



Columbus City Schools
Curriculum Guide
Visual Arts – Elementary K-5
Scope and Sequence



Purpose

It is the goal of Columbus City Schools to provide visual art instruction so that students master all of the grade level indicators during the school year. The Visual Art All Year Scope and Sequence was created to provide elementary visual art teachers and principals with a time table that indicates when grade level indicators should be taught during the school year. The Visual Art Scope and Sequence also includes suggested lessons from the Elementary Visual Art Curriculum Guide. By utilizing the Visual Art Scope and Sequence in each school, art teachers will avoid gaps in student learning and achievement.

Description

The Scope and Sequence was created for elementary visual art teachers of varying needs and levels of experience. Each scope and sequence table is divided into two sections; required and suggested. The required section displays the month and the grade level indicators that must be taught within that grading period. The suggested section includes the following: Theme/Media, Sample Lesson, Social Studies grade level indicators, and Language Arts grade level indicators. The use of components in this section is optional.

For students who receive art all year, teachers should refer to the Scope and Sequence for All Year Instruction with the corresponding grade level. The Scope and Sequence for All Year Instruction displays the first and second quarter on one table and the third and fourth quarter on the second table.

The Scope and Sequence for Semester Instruction was also created for teachers who teach art to different grade levels for half the year. A survey was distributed to elementary art teachers in order to determine which grade level indicators would be taught during a semester. Each standard is represented in the Scope and Sequence for Semester Instruction. The tables for the Scope and Sequence for Semester Instruction display grading periods A and B.

According to the master agreement, visual art is to be taught once a week for thirty minutes for one semester in kindergarten; once a week for sixty minutes for one semester in grades one, two and five, and once a week for sixty minutes for the full year in grades three and four. Scope and Sequences for Semester Instruction are provided for kindergarten, first, second, and fifth grades and should be used when the art schedule only allows for minimum contractual instruction in these grades. Art teachers should refer to the corresponding grade level when these students receive art for one semester only.



COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

Kindergarten Scope and Sequence - Semester Instruction



Grading Period A						
Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Aug. or Jan.	<ul style="list-style-type: none"> Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). Explore and experiment with a variety of art materials and tools for self-expression. Identify and name materials used in visual art. 	AK2B3 AK2A1 AK2A2	Drawing Print- making	Ice Cream Cone. p. 31 2 class periods	Economics 3. Identify goods and services.	Phonemic Awareness 1. Read own first and last name.
Sept. or Feb.	<ul style="list-style-type: none"> Recognize that people create works of art and art objects for different purposes. Describe how selected artworks make them feel, and use examples from the works to explain why. 	AK1C3 AK3B5	Textiles Clay	Stamping Patterns on Paper. p. 37 *3 class periods	Social Studies Skills and Methods 3. Compare similarities and differences among objects or pictures.	Acquisition of Vocabulary 2. Recognize and understand words, signs and symbols seen in everyday life.
Oct. or Mar.	<ul style="list-style-type: none"> Create artwork that explores a central theme across disciplines. 	AK5C3	Collage	Faith Ringgold and Fabric. p. 47 *2-3 class periods	History 5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.	Concepts of Print, Comprehension and Self-Monitoring Strategies 6. Compare information (e.g., recognize similarities) intents using prior knowledge and experience.
Grading Period B						
Nov. or April.	<ul style="list-style-type: none"> Recognize that people have different viewpoints about works of art. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics). 	AK4B2 AK2B3	Art Criticism Drawing	The Very Hungry Caterpillar. p. 62 3 class periods	History 3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).	Literary Text 2. Identify the characters and setting in a story.
Dec. or May	<ul style="list-style-type: none"> Explore and experiment with a variety of art materials and tools for self-expression. Identify and name materials used in visual art. 	AK2A1 AK2A2	Printmak ing	My Textured House p. 85 6 class periods	Citizenship Rights and Responsibilities 1. Participate and cooperate in classroom activities.	Acquisition of Vocabulary 3. Identify words in common categories such as color words, number words and directional words.
Jan. or June.	<ul style="list-style-type: none"> Recognize that people create works of art and art objects for different purposes. 	AK1C3	Textiles	You Be the Judge p. 93 1 class period	Social Studies Skills and Methods 5. Work with others by sharing, taking turns and raising their hand to speak.	Concepts of Print 6. Compare information (e.g., recognize similarities) intents using prior knowledge and experience.



COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

1st Grade Scope and Sequence - Semester Instruction



Grading Period A						
Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Aug. or Jan.	<ul style="list-style-type: none"> Offer reasons for making art. Use selected art elements and principles to express a personal response to the world. 	A14A1 A12B3	Textiles	Aminah Robinson's Rag Gon Non p. 104 4 class periods	People in Societies 3. Describe family and local community customs and traditions.	Informational, Technical and Persuasive Text 6. Follow multiple-step directions.
Sept. or Feb.	<ul style="list-style-type: none"> Create a visual art product to increase understanding of a concept or topic studied in another content area (e.g. math-measurement, English-sequencing a story, geography-continent, and science-balance). 	A15B2	Monoprint	Seasons of the Tree p. 129 4 class periods	Citizenship Rights and Responsibilities 3. Demonstrate accountability for actions.	Communications: Oral and Visual 3. Follow simple oral directions.
Oct. or Mar.	<ul style="list-style-type: none"> Identify and discuss artwork seen in their schools and communities. 	A15D4	Drawing	Landscape Relief p. 143 2 class periods	Social Studies Skills and Methods 6. Display courtesy and respect for others in group settings including.	Communications: Oral and Visual 3. Follow simple oral directions.
Grading Period B						
Nov. or April.	<ul style="list-style-type: none"> Explore and describe how a selected art object was made. 	A13A2	Painting	Monet's Water Lilies. p. 149 2 class periods	People in Societies 4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.	Communications: Oral and Visual 1. Use active listening skills, such as making eye contact or asking questions.
Dec. or May	<ul style="list-style-type: none"> Identify visual art elements and principles using art vocabulary. 	A12B2	Collage	Still life with Frida Kahlo p. 179 4 class periods	Citizenship Rights and Responsibilities 5. Demonstrate citizenship traits including: Trustworthiness Fairness, Self-control, and Respect for those in authority.	Communications: Oral and Visual 2. Compare what is heard with prior knowledge and experience.
Jan. or June.	<ul style="list-style-type: none"> Listen to the life story of one or more culturally representative artists and identify his or her works and artistic style. Identify visual art elements and principles using art vocabulary. 	A11D4 A12B2	Photography	Looking Closely p. 187 3 class periods	Citizenship Rights and Responsibilities 4. Demonstrate pride in personal accomplishments.	Communications: Oral and Visual 1. Use active listening skills, such as making eye contact or asking questions.



