



# *VISUAL ARTS SCOPE & SEQUENCE Grades 3 - 5*

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The units provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

## **Art Standards**

**Standard 1:** Learners understand that the creative process is used to plan, organize and problem solve.

**Standard 2:** Learners understand and demonstrate that the language of art can be used in the creation of art.

**Standard 3:** Learners understand the need to develop skills and craftsmanship to create works of art with materials, tools and techniques.

**Standard 4:** Learners understand and create art with relation to historical, cultural and social contexts

**Standard 5:** Learners understand that art has influenced and defined history and culture.

**Standard 6:** Learners understand that the language of art is used to describe, interpret and evaluate art works.

**Grade 3 Units:**

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Drawing	Sculpture and 3 Dimensional Forms	Printmaking Techniques	Recycle It!	Service Learning Connections

**Grade 4 Units:**

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Drawing 2	Sculpture and 3 Dimensional Forms 2	The Art of Africa	Introduction to Media	Painting – Fred Babb inspired posters

**Grade 5 Units:**

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Drawing – 3D effects	Drawing/Painting: Still Life	Drawing: One Point Perspective	Integration: Fiction/Non-Fiction books	Sculpture and 3D Construction	Identity: Photography Portraits in B&W

Standard 1: Learners understand that the creative process is used to plan, organize, and problem solve			
Benchmarks	Grade Level Expectations		
	Grade 3	Grade 4	Grade 5
<b>1.4</b> Practices sketching in the planning, problem solving and creation of art works	Guided instruction sketches "See/Teach" Contour Line Drawings	2-3 Thumbnail sketches	4-5 Thumbnail sketches with varied perspective
<b>1.5</b> Uses observational drawing as a means of planning and creating works of art	Drawing references from life experiences -Simple shapes -Geometric shapes	Drawing references from life and photographic references	Drawing references from photographs and 3-dimensional forms. Imply proper scale and proportions
<b>1.6</b> Uses the creative process to plan, organize and problem solve for all performance tasks	Journal the process -Guided task -Step by step	Journal the process -Plan, organize, reflect -Both independent and teacher guided -Task is teacher directed (subject matter)	Independently plan, organize and problem solve -Student personal choice

Standard 2: Learners understand and demonstrate that the language of art can be used in the creation of art			
Benchmarks	Grade Level Expectations		
	Grade 3	Grade 4	Grade 5
<b>2.2</b> Examine and apply all elements of art, and principles of design in works of art	Use the language of art to examine works of art using the Elements of Art and the Principles of Design Pattern Line Shape Color Form	Use the language of art to examine works of art using the Elements of Art and the Principles of Design Unity Texture Value/Contrast Space	Use the language of art to examine works of art using the Elements of Art and the Principles of Design Emphasis Rhythm Balance Movement
<b>2.3</b> Demonstrate the use of all of the elements of art with developing craftsmanship in drawing, painting, sculpture, printmaking, photography, mixed media, performance, and technology in art works	Students demonstrate their ability to effectively use the elements and principles in various artworks	Students demonstrate their ability to effectively use the elements and principles in various artworks	Students demonstrate their ability to effectively use the elements and principles in various artworks

Standard 3: Learners understand the need to develop skills and craftsmanship to create works of art with materials, tools and techniques			
Benchmarks	Grade Level Expectations		
	Grade 3	Grade 4	Grade 5
<b>3.5</b> Explore a variety of art media while learning new techniques	Develop skill and craftsmanship in various medium and skilled techniques Drawing Painting Sculpture Scratching Mixed Media	Develop skill and craftsmanship in various medium and skilled techniques Linoleum prints Free form sculpture Print making Clay Mask	Develop skill and craftsmanship in various medium and skilled techniques Mixed Media Sculpture Photography Video Papier Mache
<b>3.6</b> Demonstrate confidence and skill in a variety of materials and techniques to create art	Demonstrate confidence and skill in Paper Sketching Paint Watercolors Papier Mache Drawing paper Construction paper	Demonstrate confidence and skill in Clay Armature Linoleum Color pencil Watercolor paper	Demonstrate confidence and skill in Wire Sculpture Ink Charcoal
<b>3.7</b> Purposefully experiment with materials to produce a range of artwork	Experiment with Paper Sketching Paint Watercolors Papier Mache Drawing paper Construction paper	Experiment with Clay Armature Linoleum Color pencil Watercolor paper	Experiment with Wire Sculpture Ink Charcoal
<b>3.8</b> Explore the processes and techniques needed to make a work of art whilst focusing on craftsmanship	Focus on craftsmanship using skill, technique and various medium	Focus on craftsmanship using skill, technique and various medium	Focus on craftsmanship using skill, technique and various medium
<b>3.9</b> Handle art materials in a safe and responsible manner.	Handle art materials in a safe and responsible manner.	Handle art materials in a safe and responsible manner.	Handle art materials in a safe and responsible manner.
<b>3.10</b> Respect other students' artworks as well as ones' own.	Respect other students' artworks as well as ones' own.	Respect other students' artworks as well as ones' own.	Respect other students' artworks as well as ones' own.

