observation to express a point of view
- use of observational sketches as references
- mix tints, shades, tones of primary, secondary, tertiary colors
- observation and creation of the illusions of light and value
- the competent use of paint media such as watercolor or acrylic
- make a variety of marks/effects (wash, wet on wet, wet on dry, dry on dry)
- use of a variety of acrylic brushes to scumble and stipple
- composition(foreground, middle ground, and background)

Suggested themes or genres:

- Neighborhood scene
- Cityscape
- Landscape
- Still life
- Portraiture
- Everyday life
- Abstraction

Refer to artists such as:

- Edward Hopper
- Francisco Oller y Cestero
- Norman Lewis
- George Morrison
- Robert Motherwell
- Lee Krasner
- Jean-Michel Basquiat
- Helen Frankenthaler
- Mark Rothko

Painting Lesson Plans

- [6-8 Painting Lessons](#)

Painting Instructional Videos

- [What is Painting?](#)

Targeted Skills & Concept Resources

- [Painting Vocabulary \(9-12\)](#)
- [Exploring Media: Water-Based Paint](#)
- [Painting Skills Checklist](#)
- [Color Mixing](#)
- [Value & Color Theory](#)
- [Brush Techniques](#)
- [Painting Media Techniques](#)
- [Composition](#)

Noteworthy FLEX Artist Bios

- [Artists Who Work with Painting](#)
- [Edward Hopper](#)
- [Lee Krasner](#)
- [Jean-Michel Basquiat](#)
- [Helen Frankenthaler](#)
- [Mark Rothko](#)

Drawing



FLEX Curriculum

Create a drawing that demonstrates:

- sustained observation inspired by student curiosity
- a personal view of their environment

Drawing Lesson Plans

- [6-8 Drawing Lessons](#)

- create the illusion of space through perspective/scale of objects/ figures
- the use of a range of values to describe volume and form
- representation of a subject in a novel way
- pencils, charcoal, pastels, and pen and ink to create line quality textures
- drawing tools (stippling, hatching, cross-hatching, blending)
- composition, using foreground, middle ground, and background

Suggested themes or genres:

- Figure drawing
- Still life
- Cityscape
- Landscape
- Everyday life

Refer to artists such as:

- Al Hirschfeld
- Marius de Zayas
- Honoré Daumier
- Jasper Johns
- Martín Ramírez
- Lee Bontecou
- Alice Neel
- Charles White

Drawing Instructional Videos

- [What is Drawing?](#)

Targeted Skills & Concept Resources

- [Drawing Vocabulary \(6-8\)](#)
- [Exploring Media: Drawing](#)
- [Drawing Skills Checklist](#)
- [Perspective](#)
- [Adding Value to Create Forme](#)
- [Exploring Media: Colored Pencils](#)
- [Exploring Media: Oil/Chalk Pastels](#)
- [Composition](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Drawing](#)
- [Honoré Daumier](#)
- [Jasper Johns](#)
- [Lee Bontecou](#)
- [Alice Neel](#)

Printmaking



Create a print that demonstrates:

- careful inking, registration, and lifting
- planning/execution of engraving, stencil print, collograph, or monoprint
- knowledge of signing/numbering of an edition
- a personal view or unique perspective
- unity of composition
- explorations with textured materials
- exploration with visual texture

Suggested themes or genres:

- Cityscape
- Landscape
- Neighborhood scene
- Still life
- Portraiture
- Everyday life

Refer to artists such as:

- Ernest Critchlow
- Martin Lewis
- Grant Wood
- Thomas Hart Benton
- Jim Dine
- Andy Warhol

Printmaking Lesson Plans

- [6-8 Printmaking Lessons](#)

Printmaking Instructional Videos

- [What is Printmaking?](#)

Targeted Skills & Concept Resources

- [Printmaking Vocabulary \(6-8\)](#)
- [Exploring Media: Printmaking](#)
- [Printmaking Skills Checklist \(6-8\)](#)
- [Printing Processes](#)
- [Signing a Print](#)
- [Video: What is Unity?](#)
- [Video: What is Composition?](#)
- [Video: What is Texture?](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Printmaking](#)
- [Grant Wood](#)
- [Thomas Hart Benton](#)
- [Jim Dine](#)
- [Andy Warhol](#)

Collage

Create a collage that demonstrates:

- purposeful use of collage techniques to express personal vision
- proficiency in cutting, tearing, and gluing techniques
- ability to transform paper with a variety of media
- cohesive selection of papers to represent texture and subject
- intentional use of positive and negative space to create a balanced composition
- use of overlapping to create space
- unity through color

Suggested themes or genres:

- Neighborhood scene
- Cityscape
- Landscape
- Still life
- Portraiture
- Abstraction

Refer to artists such as:

- Georges Braque
- Pablo Picasso
- Juan Gris
- Kurt Schwitters
- Benny Andrews

Collage Lesson Plans

- [6-8 Collage Lessons](#)

Collage Instructional Videos

- [What is Collage?](#)

Targeted Skills & Concept Resources

- [Collage Vocabulary](#)
- [Paper Collage Techniques](#)
- [Types of Found Paper](#)
- [Video: What is Unity](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Collage](#)
- [Georges Braque](#)
- [Pablo Picasso](#)
- [Benny Andrews](#)

Sculpture

Create a sculpture that demonstrates:

- attention to scale
- unity - purposeful selection/manipulation of clay, plaster, paper pulp, wire
- expressive use of texture and form
- inventive organization of positive and negative space
- symmetrical/asymmetrical balance

Suggested themes or genres:

- Portraiture
- Figure
- Abstraction

Refer to works and artists such as:

- Alexander Archipenko
- Isamu Noguchi
- Louise Bourgeois
- Claes Oldenburg
- Tom Otterness
- John Chamberlain
- Alexander Calder

Sculpture Lesson Plans

- [6-8 Sculpture Lessons](#)

Sculpture Instructional Videos

- [What is Sculpture?](#)
- [What is Form?](#)

Targeted Skills & Concept Resources

- [Sculpture Vocabulary \(6-8\)](#)
- [Exploring Media: Sculpture \(Carving\)](#)
- [Exploring Media: Sculpture \(Molding\)](#)
- [Ceramics Skills Checklist \(6-8\)](#)
- [Sculpture Skills Checklist \(6-8\)](#)
- [Understanding Scale and Proportion](#)
- [Symmetry](#)
- [Advanced Texture in Clay](#)
- [Video: What is Proportion?](#)
- [Video: What is Space?](#)
- [Video: What is Unity?](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Sculpture & Ceramics](#)

2D Graphic Design

Create a design that demonstrates:

- unity through the use of color, line, shape, and texture
- attention to balance, emphasis, and proportion
- the integration of color, line, and shape to express a clear message
- inventive integration of text where applicable

Suggested themes or genres:

- Book arts
- Poster design
- CD cover design
- Advertisements
- Postage stamp design
- Abstraction
- Portraiture
- Comic books/strips

Refer to artists such as:

- Joan Miró
- F. Hundertwasser
- Roz Chast
- Sophie Blackall
- Lorenzo Homar
- Rafael Tufiño
- 18th-century hanging scrolls (China) and Edo period (Japan)

- [Louise Bourgeois](#)
- [Claes Oldenburg](#)
- [Alexander Calder](#)



FLEX Curriculum

2D Design Lesson Plans

- [6-8 Design Lessons](#)

Targeted Skills & Concept Resources

- [Elements of Art & Principles of Design](#)
- [Elements of an Infographic](#)
- [Color Schemes](#)
- [Finding Meaning in Shapes and Line](#)
- [What is Texture?](#)
- [Balance Your Design](#)
- [8 Ways to Emphasize and Suppress](#)
- [Understanding Scale and Proportion](#)
- [The Power of Text](#)
- [Book Arts](#)
- [Components of an Advertisement](#)

Noteworthy FLEX Artist Bios

- [Joan Miró](#)

Digital Media

Create a digital composition that demonstrates:

- confident use of a graphic program
- synthesis of technology and Principles of Design
- ability to navigate through the interface of a desktop publishing program
- creative layout: size, shape, location, and resolution (dpi)
- intentional selection of font, font size, and color
- purposeful arrangement of text and image
- effective use of a digital camera

Suggested themes:

- Graphic novel page
- Tee shirt graphic
- Newspaper/magazine layout
- Children's book illustration

Digital Media Lesson Plans

- [6-8 Digital Media Lessons](#)

Digital Media Instructional Videos

- [What is Digital Art?](#)

Targeted Skills & Concept Resources

- [Digital Media Skills Checklist \(6-8\)](#)
- [Digital Media Anchor Charts \(6-8\)](#)
- [Digital Media Reference Sheets \(6-8\)](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Digital Media](#)



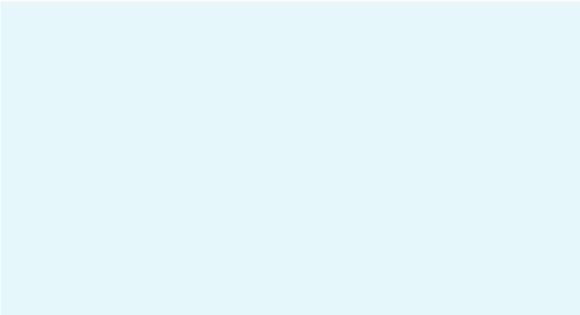
FLEX Curriculum

Suggested programs:

- Comic Life 3
- Adobe Illustrator
- Adobe Photoshop
- PowerPoint

Refer to artists such as:

- Art Spiegelman
- Osamu Tezuka



8th Grade: Developing Art Literacy

Benchmark: Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

Looking at and Discussing Art

Examine a work of art over an extended period of time. Keep a record of observations as evidence of the way a viewer's perceptions deepen over time.

