**Scales Mound School District #211 – Elementary Visual Art Education Scope and Sequence**

\* All lessons build progressively on eye-hand coordination and skill development.

\* All classes should incorporate reading, math & technology concepts without sacrificing skill development.

\* All classes with begin with Classroom Expectations & Consequences, Routines, Procedures, etc., and this will be ongoing throughout the year and reviewed whenever necessary or at least once per quarter.

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| Quarter |  | Kindergarten | 1st Grade | 2nd Grade |
| 1st Quarter | Weeks 1-3 | Ability Assessment SheetFollowing Directions lessonsAppropriate use of materials*Begin Kindergarten Art Book* | Ability Assessment SheetFollowing Directions lessonsAppropriate use of materials*1st Grade Sketchbook Cover* | Ability Assessment SheetFollowing Directions lessonsAppropriate use of materialsArtists as illustrators (Peter H. Reynolds, Ish and The Dot)*2nd Grade Sketchbook Cover**“Ish” Drawings* |
| Weeks 4-6 | Crayons & Markers- selecting appropriate colors, neatness.Cross-curricular Zoo Phonics Characters*Fire Prevention Posters**Begin Zoo Phonics Books**Art Book – Primary Colors* | Crayons & Markers- selecting appropriate colors, neatness.Use of space on paperEffectively communicating ideas through posters*“Controlled” Scribble Art**Purple Circle Pictures**Fire Prevention Posters* | Crayons & Markers- selecting appropriate colors, neatness.Use of space on paperEffectively communicating ideas through posters*“The Dot” Art**Fire Prevention Posters**Sketchbook Drawings* |
| Weeks 7-9 | ‘ABC’ PatternGluing & AssemblingSharpie MarkersWatercolor Paint*Original Works Project**More Zoo Phonics**Art Book – “Pattern-pillars”* | Directive DrawingsWatercolor PaintMixed Media ArtLeaf Rubbing (texture review)*Original Works Project**Peter, Peter Pumpkin Eater**Apples, Fall & Leaf Rubbings* | Directive DrawingsTone & Implied TextureRealistic vs. Stylistic Art*Original Works – Dragons**Drawing trees realistically (in sketchbooks as practice)**Kandinsky-Style Trees* |
| 2nd Quarter | Weeks 10-12 | Directive DrawingTempera Paint3-Dimensional ArtTorn Paper Art*Drawing Pumpkins**Painting Effectively**Torn Paper Bag Trees**More Zoo Phonics* | Following a pattern/color codeCutting, gluing, constructing, and manipulation practiceMany parts to make a wholeCross-curricular lesson*Halloween Paper Quilt**Veterans Day Project**Sketchbook Drawings* | Monochromatic Color SchemesReview Geometric ShapesPoint of view & PatternLow Relief Paper Sculptures*Const. Paper Monochromatic Geometric Frankenstein Art**Whimsical Witch Feet**Veterans Day Flag Project* |
| Weeks 13-15 | How Art Contributes to Holidays and CelebrationsHands in Art - Imagination*Veterans Day Project**Thanksgiving Projects**Hand Art Projects**More Zoo Phonics* | Paper WeavingFunctional ArtUse of color (contrast)*Paper Weaving Placemats with Thanksgiving Dinner place settings**Sketchbook Drawings* | Clay – coil constructionGlazingValue (shading) in art*Clay Coil Pots**Caroling Snowmen* |