Standard 4: Learners understand and create art with relation to historical, cultural, and social contexts			
Benchmarks	Grade Level Expectations		
	Grade 3	Grade 4	Grade 5
<b>4.3</b> Personal connections are identified and applied in their artworks	Create artwork that celebrates a variety of cultures. Using prints, identify with celebrations Connect meaning in the real world	Explore opportunities to connect personal works to a historical era Oral response to identify with, celebrations Connect meaning in the real world	Explore opportunities to celebrate cultures from both historical and social contexts Research, journal and create artwork Identify with celebrations Connect meaning in the real world
<b>4.4</b> Identify content and meaning in imagery and applying to their artworks	Apply relevant content to artwork that expresses meaning using Symbolism	Apply relevant content to artwork that expresses meaning using Message	Apply relevant content to artwork that expresses meaning using Change
<b>4.5</b> Identify and use visual clues, symbolism and function in imagery to make connections with mass media and products	Learn how to identify symbolism in an artwork. Create a piece of artwork with two visual clues that connects with mass media Typography	Learn how to identify visual clues in an artwork. Create a piece of artwork that uses two to three visual clues and/or symbolism to connect with the audience Product design Advertisement	Learn how to identify and use function in an artwork as a form of communication Create a piece of artwork that uses two to three visual clues and/or symbolism to connect with the audience Installation

Standard 5: Learners understand that art has influenced and defined history and culture			
Benchmarks	Grade Level Expectations		
	Grade 3	Grade 4	Grade 5
<b>5.4</b> Investigate and/or create works of art within a context that references artists in various cultures, times, and places	Investigate how art has influenced and defined history and culture create works of art within a context that references artists in pop culture	Investigate how art has influenced and defined history and culture create works of art within a context that references artists in contemporary art	Investigate how art has influenced and defined history and culture create works of art within a context that references artists in various art movements 'isms'
<b>5.5</b> Explore the origins styles and functionality of multicultural art	The art of African patterns in textiles Mexican 'Day of the Dead' Egyptian 'Egyptian Art'	The art of Indian 'Dream Catchers' Australian 'Dot painting' Alaska 'Totem Poles'	The art of Chinese 'Chinese Dragon' Japanese 'Wind Sock' South American 'Rainsticks'

5.3 Research, explore and create a piece of art integrated with social, emotional and or service learning.	Research and create an artwork integrated with a particular issue.	Research and create an artwork integrated with a particular issue.	Research and create an artwork integrated with a particular issue. World Concerns – Create Poster to reflect social issues from around the world
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Standard 6: Learners understand that the language of art is used to describe, interpret, and evaluate art works			
Benchmarks	Grade Level Expectations		
	Grade 3	Grade 4	Grade 5
6.3 Develop the use of their senses to perceive the world in an artistic way	Develop the use of senses to describe 'abstract art'	Develop the use of senses to describe 'everyday art'	Develop the use of senses to articulate various 'genre art'
6.4 Use the language of art when observing and critiquing the work of others and their own	Orally describe art critiques applicable to artwork	Perform written art critiques for various projects	Perform oral and written art critiques as a reflection tool
6.5 Analyze and evaluate the use of elements of art, principles of design, and styles of art that express ideas and experiences in artwork	Analyze 4-5 Elements and Principles of art and design	Analyze 10 Elements and Principles of art and design found in artwork	Analyze and evaluate applicable Elements of art and Principles of design found in artwork.
6.6 Describe and discuss the qualities of art that make works unique and that designate them as works of art	Orally describe the qualities that distinguish works of art	Written descriptions and group discussions of designated works of art	Written and oral descriptions and group discussions of designated works of art
6.7 Use the language of art to analyze works of art (for example, style, historic periods, and expressive properties)	Use the language to analyze styles of common works of art	Use the language to analyze style and historical period works of art from	Use the language to analyze style, historical period and expressive qualities found in works of art