

GISU Art K-8 Scope & Sequence

<u>Kindergarten</u>				
Target	Know	Understand	Do	Methods/Models/ Materials
<p>Creating: I can explore and use my imagination while I play safely with materials.</p>	<p>Color: Primary colors, secondary colors Shapes: Organic (natural) and geometric (Man made) Lines: thick and thin, wavy, straight, zig zag Patterns: color, shape, size, line</p>	<p>Some colors cannot be created through mixing Mixing colors makes other colors Some shapes are manmade and some shapes are natural Lines have names and weight. Patterns are things that repeat. All elements of art connect.</p>	<p>Experiment with color mixing. Identify the primary and secondary colors. Determine the difference between organic and geometric shape. Generate list of line names. Create patterns in their artwork.</p>	
<p>Creating: I can recognize and identify art materials while I practice different ways to make art.</p>	<p>Materials have specific rules and ways to be used.</p>	<p>Safe ways to use materials. There are responsible ways to use materials. Everyone is responsible for taking care of materials in the art room.</p>	<p>Demonstrate safe and responsible material usage. Explain why it is important to take care of materials.</p>	<p>Scissors: thumbs up, chicken wing down Glue Markers Clay Paint Soap Water</p>
<p>Presenting: I can develop & refine artistic techniques and work for presentation.</p>	<p>Art techniques Be ready for presentation Body of work</p>	<p>Art takes time and practice - no need to rush through to be the first done</p>	<p>Exploring and improving artistic skills to create a body of work for display.</p>	
<p>Responding: I can talk about artwork (my own and others).</p>	<p>How to give a compliment Respectful comparison language Take pride in their work</p>	<p>Anyone can make art Art is everywhere Different people like different things</p>	<p>Expresses preferences using: I like... I see... I notice Compliment a piece of artwork Talk positively about their work.</p>	
<p>Connecting: I can explore artistic processes to tell a story about the world around me.</p>	<p>Art tells a story can express feelings</p>	<p>Artwork can explain ideas and feelings. Different people will see different feelings and ideas in the same piece. People will represent the same ideas and feelings in different ways.</p>	<p>Can answer questions like: --Can you tell me a story about this piece? -How does this piece make you feel? -Can you tell me about the feelings in this piece? -Where did you get the idea from?</p>	

[Grade 1-Grade 2](#)

Target	Know	Understand	Do	Methods/ Models/ Materials
<p>Create: I can experiment with many different types of art materials, so I know what I like to use when making art.</p>	<p>How to use and clean art tools and the art room according to the safety rules and procedures.</p> <p>Mediums (i.e. Paint - watercolor, tempura, acrylic; colored pencils, crayons, markers, charcoal/ebony; clay; etc.)</p>	<p>Scissor safety Different ways to fold Lines can convey meaning. Clay can be molded into multiple forms (shapes). Colors have different values and temperatures. Space can be created on a two-dimensional surface. We can reuse materials to make new works of art.</p> <p>Different mediums help you express ideas, feelings, and concepts in different ways.</p>	<p>Demonstrate safe and responsible material usage.</p> <p>Demonstrates basic control and care of painting and printing tools.</p> <p>Demonstrates, participates, and/ or <u>collaborates</u> with peers.</p>	<p>Safe and proper scissor use Folds: side-to-side (hot dog, hamburger), corner-to-corner, accordion Lines: dotted, dashed, diagonal 3D modeling clay: coil, ball, pinch Value: light and dark Temperature: warm and cool Space: beside/overlapping, above/below, close/far, top/bottom, front/back, over/under.</p>
<p>Presenting: I can develop & refine artistic techniques and work for presentation.</p>	<p>“Ready for display” -name is on work -no pencil showing or eraser marks -matted or no -know which way they want their work presented (orientation)</p>	<p>Having a name on artwork demonstrates ownership and pride</p> <p>Artwork is shareable.</p> <p>Different techniques can be added to different parts of the artwork.</p> <p>“Ready for display” entails ownership.</p>	<p>Prepare work for display Demonstrates the ability to distinguish medium or technique in an artwork. Can articulate how they want their work to be displayed Can answer: How did you make it ready for display? Or how do you know it is ready?</p>	<p>Matting, staples, tacks Glue/double sided tape</p> <p>Ready for display checklist.</p>
<p>Respond: I can talk about and describe artwork.</p> <p>My classmates and I can talk about our artistic choices.</p>	<p>Use learned art vocabulary to talk about artwork.</p> <p>Art can be described using the following vocabulary: ROYGBP, Line, Shape (square, triangle, circle), Balance/Symmetry, scissors, pencil, crayon, marker, paint, glue, & clay.</p>	<p>Understand that art is a process.</p> <p>Art can convey feelings</p> <p>Creating art is a process which can be used to express feelings.</p>	<p>Writing an artist statement</p> <p>Uses words to describe visual and applied texture on objects and in art.</p> <p>Explain your process... How do the elements convey feelings</p>	<p>Table talk Artist statements Critiques</p>