| Weeks 16-18 | Modeling with Clay, GlazingMaking salt doughMobiles – Alexander Calder*Clay Pinch Pots**More Zoo Phonics**Xmas Tree Mobiles & Glitter**Xmas Program Project* | Mixed Media & Holiday ArtUsing crayon to show value (shading) in snowCross-curricular –writing prompt and art project*Snow Globes (Xmas concert)**Xmas Writing Prompt Art**Sketchbook Drawings* | Chalk Pastels, Value, Texture, Pattern & RepetitionPerspective (point of view)Lacing (cross-curricular)*Pastel Ornaments in trees**Snowman Perspectives**Xmas Stocking Lacing* |
| 3rd Quarter | Weeks 19-21 | Review Skills learned thus far and reinforce themCutting symmetrical heartsAccordion-folding paper*More Zoo Phonics**Valentine’s Day Projects* | Mobiles – Alexander Calder review2-Dimensional vs. 3-D art*Snowman Mobiles**2-Dimensional penguins**3-Dimensional penguins**Sketchbook Drawings* | Cross-curricular art/writing prompt for winterMixed media- oil pastels, construction paper, tempera paint & crayon – seasonal art*Snow shovels w/ winter scenes**Winter Cardinals**Sketchbook Drawings* |
| Weeks 22-24 | Tempera Paint & Secondary ColorsChalk / Pastels*Art Book – Mouse Paint**More Zoo Phonics**Pastel Snowmen* | Tracing a stencilPaper punching holesLacing using yarnPositive & Negative SpaceReview Symmetrical*Heart Pockets (V-Day)**Positive/Negative Hearts**Sketchbook Drawings* | Recycled Holiday Functional ArtDirective Drawing – Animals made out of hearts onlyClay sculpture & glazing*Valentine’s Day Card Boxes**Heart-y Animals (sketchbooks)**Clay Dinosaurs* |
| Weeks 25-27 | Texture – Implied vs. Actual*Directed Texture Drawings**Art Book – Actual Textures**Texture Rubbings**More Zoo Phonics* | Tempera paint – mixing red with white to make a variety of tints of pinkDr. Seuss – review primaryImagination – Tooth Fairies*‘Value’able Heart Paintings**Seuss-inspired fish Paintings**Tooth Fairy Drawings* | Paper Triorama & dino habitatsDr. Seuss-inspired art*Triorama backgrounds**Seuss-ical Art Project**Sketchbook Drawings* |
| 4th Quarter | Weeks 28-30 | Fringing PaperLow Relief Paper ArtWarm & Cool Colors*“Hoppy” Easter Bunnies**Art Book – Warm vs. Cool**More Zoo Phonics* | Low ReliefTissue Paper & StarchPleating PaperClay – Slab, Impressions*“Little” Leprechauns**Hanging/Flying Birds**Clay Taco Rattles**Sketchbook Drawings* | Conservation and the role of artists and audiencesEffective Poster TechniquesLettering to create moodCross-curricular (Pablo Picasso, Spanish artist, & Blue Period)*Conservation Posters**Blue Period Paintings* |
| Weeks 31-33 | Geometric vs. Free-Form (Organic) ShapesNeutral ColorsPaper Sculpture Techniques*Art Book – Shapes**Art Book – Neutral Colors**Low Relief Paper Sculptures**Finish Zoo Phonics Book* | Drawing & painting from direct observationVincent van Gogh – SunflowersClay – Slump mold, glaze*Van Gogh’s Sunflowers**Clay Sunflower Dishes**Sketchbook Drawings* | Painting from observationFilling the frame & overlappingCreating the illusion of space*Stop-n-Paint the Flowers**Sketchbook Drawings* |
| Weeks 34-36 | ROYGBiV acronymFacial ExpressionsCrayon ResistReview*Art Book – Roy G. Biv**Finish Art Book – Last pages**“Sunny” Expressions* | Color relationships (Wassily Kandinsky’s Concentric Circles)*Kandinsky-inspired Concentric Circles**Sketchbook Drawings* | Cross-curricular Art/WritingConstruction Paper TechniquesUsing yarn to create hairFacial & Body ProportionsJoan Miro & Abstract Art*Alexander & the Horrible, Terrible, No Good, Very Bad Day Self-Portraits**Miro-inspired Project**Sketchbook Drawings* |