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2nd Grade Scope and Sequence- Semester Instruction



Grading Period A						
Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Aug. or Jan.	<ul style="list-style-type: none"> Identify and compare the purpose of art objects – i.e.: mask puppets, pottery and weaving from various cultures. 	A21C3	Textiles	Navajo Pouches. Part 1 p. 198 3 class periods	People in Societies 3. Describe family and local community customs and traditions.	Informational, Technical and Persuasive Text 6. Follow multiple-step directions.
Sept. or Feb.	<ul style="list-style-type: none"> Demonstrate increasing skill in the use of art tools and materials. 	A22A1	Collage Construction	Totem Shields p. 210 4-5 class periods	History 5. Compare past and present, near and far, with emphasis on daily life including: The roles of men, women and children; The identification of basic human needs; various ways people meet human needs.	Informational, Technical and Persuasive Text 4. Identify central ideas and supporting details of informational text with teacher assistance.
Oct. or Mar.	<ul style="list-style-type: none"> Use visual art materials to express an idea from a song poem, play or story. 	A25A1	Relief Sculpture	Safari in Wood p. 218 3 class periods	Citizenship Rights and Responsibilities 3. Demonstrate accountability for actions.	Communications: Oral and Visual 3. Follow simple oral directions.
Grading Period B						
Nov. or April.	<ul style="list-style-type: none"> Begins to revise work on a level of personal satisfaction. Describe ways they use visual art outside the classroom and provide examples. 	A22D7 A25D5	Storyboard Drawing for Comic Strips	My Superhero Magnet Part Two p. 238 3 class periods	People in Societies 4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.	Communications: Oral and Visual 1. Use active listening skills, such as making eye contact or asking questions.
Dec. or May	<ul style="list-style-type: none"> Talk about their thoughts and feelings when looking at works of art. 	A24C4	Painting	In the Style of Kandinsky p. 251 4 class periods	Economics 3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.	Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies 3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.
Jan. or June.	<ul style="list-style-type: none"> Use details to describe objects, symbols and visual effects in artwork. Identify and discuss artists in the community who create different art. 	A23A1 A25D6	Drawing	A Whimsical Cityscape p. 259 5 class periods	Citizenship Rights and Responsibilities 5. Demonstrate citizenship traits including: •Trustworthiness; •Fairness; •Self-control; •Respect for those in authority.	Communications: Oral and Visual 2. Compare what is heard with prior knowledge and experience.



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5th Grade Scope and Sequence- Semester Instruction



Grading Period A						
Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Aug. or Jan.	<ul style="list-style-type: none"> Use observational and technical skills to achieve the illusion of depth in two-dimensional space. 	A52A1	Drawing	One-Point Perspective p. 373 2-3 class periods	Geography 3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.	Phonemic Awareness, Word Recognition and Fluency <i>Fluency continues to develop past the primary grades. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease.</i>
Sept. or Feb.	<ul style="list-style-type: none"> Identify visual forms of expression found in different cultures. 	A51A1	Puppetry and Storytelling	Bali, Indonesia p. 378 4-5 class periods	History 1. Create time lines and identify possible relationships between events.	Acquisition of Vocabulary 5. Use word origins to determine the meaning of unknown words and phrases. 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.
Oct.- Nov. or Mar.- April	<ul style="list-style-type: none"> Compare the works of different artists on the basis of purpose and style. Explain and discuss multiple meanings in selected art. Use technology to conduct information searches, research topics and explore connections to visual art. 	A53A2 A53A3 A55B2	Collage	Mandala p. 383 10 class periods	Citizenship Rights and Responsibilities 1. Describe how people help to make the community a better place in which to live including: a. Working to preserve the environment; b. Helping the homeless; c. Restoring houses in low-income areas; d. Supporting education; e. Planning community events; f. Starting a business	Informational, Technical and Persuasive Text 2. Identify, distinguish between and explain examples of cause and effect in informational text. 4. Summarize the main ideas and supporting details.
Grading Period B						
Dec. or May.	<ul style="list-style-type: none"> Compare and contrast art forms from various regions and cultural traditions of North America. 	A51A2	Collage	The City Block (Inspired by Romare Bearden) p. 395 5-6 class periods	People in Societies 3. Describe the experiences of African-Americans under the institution of slavery.	Research 4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
Jan. or June	<ul style="list-style-type: none"> Compare and analyze how art elements and principles are used for expressive purposes (e.g., strong mood, explosive shapes and rhythmic patterns). Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English, math and social studies). 	A53A1 A55C3	Construction	Tribal Masks p. 409 6 class periods	History 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways. People in Societies 1. Compare the cultural practices and products of diverse groups in North America including: Artistic, expressions, Religion, Language, Food, Clothing, and Shelter.	Writing Applications 4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.