Include some or all of the following:

- general observations
- questions
- treatment of subject
- techniques
- compositional design
- use of color and line
- expression of mood
- art historical references



Aligned Materials

- [Analyze the Use of Media](#)
- [Talking About Art](#)
- [Categorizing Subject Matter](#)
- [Essential Compositions](#)
- [Identifying Mood](#)
- [Understanding Historical Context](#)

Developing Visual Arts Vocabulary

Maintain a journal of observations and ideas about students' own work and works by recognized artists; incorporate related art vocabulary.

Where relevant, make connections between students' work and those of other artists.

Using artwork as instructional text, record lessons learned from other artists.



Aligned Materials

- [Collection: Meaning-Making Through Sketchbooks](#)
- [Vocabulary Journal](#)
- [What is Visual Journaling?](#)
- [6th - 8th Grade Vocabulary](#)

Reading and Writing About Art

Examine a work of art as a primary document; based on visual evidence, write hypotheses about the time period, culture, and/or the political climate.

Write an artist statement related to students' own works of art created as responses to social issues or current events.



Aligned Materials

- [What is Visual Literacy? \(6-12\)](#)
- [An Artist's Decisions](#)
- [Visual Evidence Organizer](#)
- [Visual Evidence Claims](#)
- [Understanding Historical Context](#)
- [A Case of Visual Evidence](#)
- [Artist Statement Flow Chart](#)

Problem Solving: Interpreting and Analyzing Art

In small groups, students discuss how they resolved the challenges of a particular design problem.

With a partner, co-construct a rubric to assess work, with clear expectations for achievement that provide guidelines for self-analysis.



Aligned Materials

- [Developing Criteria: Creating a Class Rubric](#)
- [Artist Inspired Self-Assessment](#)
- [Self and Group Member Evaluation](#)

8th Grade: Making Connections Through Visual Arts

Benchmark: Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

Recognizing the Societal, Cultural, and Historical Significance of Art; Connecting Art to Other Disciplines

Examine the artwork of one area of the world, during a specific era and discuss what can be learned about the culture based upon its artwork. For example, explore the art from the Royal Court of Benin (Nigeria today) during the 16th and 17th centuries and discuss:

- objects that were important to the people
- reasons for relatively little change in the style
- materials available
- importance of specific imagery and subject matter

Discuss the ideas conveyed in works of art such as The Brooklyn Bridge by Joseph Stella and Brooklyn Bridge by John Marin with poems on the same theme such as Brooklyn Bridge: Nightfall by D.B. Steinman, To Brooklyn Bridge by Hart Crane, and Invitation



Aligned Materials

- [Collection: Historical Timelines](#)
- [Analyzing for Culture & Context](#)
- [Cultural and Historical Uses of Art](#)
- [Understanding Historical Context](#)
- [Cultures and Pictographs](#)
- [Time, Place, and Culture](#)
- [Creative Writing and Visual Imagery](#)
- [Visual Imagery and Cultural Associations](#)
- [Lino Monsters](#)
- [Historic Journals](#)
- [Accordion Haiku Book](#)

to Miss Marianne Moore by Elizabeth Bishop.

Compare how both artists and poets work with:

- imagery
- space
- rhythm
- shape

Identify a favorite poem and plan a work of art based on it.

Observing and Interpreting the World

Compare illustrations in books by Chris van Allsburg and David Macaulay and discuss the settings and what was important for each author/illustrator to convey.

Study the way artists portray cities from ancient to modern times; analyze the artists' renderings and discuss:

- point of view
- mood
- aesthetic and social considerations



Aligned Materials

- [Artist Bio: Chris van Allsburg](#)
- [Aesthetic Choices](#)
- [Identifying Mood](#)
- [An Artist's Decision](#)

8th Grade: Community and Culture

Benchmark: By working with a variety of school staff, students access primary resources in the community, the borough, and the city to extend their learning beyond the classroom.

Cultural Institutions

On a class visit to an art museum, invite a museum educator to talk about how the education department plans programs for students.

Visit an art gallery; interview the director to learn about the operation and the role of the gallery in the community; notice the selection of work on exhibit and how it is displayed.

Research the history of a New York City museum, theater, or concert hall; create a PowerPoint to present in class.



Aligned Materials

- [How Do Museums Present Concepts](#)
- [A Field Trip Museum Assessment](#)
- [Roles & Responsibilities in Museums](#)
- [Analyze an Exhibition](#)
- [Career Profile: Exhibition Designer \(6-12\)](#)

Public Art and Design

Visit a historic site, a monument, or other public work of art; investigate its connection to history; recognize how artists and designers can change the public's perception of a space.