**Scales Mound School District #211 – Elementary Visual Art Education Scope and Sequence**

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| Quarter |  | 3rd Grade | 4th Grade | 5th Grade |
| 1st Quarter | Weeks 1-3 | Ability Assessment SheetFollowing Directions lessonsAppropriate use of materials*3rd Grade Sketchbook Cover* | Ability Assessment SheetFollowing Directions lessonsAppropriate use of materials*4th Grade Sketchbook Cover* | Ability Assessment SheetFollowing Directions lessonsAppropriate use of materials*5th Grade Sketchbook Cover* |
| Weeks 4-6 | Color Wheel (P/S) and complementaryUse of space on paperEffectively communicating ideas through posters*Color Wheel Pizzas**Fire Prevention Posters**Sketchbook Drawings* | Color Theory - tertiary (intermediate) and analogous)Radiating (radial symmetrical)Use of space on paperEffectively communicating ideas through posters*Analogous Radiating Names**Fire Prevention Posters**Sketchbook Drawings* | Theme / MotifCompositional SchemesCreative LetteringUse of space on paperEffectively communicating ideas through posters*Theme Drawings**Fire Prevention Posters**Sketchbook Drawings* |
| Weeks 7-9 | Silhouette, use of MarkersGradation using CrayonsGraffiti ArtPositive/Negative SpaceFormal Symmetry*Original Works Project**Pos/Neg Jack-O-Lanterns**Sketchbook Drawings* | SymbolismOverlapping & ValueVisual CommunicationColored Pencil TechniquesPositive/Negative SpaceFormal Symmetry*Original Works Project**Pos/Neg Ghosts**Sketchbook Drawings* | Andy Warhol – Pop Art & Campbell’s Soup CansCursive Bubble LettersOverlapping, filling the space*Original Works Project**Pumpkin Names**Sketchbook Drawings* |
| 2nd Quarter | Weeks 10-12 | Clay – Slab, Impression, Score & Slip, Foot, Functional, GlazePaper Chains & Patterns*Clay Leaf Dishes**Paper Ghost Chains**Veterans – Stars & Stripes* | Glue Line BatikOil Pastels – Blending & valueWeaving-in-the-Round*“Glowing” Pumpkins**Zulu “Oops” Baskets**Sketchbook Drawings* | 3-D and Bas Relief Paper Sculpture TechniquesPaper Folding, Curling, Crimping & Fringing*Paper Masks**Sketchbook Drawings* |
| Weeks 13-15 | Weaving, Loom, Warp, Weft*Loom Weavings**Sketchbook Drawings* | MovementParallel linesCreative Problem Solving*Veterans Day Project – Waving Flags Drawing**“Turkey Dressing”* | SymbolismEducated Media ChoicesClay – pinch, modeling, ceramics, glazing/painting*THANKS VETERANS**Clay Animal Whistles* |
| Weeks 16-18 | Radial SymmetryPaper CuttingOp (Optical Illusion) ArtRepetition, Value & Depth*“Let It Snow” Snowflakes**Op Art Designs* | 3-Dimensional Paper SculptureClay – Slab Construction, undercutting, sealingTempera techniques – blending, layering, fanning*3-D Paper Snowflakes**Clay Slab Boxes**Winter Landscape Paintings* | Completing a pictureVisualizing an end resultColor/value matchingSkilled colored pencil usageWycinanki Polish Paper CuttingSymmetry & Detailed Cuts*Christmas Card Continuum**Wycinanki Christmas Trees* |
| 3rd Quarter | Weeks 19-21 | Monochromatic, TemperaValue (Tints, Tones & Shades)Imagination, Technology and fictional/creative writing *Monochromatic Snowmen Paintings**Imagination Creatures**Sketchbook Drawings* | Recycled ArtPapier-Mâché – form, armature, paste, tempera*V-Day Card Holders**Papier-Mâché Animal Masks**Sketchbook Drawings* | Pablo Picasso – Synthetic Cubism, Portraits & oil pastelsScratchboard techniques – “reverse” drawing, texture*Picasso Portraits**Scratchboard Dragons* |
| Weeks 22-24 | Following a paper patternKeith Haring & Pop ArtJim Dine & Pop Art*Paper V-Day Heart Pockets**Haring-inspired Heart-Art**Dine-inspired Hearts* | Papier-Mâché – form, armature, paste, tempera*Papier-Mâché Animal Masks**Sketchbook Drawings* | Recycled Sculpture & Holiday/Tradition ArtFacial Proportions – Centering, use of space*V-Day Castle Card Holders**WANTED Posters* |
| Weeks 25-27 | Georges Seurat & PointillismConservation and the role of artists and audiencesEffective Poster TechniquesLettering to create mood*Pointillist Landscapes**Conservation Posters**Sketchbook Drawings* | Conservation and the role of artists and audiencesEffective Poster TechniquesLettering to create mood*Conservation Posters**Sketchbook Drawings* | Dr. Seuss Illustrator/ArtistConservation and the role of artists and audiencesEffective Poster TechniquesLettering to create mood*Seuss Illustrations**Conservation Posters* |
| 4th Quarter | Weeks 28-30 | David Hockney & LandscapesOil Pastel ResistWatercolor MixingPattern & RepetitionClay – Slab, Score, Slip, Smooth. Two-tone & dry brush*Hockney-inspired Landscapes**Clay Roses* | Clay – slabs & impressions, scare, slip & smooth, punching and hangingCombining technology and fairy tales (art)*Clay Wall Pockets**Fairy Tale Portraits**Sketchbook Drawings* | Clay – Pinch vs. Taco/SlabGlaze vs. Acrylic PaintCamouflage Techniques*Clay Big Mouth/Taco Fish/Animals**Camouflage Names (Book Camp)**Sketchbook Drawings* |
| Weeks 31-33 | Origami basic folds (mountain, valley, rabbit ear, squash, outside/inside/double reverse)Poetry & Technology (Cross-curricular)*Origami Poetry Project**Organic/Free-Form Shape* *Sketchbook Drawings* | Grid Method, Enlarging*Grid Method Animals**Sketchbook Drawings* | Andy Warhol & Shoes, Shoes, Shoes – Logos/Slogans/Sayings Warhol-shoe styleComposition*Warhol-Inspired Shoe Art**Sketchbook Drawings* |
| Weeks 34-36 | Organic Shape CartoonsProfile*Cartoon Profile Faces**Realistic Profile Faces**Drawing Tricks* | Organic Shape CartoonsProfile*Cartoon Profile Faces**Realistic Profile Faces**Drawing Tricks* | One-Point Perspective Techniques*Sketchbooks – Perspective**Drawing Tricks* |