<p>Connect: I can explain the purpose of art in events at home, at school, in my community, and the world.</p>	<p>Different purposes for sharing work:</p> <ul style="list-style-type: none"> - Enjoyment - Inspiration - Expression of ideas - Celebration - Conversation starter - Telling/Learning about a time or place - Critique to improve 	<p>Understand that people from different times, Places, and cultures have made art for different reasons.</p> <p>Understand that it doesn't have to be an art show to show your work.</p>	<p>Discusses the importance of art shows and how it relates to the community.</p> <p>Describe some purposes for showing or sharing work.</p> <p>Identify times, places, and reasons by which art is made and shared across different settings.</p>	<p>Displays of work - formal or informal.</p> <p>Museum gallery visits - virtual or in person.</p>
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[Grade 3-Grade 4](#)

Target	Know	Understand	Do	Methods/Models/ Materials
<p>Create: I can brainstorm and plan, experiment and invent art making techniques to create meaningful work.</p> <p>I can revise my work after peer discussion.</p>	<p>Different types of art plans Experiment with materials safely Sketches are the rough draft of creating art</p> <p>Art techniques</p>	<p>How to balance experimentation and safety while developing and creating art</p> <p>How to give and receive critiques.</p> <p>A critique is a way to look at and revise artwork.</p> <p>Persistence in creating a work of art is necessary.</p>	<p>Use known materials in novel ways</p> <p>Create sketches for artwork plan</p> <p>Give feedback to others.</p> <p>Use feedback to revise work.</p> <p>Show persistence in the art creation process.</p>	
<p>Presenting: I can develop & refine artistic techniques and work for presentation.</p>	<p>Reworking mediums Adding more,</p>	<p>My first draft may not be my last draft</p> <p>There are different ways to present artwork</p>	<p>Can make decisions about how to best present their artwork-matting, taking a picture, directionality, titling</p>	
<p>Respond: I can understand and describe a message communicated in an</p>	<p>Evidence can include subject matter, background info, media.</p>	<p>An artist statement: -evolves as an artist grows -tells about the artistic process including revisions</p>	<p>Write an artist statement to describe the process and feelings, used to make the work, and the visuals to the viewer.</p>	<p>What do you notice?</p> <p>Visual Thinking Strategies</p>