Aligned Materials

- [Art Careers and Community Impact](#)
- [7 Artists Advocating in Public Art](#)

Research an artist whose work is part of MTA Arts for Transit.

Use this information to sketch out a plan for a public work of art for an outside or underground train station.

Online Resources and Libraries

Research an artist on the Internet. Write an annotated bibliography of the websites visited; indicate which sites were most useful and why.

Create a presentation or a picture book for an elementary school student explaining the steps taken to research an artist on the Internet.

Community-Based Organizations (CBOs), Local Artists, and Studios

Participate in a CBO-sponsored art event.

Recognize how painting a mural or reclaiming a public space helps transform a community and improves the quality of life.

Share knowledge at school and discuss ways to transform the school through art.

- [Public and Collaborative Art](#)
- [Public Art Options](#)
- [Public Art Process](#)



Aligned Materials

- [Talking About Research](#)
- [Tips for Artist Research](#)
- [Identifying Artist Impact](#)
- [Impactful Artists](#)
- [Presenting Artist Impact](#)



Aligned Materials

- [Video: Where Do We Find Art](#)
- [Video Guided Questions: Where Do We Find Art?](#)
- [Art All Around Me](#)
- [Keith Haring Artist Bio](#)
- [6-8 Public Art resources](#)

8th Grade: Exploring Careers and Lifelong Learning

Benchmark: Students gain an awareness of careers in visual arts; recognize personal, social and professional goals; develop a career plan; learn to work independently and in teams; gain an appreciation of art as a source of enjoyment and lifelong learning.

Awareness of Careers in Visual Arts

Work with a teacher to arrange a “behind the scenes” visit to a museum; recognize the many people—such as curator, installer, conservator, educator, librarian, architect, exhibition planner, and development and administrative personnel—who constitute the organization.

Research the development of favorite graphic artists.

Working in small groups, examine several samples of one of these items:

- picture book covers and illustrations



Aligned Materials

- [Art Careers and Community Impact](#)
- [Roles & Responsibilities in Museums](#)
- [The Roles of a Curator](#)
- [Career Profile: Exhibition Designer \(6-12\)](#)
- [Career Profile: Conservator \(6-12\)](#)
- [Career Profile: Art Historian \(6-12\)](#)
- [Career Profile: Graphic Designer](#)
- [6-8 Book Arts resources](#)

- comic books/strips
- advertisements
- postage stamps
- CD cover designs

Discuss in terms of the Elements of Art and the Principles of Design; understand that artists created the design and layout for all of these items. As a team create a design based on the discussion.

Setting Goals and Developing Career Plans

Create a school gallery in a dedicated space. Plan exhibitions, assign roles such as curators, tour guides, handlers, display designers, publicists, fundraisers, graphic designers, and editors.

Working in teams, create:

- a special program involving parents and community such as an exhibition of student and/or parent artwork
- a mural design and plan for its installation
- a set design for a play.

Recognize that a successful enterprise requires communication, planning, and cooperation.

Create a picture book for younger students and enter it into the annual Ezra Jack Keats Bookmaking Competition.

Art for Enjoyment and Lifelong Learning

Appreciate the architectural style and details of the edifice such as gargoyles and cornices; consider how the building relates to its neighbors, and how it meets its purpose.

Learn more about the art in public schools at the NYCDOE website for Public Art for Public Schools. Discuss in class how artwork changes the school environment.

Research the history of your school's permanent artwork. If there is none, with a team of classmates, sketch out a plan for an art installation at the school.

Visit museums and galleries and keep a running record of these visits by writing impressions; supplement with postcards and free materials at each site.



FLEX Curriculum

Aligned Materials

- [Video: What is an Exhibit?](#)
- [The Roles of a Curator](#)
- [Four Criteria for a Successful Art Exhibit](#)
- [Exploring Exhibit Themes](#)
- [Designing an Exhibition](#)
- [Building an Exhibit Brochure](#)
- [Preparing Exhibition Narratives](#)
- [How to Write an Exhibition Label](#)
- [Career Profile: Exhibition Designer](#)
- [Collection Creation](#)



FLEX Curriculum

Aligned Materials

- [Video: What is Architecture](#)
- [Survey of Architectural Structures](#)
- [Gothic Architecture](#)
- [Architectural Design of Homes](#)
- [Architects & Engineers](#)
- [Career Profile: Architect \(6-12\)](#)
- [Paint Swatch Architecture](#)
- [Art All Around Me](#)

12th Grade: Art Making

Benchmark: In a three-year major art sequence, students master various materials and techniques to develop a portfolio that reflects a personal style and the awareness of the power of art to illuminate, inform, and influence opinion.