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| National Visual Art Content Standards | Grades K-5 Achievement Standards |
| #1 - Understanding and applying media, techniques and processes | \* Students know the differences between materials, techniques, and processes \* Students describe how different materials, techniques, and processes cause different responses \* Students use different media, techniques, and processes to communicate ideas, experiences, and stories \* Students use art materials and tools in a safe and responsible manner |
| #2 - Using knowledge of structures and functions | \* Students know the differences among visual characteristics and purposes of art in order to convey ideas \* Students describe how different expressive features and organizational principles cause different responses \* Students use visual structures and functions of art to communicate ideas |
| #3 - Choosing and evaluating a range of subject matter, symbols, and ideas | \* Students explore and understand prospective content for works of art \* Students select and use subject matter, symbols, and ideas to communicate meaning |
| #4 - Understanding the visual arts in relation to history and cultures | \* Students know that the visual arts have both a history and specific relationships to various cultures \* Students identify specific works of art as belonging to particular cultures, times, and places \* Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art |
| #5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others | \* Students understand there are various purposes for creating works of visual art \* Students describe how people's experiences influence the development of specific artworks \* Students understand there are different responses to specific artworks |
| #6 - Making connections between visual arts and other disciplines | \* Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines \* Students identify connections between the visual arts and other disciplines in the curriculum |

**Scales Mound School District #211 – Junior High Visual Art Education Scope and Sequence**

\* All lessons build progressively on eye-hand coordination and skill development.

\* All classes should incorporate reading, math & technology concepts without sacrificing skill development.

\* All classes with begin with Classroom Expectations & Consequences, Routines, Procedures, etc., and this will be ongoing throughout the year and reviewed whenever necessary or at least once per quarter.

\* JH Art A = fundamentals of art (elements of art and principles of design) are explored through a variety of drawing and painting media and techniques, including but not limited to: graphite, colored pencil, pen & ink, pastel, oil pastel, watercolor, tempera paint, acrylic paint, compass design, scratchboard, cartooning, proportions, grid method, and perspective.

\* JH Art B = fundamentals of art are explored through a variety of 3-dimensional sculptural media and techniques, including but not limited to: clay, wire, fibers, foam, papier-mâché, copper tooling, toothpicks, recycled materials, beads, materials from nature, etc.

\* JH Art C = art history movements and styles are discovered and explored through a variety of media and techniques, including but not limited to: Ancient, Prehistoric, Egyptian, Greek, Roman, Byzantine, Romanesque, Gothic, Renaissance, Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Neo-Impressionism, Post-Impressionism, Abstraction, Neo-Plasticism, Fauvism, Cubism, Futurism, Dada, Realism, Surrealism, Abstract Expressionism, Pop Art, Op Art and Contemporary.