<p>artwork and explain the process an artist uses to make their art.</p> <p>I can form an opinion about an artwork and use evidence to support my opinion.</p>	<p>What is an Artist Statement</p>	<p>-tells the viewer about the messages or the symbols within the piece</p> <p>Art can communicate messages, feelings, or ideas through symbols, color (element) choices, techniques, etc.</p> <p>Symbols can help communicate messages.</p>	<p>Can answer: What do you notice? What are the different elements? Symbols?</p> <p>Use symbols, color choices, and techniques in art work to communicate messages.</p>	
<p>Connect:</p> <p>I can create works of art that reflect community cultural traditions.</p> <p>I can identify and observe information about time and place in an artwork</p>	<p>Art and artistic processes have evolved over time</p> <p>Different cultures and communities use artwork to reflect their lives, values, and traditions.</p>	<p>Art can communicate traditions.</p> <p>Art has evolved over the years and can be traced to styles from various time periods.</p> <p>Images can portray different times, and cultures regardless of when it was created.</p>	<p>Make connections between their art work and what they see in the natural world, other works, and experiences.</p> <p>Make connections between artists</p> <p>Can tell information about the time period/culture a piece is showing based on what is in the image.</p>	<p>Explore holiday traditions.</p> <p>View works from various times and cultures.</p>

Grade 5-grade 6

Target	Know	Understand	Do	Methods/Models/ Materials
<p>Create: I can brainstorm and combine ideas from my plan to create an original work of art while using materials responsibly.</p>	<p>Refining/Drafting</p> <p>Give, receive, incorporate feedback</p>	<p>Art can be planned (intention) and the product may look different as a result of refining through drafting.</p>	<p>Plan, create, and refine a piece of art.</p>	<p>K-4 materials Acrylic paint Exact-O blades Linoleum cutters Glazing</p>
<p>I can stay open minded and take risks while trying new materials, ideas, methods, and approaches in making art.</p>	<p>Artistic risk</p> <p>Research is necessary to support experimentation and development of style.</p>	<p>Mistakes can be used as opportunities. PERSIST!</p> <p>Techniques and media can be combined to create a work.</p>	<p>Incorporates new techniques within a medium.</p> <p>Consistently uses new techniques and/or media or builds upon a favorite technique or medium.</p>	<p>Combining materials</p>

		<p>An artistic risk is trying something new when you don't know what the outcome might be.</p> <p>Incorporate a style with individual style.</p>		
I can revise and reflect on my artwork's intention and meaning after receiving feedback.	<p>Refining/Drafting</p> <p>Give, receive, incorporate feedback</p>	<p>Ideas can evolve with multiple attempts.</p> <p>-Practice, Practice, Practice!</p> <p>My first draft may not be my last draft</p>	<p>From 3rd + 4th: Give feedback to others.</p> <p>Use feedback to revise work.</p>	Peer critiques/ evaluation
Presenting: I can develop & refine artistic techniques and work for presentation.	<p>Reworking mediums</p> <p>Adding more</p> <p>Curating (art for a show)</p> <p>Display space</p>	<p>There are different ways to present artwork</p> <p>Presenting work includes:</p> <p>-Preparing and arranging work for display in a dedicated space (keeping layout in mind)</p> <p>-The needs of viewers</p>	<p>Makes decisions about how to best present their artwork-matting, taking a picture, titling, directionality/space, art series/collections</p> <p>Individually or collaboratively plan for displaying artwork</p>	<p>Display space,</p> <p>The needs of viewers</p> <p>Layout of the exhibit.</p>
Respond: I can investigate visual imagery to learn about a culture or community and how images are influenced by ideas, emotions and actions.	<p>Look for and gather ideas</p> <p>Fairly represent cultures</p> <p>Symbols can help communicate messages.</p>	<p>Museums / websites</p> <p>Cultural differences in colors, symbols, etc.</p> <p>Art communicates messages, feelings, or ideas through symbols, element choices, principles, techniques, etc.</p>	<p>Talk about what you are seeing in works of art</p> <p>Demonstrate how colors, symbols and patterns could be used to tell a story</p> <p>Make connections about between cultures and personal through creations</p>	<p>Ipads/Computers</p> <p>Books</p> <p>Posters</p>
I can evaluate a work of art using criteria.	<p>Vocabulary: elements of art, principles of design</p> <p>Type of medium(s)</p>	<p>How the principles of design reflect an artist's uses of the elements of art to convey an intent/meaning</p>	<p>Describe how the artists used the elements and principles in their chosen medium to convey an idea/meaning</p>	<p>Checklists</p> <p>Element/Principle posters</p>
Connect: I can brainstorm a collection of ideas based on current interests and concerns	<p>Personally respond to a theme.</p>	<p>Where ideas come from.</p> <p>How to connect interests to art methods, techniques, and styles</p>	<p>Uses multiple techniques to explore one idea.</p> <p>Generates multiple ideas from a</p>	<p>Effectively use visual art vocabulary (formal and conceptual) to view surroundings in new ways and apply to</p>