Painting



FLEX Curriculum

Create a painting that demonstrates:

- personal style, vision, social commentary
- proficiency in mixing a complete painting palette
- ability to control light, value, intensity, and contrast
- mastery of paint media such as gouache, watercolor, oil, or acrylic
- handle a variety of brushes, and a palette knife as a painting tool
- glazing/layering techniques
- Elements of Art and Principles of Design used to organize a picture plane

Suggested themes or genres:

- Cityscape
- Landscape
- Everyday life
- Portraiture
- Social issues
- Non-representational, imaginary, and/or symbolic imagery
- Surrealism
- Conceptual Art

Refer to artists such as:

- Georgia O'Keeffe
- Mark Rothko
- Wayne Thiebaud
- Kehinde Wiley
- Howard Hodgkin
- Gustave Courbet
- Johannes Vermeer
- Ramón Frade
- Emma Amos
- JeanMichel Basquiat
- Anselm Kiefer
- Diego Rivera

Painting Lesson Plans

- [9-12 Painting Lessons](#)

Painting Instructional Videos

- [What is Painting?](#)

Targeted Skills & Concept Resources

- [Painting Vocabulary \(9-12\)](#)
- [Exploring Media: Water-Based Paint](#)
- [Painting Skills Checklist \(9-12\)](#)
- [Color Mixing](#)
- [Value & Color Theory](#)
- [Brush Techniques](#)
- [Painting Media Techniques](#)
- [Composition](#)

Noteworthy FLEX Artist Bios

- [Artists Who Work with Painting](#)
- [Georgia O'Keeffe](#)
- [Mark Rothko](#)
- [Wayne Thiebaud](#)
- [Kehinde Wiley](#)
- [Johannes Vermeer](#)
- [JeanMichel Basquiat](#)
- [Anselm Kiefer](#)
- [Diego Rivera](#)

Drawing



FLEX Curriculum

Create a drawing that demonstrates:

- synthesis of observation, imagination, and social commentary
- a cohesive body of work
- a personal style
- the use of gesture and proportion to create dynamic figures
- figure/non-figurative subject to represent ideas, concepts, personal views
- comprehensive use of pencils, charcoal, pastels, and conté crayons
- a variety of techniques and genres
- Elements of Art and Principles of Design used to organize a picture plane

Suggested themes or genres:

- Portraiture
- Figures
- Landscape
- Cityscape
- Everyday life
- Social issues
- Conceptual or virtual geography/ mapping

Refer to artists such as:

- Michelangelo Buonarroti
- Yasuo Kuniyoshi
- Whitfield Lovell
- Julie Mehretu
- William Kentridge
- Rembrandt van Rijn

Drawing Lesson Plans

- [9-12 Drawing Lessons](#)

Drawing Instructional Videos

- [What is Drawing?](#)

Targeted Skills & Concept Resources

- [Drawing Vocabulary \(9-12\)](#)
- [Exploring Media: Drawing](#)
- [Drawing Skills Checklist \(9-12\)](#)
- [Selecting a Body of Work](#)
- [Video: What is a Portfolio?](#)
- [Developing Personal Criteria](#)
- [Personal Art Investigation](#)
- [Personal Artistic Vision](#)
- [Understanding Scale and Proportion](#)
- [Figure Drawing](#)
- [Elements of Art & Principles of Design](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Drawing](#)
- [Julie Mehretu](#)
- [William Kentridge](#)
- [Rembrandt van Rijn](#)

Printmaking



FLEX Curriculum

Create a print that demonstrates:

- precise registration of two or more color plates
- positive/negative space in linoleum/soft block, silkscreen, or serigraph
- independent planning and execution of editions
- personal view
- synthesis of observation, imagination, and social commentary

Suggested themes or genres:

- Social issues
- Cityscape/landscape
- Portraiture
- Everyday life
- Personal history
- Conceptual/text-based art
- Image appropriation

Refer to artists such as:

- Henri de Toulouse-Lautrec
- John Sloan

Printmaking Lesson Plans

- [9-12 Printmaking Lessons](#)

Printmaking Instructional Videos

- [What is Printmaking?](#)

Targeted Skills & Concept Resources

- [Printmaking Vocabulary \(9-12\)](#)
- [Exploring Media: Printmaking](#)
- [Printmaking Skills Checklist \(9-12\)](#)
- [Printing Processes](#)
- [Understanding Positive/Negative Space](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Printmaking](#)
- [Henri de Toulouse-Lautrec](#)
- [Käthe Kollwitz](#)

- George Bellows
- Käthe Kollwitz
- Rockwell Kent
- Reginald Marsh
- José Guadalupe Posada
- Henri de Toulouse-Lautrec
- Ando Hiroshige
- Katsushika Hokusai
- Kitagawa Utamaro

