



**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- All Year Instruction



1 <sup>st</sup> Grading Period						
Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Aug.	<ul style="list-style-type: none"> <li>Generate ideas and images for artwork based on memory, imagination and experience.</li> <li>Select and share favorite, original artworks.</li> <li>Explore and experiment with a variety of art materials and tools for self-expression. Identify and name materials used in visual art.</li> </ul>	AK2C4 AK2D5 AK2A1 AK2A2 AK2B3	Drawing	Ice Cream Cone. <b>p. 31</b> 2 class periods	<b>Economics</b> 3. Identify goods and services.	<b>Phonemic Awareness</b> 1. Read own first and last name.
Sept.	<ul style="list-style-type: none"> <li>Explore different approaches to creating art (e.g., by artist, style or historical period).</li> <li>Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics).</li> </ul>	AK2B3	Print-making	Textures All Around. <b>p. 32</b> 2 class periods	<b>Social Studies Skills and Methods</b> 2. Sort objects or pictures according to appropriate criteria.	<b>Acquisition of Vocabulary</b> 1. Understand new words from the context of conversations or from the use of pictures within text.
Oct.	<ul style="list-style-type: none"> <li>Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures.</li> <li>Explore and experiment with a variety of art materials and tools for self-expression. Identify and name materials used in visual art.</li> </ul>	AK1A1 AK2A1 AK2A2	Print-making	Stamping Patterns on Paper. <b>p. 37</b> 3 class periods	<b>Social Studies Skills and Methods</b> 3. Compare similarities and differences among objects or pictures.	<b>Acquisition of Vocabulary</b> 2. Recognize and understand words, signs and symbols seen in everyday life.
2 <sup>nd</sup> Grading Period						
Nov.	<ul style="list-style-type: none"> <li>Use visual symbols to represent the rhythms, beats and sounds they hear in music.</li> </ul>	AK5A1	Print-making	Stamping a Rhythm on Paper. <b>p. 42</b> 1 class periods	<b>History</b> 5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.	<b>Phonemic Awareness</b> 2. Identify and complete rhyming words and patterns.
Dec.	<ul style="list-style-type: none"> <li>Name and point out subject matter observed in artwork from various cultural heritages and traditions.</li> <li>Recognize that people create works of art and art objects for different purposes.</li> <li>Use words or pictures to tell how art is made by selected artists. Use words or pictures to tell how art is made by selected artists.</li> <li>Explore art elements to express ideas in a variety of visual forms (e.g., drawings, painting and ceramics).</li> </ul>	AK1B2 AK1C3 AK1D4 AK1D4 AK2B3	Textiles	Faith Ringgold and Fabric. <b>p. 47</b> 2-3 class periods	<b>History</b> 5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.	<b>Concepts of Print, Comprehension and Self-Monitoring Strategies</b> 6. Compare information (e.g., recognize similarities) intents using prior knowledge and experience.
Jan.	<ul style="list-style-type: none"> <li>Reflect on and ask questions about why people make art.</li> </ul>	AK4A1	Painting	Action Jackson. <b>p. 53</b> 1 class period	<b>People in Societies</b> 1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.	<b>Concepts of Print, Comprehension and Self-Monitoring Strategies</b> 3. Know the differences between illustrations and print.
Jan.	<ul style="list-style-type: none"> <li>Explore and experiment with a variety of art materials and tools for self-expression.</li> <li>Identify and name materials used in visual art.</li> </ul>	AK2A1 AK1A2	Clay	Clay Forms. <b>p. 57</b> 1-2 class period	<b>Citizenship Rights and Responsibilities</b> 3. Demonstrate the ability to make choices and take responsibility for personal actions.	<b>Communications: Oral and Visual</b> 2. Connect what is heard with prior knowledge and experience.



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## Kindergarten Scope and Sequence- All Year Instruction