that could be explored in artmaking.			theme to develop that goes beyond the obvious (ie winter=snow or landscape).	art-making. (VA:Cn10.1.5)
I can analyze works of art that reflect community cultural traditions.	Identify where elements may have originated	The development of traditions		

Grade 7- grade 8

Target	Know	Understand	Do	Methods/Models/ Materials
Create: I can demonstrate persistence in developing skills with various materials, methods, and approaches as I create art.	<p>Creating art is a process.</p> <p>Art works proceed through several steps in the creative process.</p>	<p>An artist can do multiple drafts and then select a direction to finish out, knowing that they can go back and choose a different direction.</p> <p>Understanding how to expand on ideas and select a direction that will work for their design or intent.</p>	<p>Keep sketches to see progress through a method or design.</p> <p>Choose an artistic direction and intention and see it through.</p> <p>Uses multiple materials, methods and approaches in the creation of a piece of artwork.</p>	
I can select, organize, and design a composition using images and words to make clear, compelling, and meaningful art	<p>Smaller steps are needed in the process of composing a piece of art.</p> <p>These steps are used to decide/find the best path in creating the piece.</p>	<p>Understanding how to expand on ideas and select a direction that will work for their design or intent.</p> <p>Understand how to draft an idea and add to it to expand on their original thought.</p>	<p>Before starting on a final project, student has multiple sketches/drafts/ brainstorm.</p> <p>Can articulate how the drafting and testing process translated into their final piece.</p> <p>Designs a composition using images and words.</p>	
I can reflect on and explain information about my artwork in an artist statement or other format.	An artist statement explains the process, and meaning behind the piece.	Reflection is part of the creative process.	<p>Write an artist statement.</p> <p>Can articulate what changes they would change, do differently or make better.</p>	<p>Question prompt:</p> <p>If I were to give you this assignment again, what would you do differently or keep the same?</p>

<p>Presenting: I can develop & refine artistic techniques and work for presentation.</p>	<p>Reworking mediums Adding more Curating (art for a show) Display space</p>	<p>There are different ways to present artwork</p> <p>Presenting work includes: -Preparing and arranging work for display in a dedicated space (keeping layout in mind) -The needs of viewers</p>	<p>Makes decisions about how to best present their artwork-matting, taking a picture, titling, directionality/space, art series/collections</p> <p>Individually or collaboratively plan for displaying artwork.</p> <p>Hang work according to individual or collaborative plan for display,</p>	<p>Display space, The needs of viewers Layout of the exhibit.</p>
<p>Respond: I can interpret the ideas and mood found in an artwork through analysis of the piece.</p>	<p>Mood and elements that create mood</p> <ul style="list-style-type: none"> • art-making approaches, • the form and structure, • relevant background information, • subject matter, and • use of media 	<p>How mood is interpreted</p> <p>Artistic choices can be influenced by culture or environment.</p>	<p>Create a convincing argument to support my opinions and thoughts about an artwork.</p> <p>Draw conclusions about the choices an artist made in creating the work.</p>	<p>Critiques Artist Statements</p>
<p>Connect: I can, individually or collaboratively, make and experience art in a community.</p>	<p>Communicate ways art is represents and reflects a groups identity vs personal identity</p>			