Collage

Create a collage that demonstrates:

- personal vision and/or reference to a social issue
- mastery in cutting, tearing, and gluing techniques
- inclusion of a variety of media and materials
- ability to incorporate/synthesize printed images and text
- mastery of Principles of Design to create a unified composition

Suggested themes or genres:

- Social issues
- Cityscape
- Landscape
- Portraiture
- Everyday life
- Abstraction

Refer to artists such as:

- Mark Bradford
- Jaune Quickto-See Smith,
- Emma Amos
- Kara Walker
- Mickalene Thomas
- Raoul Hausmann
- Georges Braque
- Pablo Picasso



FLEX Curriculum

Collage Lesson Plans

- [9-12 Collage Lessons](#)

Collage Instructional Videos

- [What is Collage?](#)

Targeted Skills & Concept Resources

- [Collage Vocabulary](#)
- [Paper Collage Techniques](#)
- [Types of Found Paper](#)
- [Video: What is Unity](#)
- [Principles of Design](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Collage](#)
- [Mark Bradford](#)
- [Kara Walker](#)
- [Mickalene Thomas](#)
- [Georges Braque](#)
- [Pablo Picasso](#)

Sculpture

Create a sculpture that demonstrates:

- interaction with a space or the realization of a freestanding form
- thoughtful selection and use of materials to express a personal style
- planning, and execution that conveys a message to influence opinion
- effective use of the Principles of Design

Suggested themes or genres:

- Portraiture



FLEX Curriculum

Sculpture Lesson Plans

- [9-12 Sculpture Lessons](#)

Sculpture Instructional Videos

- [What is Sculpture?](#)
- [What is Form?](#)

Targeted Skills & Concept Resources

- [Sculpture Vocabulary \(9-12\)](#)
- [Exploring Media: Sculpture \(Carving\)](#)
- [Exploring Media: Sculpture \(Molding\)](#)

- Abstraction
- Social issues

Refer to works and artists such as:

- Ai Weiwei
- El Anatsui
- Judy Chicago
- Barbara Hepworth
- Henry Moore
- Elizabeth Catlett
- Maya Lin
- Richard Serra
- Mark DiSvero

- [Ceramics Skills Checklist \(9-12\)](#)
- [Sculpture Skills Checklist \(9-12\)](#)
- [Principles of Design](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Sculpture & Ceramics](#)
- [Ai Weiwei](#)
- [El Anatsui](#)
- [Judy Chicago](#)
- [Barbara Hepworth](#)
- [Elizabeth Catlett](#)
- [Maya Lin](#)

2D Graphic Design

Create a design that demonstrates:

- selective use of the Elements of Art and Principles of Design
- a synthesis of shape, pattern, rhythm, and movement into a unified work
- purposeful use of an image (e.g., a logo or a picture in ad) on a social issue
- text integrated with, and supporting, a graphic image

Suggested themes or genres:

- Book arts
- Public service announcement (PSA) poster
- Playbill
- Advertisement
- Abstraction

Refer to artists such as:

- Milton Glazer
- Ivan Chermayeff
- Paul Rand
- Shepard Fairey



FLEX Curriculum

2D Design Lesson Plans

- [9-12 Design Lessons](#)

Targeted Skills & Concept Resources

- [Elements of Art & Principles of Design](#)
- [Elements of an Infographic](#)
- [Color Schemes](#)
- [Finding Meaning in Shapes and Line](#)
- [What is Texture?](#)
- [Balance Your Design](#)
- [8 Ways to Emphasize and Suppress](#)
- [Understanding Scale and Proportion](#)
- [The Power of Text](#)
- [Book Arts](#)
- [Components of an Advertisement](#)
- [How to Make Movement Visible in Artwork](#)

Noteworthy FLEX Artist Bios

- [Milton Glazer](#)
- [Shepard Fairey](#)

Digital Media

Create a digital composition that demonstrates:

- communication through visual and textual context
- an understanding and awareness of a target audience
- a personal view and style
- ability to navigate through a graphic design program
- intentional choice and editing of font for an intended audience
- ability to utilize text, images, and ideas to persuade

Suggested themes:

- Bookmaking
- Basic webpage design using available online templates



FLEX Curriculum

Digital Media Lesson Plans

- [9-12 Digital Media Lessons](#)

Digital Media Instructional Videos

- [What is Digital Art?](#)

Targeted Skills & Concept Resources

- [Digital Media Skills Checklist \(9-12\)](#)
- [Digital Media Anchor Charts \(9-12\)](#)
- [Digital Media Reference Sheets \(9-12\)](#)
- [The Power of Text](#)
- [Bookmaking](#)

Suggested programs:

- Comic Life 3
- Adobe Illustrator
- Adobe Photoshop
- Adobe InDesign

Refer to artists such as:

- Graphic novelists, etc.