\* JH Art D = fundamentals of art are explored through a variety of paper crafting media, printmaking, collage and assemblage media and techniques, including but not limited to: construction paper, tissue paper, papier-mâché, quilling, embossing, papermaking, and various printing methods.

\* JH Art E & F= master artists and their works/styles are discovered and explored through a variety of media and techniques, including but not limited to: Leonardo da Vinci, Claude Monet, Giuseppe Arcimboldo, Amadeo Modigliani, Edgar Degas, Paul Cezanne, Mary Cassatt, Georges Seurat, Vincent van Gogh, Edvard Munch, Henri Matisse, Jackson Pollock, Wassily Kandinsky, Paul Klee, Joan Miro, Piet Mondrian, Pablo Picasso, Edward Hopper, Grant Wood, Norman Rockwell, Georgia O’Keeffe, Chuck Close, Salvador Dali, Renee Magritte, Frida Kahlo, MC Escher, Wayne Thiebaud, Roy Lichtenstein, Andy Warhol, Claus Oldenburg, Keith Haring, Burton Morris, Laurel Burch, etc.

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| National Visual Art Content Standards | Grades 6-8 Achievement Standards |
| #1 - Understanding and applying media, techniques and processes | \* Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices \* Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas |
| #2 - Using knowledge of structures and functions | \* Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work \* Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas Students select and use the qualities of structures and functions of art to improve communication of their ideas |
| #3 - Choosing and evaluating a range of subject matter, symbols, and ideas | \* Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks \* Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks |
| #4 - Understanding the visual arts in relation to history and cultures | \* Students know and compare the characteristics of artworks in various eras and cultures \* Students describe and place a variety of art objects in historical and cultural contexts \* Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art |
| #5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others | \* Students compare multiple purposes for creating works of art \* Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry \* Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures |
| #6 - Making connections between visual arts and other disciplines | \* Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context \* Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts |

**Scales Mound School District #211 – High School Visual Art Education Scope and Sequence**

\* All lessons build progressively on skill development on an INDIVIDUAL basis, and build from what is learned in elementary and junior high art classes. Review/reinforcement will occur as needed.

\* All classes should incorporate reading, math & technology concepts without sacrificing skill development.

\* All classes with begin with Classroom Expectations & Consequences, Routines, Procedures, etc., and this will be ongoing throughout the year and reviewed whenever necessary or at least once per quarter.

Students will continue and build upon the knowledge and skills learned in elementary & middle school. Using differentiated instruction, students will set personal goals and experiment with a variety of media of choice. Lesson planning will be based on individual interests, goals and skill level. Students will be required to keep a sketchbook. Students will complete an electronic art portfolio.

Mediums may include, but are not limited to: Graphite, Charcoal, White Charcoal, Scratchboard, Pen & Ink, Acrylic Paint, Colored Pencil, Oil Pastel, Chalk Pastel, Typography & Calligraphy, Printmaking, screen-printing, Soft Sculpture (Sewing), Plaster casting, Photography, Clay Sculpture, Other Sculpture: Wire, tape, papier-mâché, etc., Mosaics, Watercolor Paint, Air Brush, Digital Art (Graphic Design), Non-traditional art mediums, Mirror/Glass Etching

Concepts and learning objectives may include, but are not limited to: brain-based drawing & “seeing,” compositional aspects, play set design, mural design, perspective techniques, art careers, art history, art criticism, etc.

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| National Art Standards | HS Beginning Art | HS Intermediate Art | HS Advanced Art | HS Senior Art |
| #1 - Understanding and applying media, techniques and processes | Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks  | Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use  | Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium | Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation |
| #2 - Using knowledge of structures and functions | Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art | Students evaluate the effectiveness of artworks in terms of organizational structures and functions Students create artworks that use organizational principles and functions to solve specific visual arts problems  | Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives | Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions |
| #3 - Choosing and evaluating a range of subject matter, symbols, and ideas | Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture  | Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life | Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others | Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others |
| #4 - Understanding the visual arts in relation to history and cultures | Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art  | Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making  | Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists  | Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning |
| #5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others | Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works  | Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts  | Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art  | Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions |
| #6 - Making connections between visual arts and other disciplines | Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis  | Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences | Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences | Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences |