



VISUAL ARTS SCOPE & SEQUENCE Kindergarten – Grade 2

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.

Note: Transdisciplinary standards (TAD's) refer to a set of essential skill based standards, that transcend specific subject areas, and that are addressed, school-wide, in all subject curriculum.

Elements of Art:

Texture: Hand Textured Prints

Space: Collage

Contrast: Stained Glass Windows

Value – Drawing (Color Wheel Umbrellas)

Form: Sculpture

Color: Color Wheel Pastel Umbrellas

Shape: Stained Glass Windows

Line: Art making is Mark Making

Kindergarten Units:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Introduction to Drawing	Introduction to Paint	Introduction to Cutting and Pasting	Introduction to Printmaking	Introduction to Paper Maché	Introduction to Stained Glass Windows
Self Portraits Textured Hands Color Wheel Umbrellas Mark-making is Art Making -lines, texture, color 'The Rainbow Fish' Book Illustrations	Screaming Faces with Straw-Blown hair (Integrated with paper-maché, collages and Printmaking)	Collage Fish Skeletons Artist Study: Faith Ringgold Collaged Stories Artist Study: Matisse 'Beasts of the Sea'	Small Foam Stamps Large Foam Prints String Prints - Lonely Monster Collage prints	Project to be determined	Large Project

Grade 1 Units:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Exploring the Arts of Drawing	Exploring the Art of Painting	Exploring the Art of Collage	Exploring the Art of Printmaking	Exploring the Art of Paper Maché	Exploring the Art of Stained Glass Windows
Self Portraits Textured hands Color Wheel Umbrellas Mark-making is Art Making -lines, texture, color 'The Rainbow Fish' Book Illustrations	Modigliani Portraits (Integrated with paper-maché, collages and Printmaking)	Collage Fish Skeletons Artist Study: Romare Beardon Cityscapes Artist Study: Matisse 'Beasts of the Sea'	Small Foam Stamps Large Foam Prints String Prints - Lonely Monster Collage prints	Project to be determined	Large Project

Grade 2 Units:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Exploring the Arts of Drawing	Exploring the Art of Painting	Exploring the Art of Collage	Exploring the Art of Printmaking	Exploring the Art of Paper Maché	Exploring the Art of Stained Glass Windows
				Project to be determined	Large Project

Elements of Art:

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| Texture: Hand Textured Prints | Form: Sculpture |
| Space: Collage | Color: Color Wheel Pastel Umbrellas |
| Contrast: Stained Glass Windows | Shape: Stained Glass Windows |
| Value: Drawing (Color Wheel Umbrellas) | Line: Art making is Mark Making |

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

Benchmarks	Grade Level Expectations		
	Kindergarten	Grade 1	Grade 2
<p>1.1 Use the creative process to plan, organize and problem solve</p>	<p>Represent objects from the environment with some detail (make large shapes by combining geometric and free-form shapes). Difference in line (thick, thin, zigzag, curved...).</p>	<p>Represent objects from the environment clearly E.g. a 3-sided shape with straight sides, generally resembles this). Begin to select appropriate tools to create different line effects (thick, thin, zigzag, curved...).</p>	<p>Develop awareness of artist's designs, and copy these styles and techniques with relative success. Confidently select tools to be able to create different line effects with success (thick, thin, zigzag, curved...).</p>
<p>1.2 Use practice sketching to observe and plan</p>	<p>Represent objects from the environment with some detail. Talk about their designs, and the designs of other artists.</p>	<p>Begin to add intentional and specific detail to objects designed from the environment. E.g. texture on animals/trees/patterns on furniture etc.</p>	<p>Observe and record detail in drawings. Demonstrate awareness of foreground/background and texture created for a specific effect.</p>
<p>1.3 Use observational drawing to plan and create works of art</p>	<p>Create an individual piece of art for an all-class project and understand the value of their contribution. Individually, (with necessary guidance), follow the design process and produce a piece that serves a purpose e.g. coffee coasters.</p>	<p>Create an individual piece of art for an all-class project to be displayed in the neighborhood, school, wider community. Begin to understand that art is often produced for a specific purpose (e.g. to remember fallen soldiers). Begin to understand the value of their personal contribution to the finished work.</p>	<p>Demonstrate awareness of creating art for a specific purpose, to fulfill a specific role in society, in the neighborhood, school, wider community. Articulate the purpose behind the style of the art they produce.</p>

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

Benchmarks	Grade Level Expectations	
	Kindergarten / Grade 1	Grade 2
<p>2.1 Experiment and apply all elements of art and principles of design</p>	<p>Know the difference in line (thick, thin, zigzag, curved, straight, interrupted), and attempt to model these in a variety of mediums e.g. acrylic and water-color paint, pencil, charcoal.</p> <p>Understand the concept of contrast (dark/light...thick/thin) Use paper, print-making tools, clay, scissors, paper and drawing/painting materials effectively to create a piece of art. E.g. Manipulate clay to form a ball, make a coil, flatten, squeeze, make a pinch or coil pot; Use paper to cut, glue, tear, bend, fold, curl, pleat, fringe, fold in half and match edges.</p> <p>Make large shapes by combining geometric shapes.</p> <p>Create a pattern by repetition of designs.</p> <p>Perceive things that are alike and different. E.g. when drawing a family portrait, drawing mum and dad larger than the children.</p>	<p>Show, practice and choose the right tool to create the correct effect for a specific task.</p> <p>Represent different textures for different purposes such as hair, stones, grass etc.</p> <p>Demonstrate how line can be used to make something look 3D.</p> <p>Continue to use a range of art-making tools. E.g. Using clay, create a meaningful piece of art using skills developed during Kindergarten and Grade 1. Objects will be similar, but more refined, detailed and will demonstrate understanding of the purpose in their design; Demonstrate growing skills with paper use - moving towards mastery.</p> <p>Demonstrate understanding of positive and negative shapes and size relationships when comparing objects, and with regard to themselves.</p> <p>Observe and discuss design (pattern, balance) in natural organisms (E.g. butterflies, insects), and in art.</p> <p>Recognize differences in art media. E.g. can determine the difference between the same picture shown in different mediums - pencil, pen, and charcoal</p>

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		
	Kindergarten	Grade 1	Grade 2
<p>3.1 Explore a variety of art media while learning new techniques</p>	<p>Expose to different media to encourage experimentation with drawing, painting, printmaking and sculpture. Understand the basic attributes and possible uses of different media in the creation of art.</p>		<p>Recognize differences in art media. Continue exposure to different media to pursue ongoing experimentation with drawing, painting, printmaking and sculpture. Continue to experiment with possible medium uses in the creation of art.</p>
<p>3.2 Investigate the processes and techniques needed to make a work of art</p>	<p>Through exposure and step-by-step teaching using a variety of mediums, gradually develop and demonstrate confidence and skill with new techniques. Focus on the purpose of the task. Encourage experimentation over initial quality.</p>		
<p>3.3 Experiment with materials to produce a range of artwork</p>	<p>Experiment with a wide range of materials to apply art-making techniques.</p>	<p>Experiment with a wide range of art-making techniques and continue to apply newly acquired skills.</p>	<p>Experiment with a range of art-making tools prior to creating work for a specific purpose to ensure that the desired effect is achieved.</p>
<p>3.4 Handle art materials in a safe and responsible manner. <i>TAD: Personal Management</i></p>	<p>Use art tools in a safe and responsible manner. Model, explain and guide children in using tools correctly, and re-cap key skills regularly to ensure quality is as high as possible.</p>		
<p>3.5 Respect other students' artworks as well as one's own <i>(TAD)</i></p>	<p>Discuss the value all art-work for the personal process involved. Celebrate children's successes no-matter how small they may be. Encourage risk-taking to develop skill and knowledge.</p>		

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

Benchmarks	Grade Level Expectations		
	Kindergarten	Grade 1	Grade 2
<p>4.1 Personal connections are identified and applied in their artworks</p>	<p>Draw and paint about personal experiences and themselves. Integrate, where possible, with classroom units, something that is happening in the wider community/school or a personal experience unique to each individual child.</p>		
<p>4.2 Identify content and meaning in imagery and apply to their artworks</p>	<p>Communicate ideas that are meaningful and important using symbols and abstract images. Discuss <u>imagery</u> in artwork when using an artist model.</p>		
	<p>Identify the symbolism and imagery we are faced with daily. Reflect on the importance of color and symbols in images around us.</p>	<p>Examine and discuss the symbolism and imagery we are faced with on a daily. Reflect on the importance of color and symbols in images around us.</p>	<p>Demonstrate awareness of things that are designed by artists (cars, clothes, kitchen items, furniture, buildings). Consider the choices artists make, to develop awareness of the effect of similar choices in their own works.</p>

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

Benchmarks	Grade Level Expectations		
	Kindergarten	Grade 1	Grade 2
<p>5.1 Investigate and/or create works of art within a context that references artists in various cultures, times, and places</p>	<p>Develop awareness of things that are designed by artists (cars, clothes, kitchen items, furniture, buildings). How were materials sourced? How was paint sourced...why so little red used in early paintings? How did this art effect/reflect the era? Was it well received, or misunderstood? How does it influence artists today? Explain the difference between old and new art, and question why different artists paint in different styles from different places. Identify art from different cultures in their own environment.</p>		<p>Identify art from different cultures in their own environment, and try to determine where the influence came from.</p>
<p>5.2 Begin to explore the origins, styles and functionality of art</p>	<p>Consider - what is multicultural art? What does it look like? Where might we see it? Try art-making techniques from different cultures. Discuss and reflect on the process. Where did this style originate? Why did they use these tools, materials? Was it out of necessity or choice?</p>		<p>Language of art modelled by the teacher at the appropriate level. New words specifically associated with art are introduced, discussed/explained and repeated throughout units to reinforce this new learning. E.g. When working with clay, terms such as scoring, slipping, glazing, bisque, sculpting, coil, slab, pinch pot etc. will be used.</p>
<p>5.3 Create a piece of art integrated with social, emotional, and/or service learning (TAD)</p>	<p>Integrate, where possible with service learning units or other, to create a piece of art that benefits the school/wider community in a practical way. E.g, a mural, creative labels for vegetables in a community vegetable garden.</p>		<p>Discuss elements of composition, design, color choice, purpose etc. when new art forms are introduced. Reflect upon how these elements have been included in their own and others work.</p>

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

Benchmarks	Grade Level Expectations		
	Kindergarten	Grade 1	Grade 2
<p>6.1 Develop the use of their senses to perceive the world in an artistic way</p>	Use different materials to experience art through touch, sight, sound and smell.	Understand that art is created using the five senses. Identify how an artist has intentionally used the senses in their artwork.	Explain how artists use the five senses to convey the purpose of their work, and why artists make the choices they do. Identify art in the world around them, and start to question the artist's intent.
<p>6.2 Use the language of art to evaluate works of art</p>	Language of art modelled by the teacher at the appropriate level. New words specifically associated with art will be discussed/explained and repeated throughout units to reinforce new learning. E.g: Terms such as scoring, slipping, glazing, bisque, sculpting, coil, slab, pinch pot etc. will be used when working with clay.		
<p>6.3 Observe and describe a variety of works of art, including their own (TAD)</p>	<p>Elements of composition, design, color choice, purpose etc. will be introduced and discussed on a progressive basis. Reflection time will be used to discuss how these elements have been included in their own and others work...</p> <p>‘What is art’? ‘What makes this art, and that not?’ ‘Why has this piece become well-known?’ e.g. Van Gogh’s unique style had never been seen before which is why it wasn’t well received. Now it is seen as a break-through. ‘Where can art be found’?</p> <p>Open-ended questions will help to create personal ideas about what art is, that art is everywhere, and means different things to different people.</p>		