- [What Is My Web Design Aesthetic?](#)

Noteworthy FLEX Artist Bios

- [Artists who work with Digital Media](#)

12th Grade: Developing Art Literacy

Benchmark: Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

Looking at and Discussing Art

Identify issues raised by a single controversial work of art; explore the historical, and/or societal climate that might account for the controversy.

Discuss how and why the issues surrounding a work of art may diminish or disappear over time.

Students review their portfolios for works they believe demonstrate the power of art to challenge and provoke the viewer; present to classmates and invite opinions.

**FLEX Curriculum****Aligned Materials**

- [Personally Relevant Art Advocacy](#)
- [Art Lessons and Social Issues](#)
- [Art and Activism](#)
- [Current Event Research](#)
- [Talking About Art](#)
- [Categorizing Subject Matter](#)
- [Understanding Historical Context](#)
- [Illustrating Social Issues](#)
- [Posters for Social Change](#)

Developing Visual Arts Vocabulary

Create an illustrated picture book for younger students based on visual arts vocabulary.

Create wall text, labels, catalogues, and promotional materials for a student-curated exhibition.

**FLEX Curriculum****Aligned Materials**

- [How to Create an Accordion Fold Book](#)
- [K-1st Grade Vocabulary](#)
- [2nd-3rd Grade Vocabulary](#)
- [4th-5th Grade Vocabulary](#)
- [6th - 8th Grade Vocabulary](#)
- [Four Criteria for a Successful Art Exhibit](#)
- [Exploring Exhibit Themes](#)
- [Building an Exhibit Brochure](#)
- [How to Write an Exhibition Label](#)

Reading and Writing About Art

Read art reviews and critiques in newspapers and online; visit a gallery or museum exhibition and write a response, informed by the language of these texts.

(Seniors) write an art history-based research paper to submit into the Dedalus Art History Scholarship Competition.



FLEX Curriculum

Aligned Materials

- [Evaluating Influential Artwork](#)
- [Questions for Critiques](#)
- [How to Interpret a Work of Art](#)
- [Identifying Artist Impact](#)
- [Tips for Artist Research](#)
- [Current Event Research](#)
- [Interdisciplinary Research](#)
- [Presenting Research](#)
- [Researching Artist Impact](#)

Problem Solving: Interpreting and Analyzing Art

Write a reflection about the work compiled in a portfolio and explain:

- the process of creating the portfolio
- materials
- influences
- unifying theme
- problems solved/insights gained

Create a PowerPoint presentation explaining student work in terms of artistic, cultural, social, and/or historical influences.



FLEX Curriculum

Aligned Materials

- [Selecting Artwork for a Collection](#)
- [Testing a Material Hypothesis](#)
- [Self-Assessment and Reflection](#)
- [Artmaking Process Reflection](#)
- [Creative Process Reflection](#)
- [How to Curate a Series](#)
- [Universal Theme Guide](#)
- [Curatorial Rationale Writing Guide](#)
- [My Artistic Voice Portfolio](#)
- [Reflect and Select Growth Portfolio](#)

12th Grade: Making Connections Through Visual Arts

Benchmark: Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

Recognizing the Societal, Cultural, and Historical Significance of Art; Connecting Art to Other Disciplines

Explore an influential and/or controversial art exhibition and research how the public's reaction reflected the society of the times. As an example, study how the Armory Show impacted the New York and the national art scene.

Research photographs, prints, or paintings of New York City from the early 20th century through the Jazz Age, the Harlem Renaissance, the Great Depression, and World War II to modern times; recognize the value of art to document the culture and history of New York City.



Aligned Materials

- [Art and Civic Engagement](#)
- [Art as a Historical Record](#)
- [Evaluating Influential Artwork](#)
- [How to Interpret a Work of Art](#)
- [Identifying Artist Impact](#)
- [Art Lessons and Social Issues](#)
- [Art and Activism](#)
- [Current Event Research](#)

Observing and Interpreting the World

Examine graphic novels that are based on history, such as Maus, Art Spiegelman's mix of literary genres that documents the Holocaust; discuss artist's use of image and text to deliver messages.

Study works by various printmakers and explore their reactions to the society in which each lived. Several artists to consider: Rafael Tufiño, Honoré Daumier, Käthe Kollwitz, Elizabeth Catlett, and John Sloan.

Select one global subject or issue and related images that represent various geographic areas and span several centuries; create a PowerPoint presentation for classmates that includes student's observations of the different interpretations. Presentation may include a student's own visual realization of the subject or issue. Some suggestions:

Subject: Mother and child; games, leisure activities; leadership

Issue: Effects of war; working class concerns



Aligned Materials

- [Creative Writing and Visual Imagery](#)
- [The Influence of Image](#)
- [Reading Image and Text](#)
- [Visual Imagery Practice Guide](#)
- [Honoré Daumier Artist Bio](#)
- [Käthe Kollwitz Artist Bio](#)
- [Elizabeth Catlett Artist Bio](#)
- [Universal Theme Guide](#)
- [Presenting Research](#)

12th Grade: Community and Culture

Benchmark: By working with a variety of school staff, students access primary resources in the community, the borough, and the city to extend their learning beyond the classroom.

Cultural Institutions

On an individual visit to an art museum, make note of the way in which the art is curated in a specific place.

Visit a gallery or a special museum exhibition; create a gallery and museum guide for young children or young adults.

Design an interactive activity for the students.

Create a map citing art museums in all five boroughs; use the map as a basis for a work of art, or to serve an applied purpose.



Aligned Materials

- [How Do Museums Present Concepts](#)
- [Analyze an Exhibition](#)
- [Museum Space Inventory](#)
- [Building an Exhibit Brochure](#)
- [Museum Blueprint](#)
- [Modified Museums](#)
- [Museum Brainstorm](#)
- [Designing an Art Space](#)
- [Create a Creative Kids Corner](#)

Public Art and Design

Compare a conceptual piece of public art such as [Maya Lin's Vietnam Memorial](#) in Washington, D.C. to a more traditional work, for example, Penelope Jenck's sculpture of Eleanor Roosevelt on Riverside Drive in Manhattan. Discuss the merits of each type of commemorative public art.

Design a Request for Proposal (RFP) for a local site. Respond to a current RFP to learn about the process of designing, approving, and installing public art.

Individually, or with a team, design a work of art or an installation piece for the school.



Aligned Materials

- [Maya Lin Artist Bio](#)
- [Comparing Interpretations](#)
- [Introduction to Installation Art](#)
- [5 Tips for Hanging Installation Art](#)
- [General Rules for Installation Art for Teenagers](#)
- [Site-Specific Installations](#)
- [Constructed Spaces](#)

Online Resources and Libraries

Investigate online resources on the site for the Office of Arts and Special Projects.

Visit a specialized library to view its collection or a specific manuscript; note the setting, special environmental conditions, display, and preservation requirements.

Prepare a PowerPoint for younger students explaining how to navigate a particular museum's website.



Aligned Materials

- [Preserving Art](#)
- [Preserving and Protecting Artwork](#)
- [Investigating Preservation](#)
- [Comparing Preservation Methods](#)
- [Illuminated Manuscript](#)

Community-Based Organizations (CBOs), Local Artists, and Studios

Volunteer or intern at an arts CBO to understand the relationship between the organization and the community it serves; recognize how it meets the needs of the community.

Survey the local and school communities to learn what additional arts resources are needed.



Aligned Materials

- [Community Culture](#)
- [How Does Art Contribute to Communities](#)
- [All About My Community](#)
- [Large-Scale Labyrinth](#)

12th Grade: Exploring Careers and Lifelong Learning

Benchmark: Students gain an awareness of careers in visual arts; recognize personal, social and professional goals; develop a career plan; learn to work independently and in teams; gain an appreciation of art as a source of enjoyment and lifelong learning.

Awareness of Careers in Visual Arts

Research online visual arts and design careers and the post-secondary institutions that provide training in these areas.

Investigate the websites of arts organizations and museums during the winter to apply for summer internship programs.



Aligned Materials

- [Careers: Keys to Success](#)
- [A Career in the Arts](#)
- [Collection: 28 Career Profiles](#)
- [What I Know and Want to Know](#)

Setting Goals and Developing Career Plans

Develop career tools such as a professional quality portfolio, a resume, and cover letter; practice interview techniques.

Apply knowledge and skills by entering competitions such as:

- Rothko and Dedalus Competitions
- Scholastic Art and Writing awards

Create a picture book for younger students and enter it into the annual Ezra Jack Keats Bookmaking Competition.

Research art reviews in newspapers and magazines. Visit a museum or gallery exhibition, take notes, and, informed by research, write a review.



Aligned Materials

- [Careers: Keys to Success](#)
- [A Career in the Arts](#)
- [Collection: 28 Career Profiles](#)
- [Exploring Media: Bookmaking](#)
- [Faith Ringgold Books](#)
- [Parts of a Book Cover](#)
- [Analyze an Exhibition](#)

Art for Enjoyment and Lifelong Learning

Enroll in an arts-related post-secondary course.

Attend an after-school or weekend art workshop such as the School Art League's Saturday Art Career Workshop series.

Attend lectures and special events at museums to further explore an area of interest.

Maintain an art/writing journal of museum and gallery visits. Add personal reflections and sketches.

Aligned Materials

- [What is Visual Journaling?](#)
- [Independent Inquiry and Research](#)
- [Questions to Help You Discuss and Reflect](#)