### 3<sup>rd</sup> Grading Period

Required			Suggested			
Month	Grade Level Indicator (GLI)	GLI Standard Benchmark	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Jan.	<ul style="list-style-type: none"> <li>Respond to artworks by pointing out images and subject matter.</li> <li>Relate their own experiences to what they see in works of art.</li> <li>Recognize the similarities and differences between artistic styles.</li> <li>Ask and answer questions about the main ideas and stories in artworks.</li> <li>Describe how selected artworks make them feel, and use examples from the works to explain why.</li> <li>Select and share favorite visual works of art and tell their reasons for choosing them.</li> </ul>	AK3A1 AK3A2 AK3A3 AK3B4 AK3B5 AK3C6	Clay	The Very Hungry Caterpillar. <b>p. 62</b> 3 class periods	<b>History</b> 3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).	<b>Literary Text</b> 2. Identify the characters and setting in a story.
Feb.	<ul style="list-style-type: none"> <li>Recognize that people create works of art and art objects for different purposes.</li> <li>Recognize the similarities and differences between artistic styles.</li> </ul>	AK1C3 AK3A3	Painting	Mondrian Loves Lines. <b>p. 69</b> 2 class periods	<b>People in Societies</b> 1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.	<b>Communications: Oral and Visual</b> 2. Connect what is heard with prior knowledge and experience.
Mar.	<ul style="list-style-type: none"> <li>Create artwork that explores a central theme across disciplines.</li> </ul>	AK5C3	Sculpture	Styrofoam Sculpture. <b>p. 75</b> 2-3 class periods	<b>Citizenship Rights and Responsibilities</b> 1. Participate and cooperate in classroom activities.	<b>Acquisition of Vocabulary</b> 3. Identify words in common categories such as color words, number words and directional words.

### 4<sup>th</sup> Grading Period

Mar.	<ul style="list-style-type: none"> <li>Explore and experiment with a variety of art materials and tools for self-expression.</li> </ul>	AK2A1	Clay	Texture Slab <b>p. 80</b> 2 class periods	<b>Citizenship Rights and Responsibilities</b> 3. Demonstrate the ability to make choices and take responsibility for personal actions.	<b>Acquisition of Vocabulary</b> 1. Understand new words from the context of conversations or from the use of pictures within text.
April	<ul style="list-style-type: none"> <li>Create artwork that explores a central theme across disciplines.</li> </ul>	AK5C3	Collage	My Textured House <b>p. 85</b> 6 class periods	<b>Citizenship Rights and Responsibilities</b> 1. Participate and cooperate in classroom activities.	<b>Acquisition of Vocabulary</b> 3. Identify words in common categories such as color words, number words and directional words.
May	<ul style="list-style-type: none"> <li>Select and share favorite, original artworks.</li> <li>Recognize when and where people create, observe and respond to visual art.</li> <li>Select and share favorite visual works of art and tell their reasons for choosing them.</li> <li>Recognize that people have different viewpoints about works of art.</li> </ul>	AK2D5 AK5D4 AK3C6 AK4B2	Painting	Action Jackson. <b>p. 53</b> 1 class period	<b>People in Societies</b> 1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.	<b>Concepts of Print, Comprehension and Self-Monitoring Strategies</b> 3. Know the differences between illustrations and print.
May	<ul style="list-style-type: none"> <li>Explore and experiment with a variety of art materials and tools for self-expression.</li> <li>Identify and name materials used in visual art.</li> </ul>	AK2A1 AK1A2	Art Criticism	You Be the Judge <b>p. 93</b> 1 class period	<b>Social Studies Skills and Methods</b> 5. Work with others by sharing, taking turns and raising their hand to speak.	<b>Concepts of Print</b> 6. Compare information (e.g., recognize similarities) intents using prior knowledge and experience.
May	<ul style="list-style-type: none"> <li>Explore and experiment with a variety of art materials and tools for self-expression.</li> </ul>	AK2A1	Clay	Texture Slab <b>p. 80</b> 2 class periods	<b>Citizenship Rights and Responsibilities</b> 1. Participate and cooperate in classroom activities.	<b>Acquisition of Vocabulary</b> 2. Recognize and understand words, signs and symbols seen in everyday life.



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## 1<sup>st</sup> Grade Scope and Sequence- All Year Instruction



### 1<sup>st</sup> Grading Period

Required			Suggested			
Month	Grade Level Indicator (GLI)	GLI Standard Benchmark	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
<b>Aug.</b>	<ul style="list-style-type: none"> <li>Describe the expressive qualities in their own works of art.</li> <li>Connect their own interests and experiences to the subject matter in artworks.</li> </ul>	A14C4 A13B5	Collage Textiles	Self Portrait Journal Cover <b>p. 98</b> 2 class periods	<b>History</b> 2. Place events from one's own life in chronological order.	<b>Writing Process</b> 1. Generate writing ideas through discussions with others.
<b>Sept.</b>	<ul style="list-style-type: none"> <li>Offer reasons for making art.</li> <li>Listen to the life story of one or more culturally representative artists and identify his or her works and artistic style.</li> <li>Use selected art elements and principles to express a personal response to the world.</li> </ul>	A14A1 A11D4 A12B3	Oil Pastels Collage	Aminah Robinson's Rag Gon Non <b>p. 104</b> 4 class periods	<b>People in Societies</b> 3. Describe family and local community customs and traditions.	<b>Informational, Technical and Persuasive Text</b> 6. Follow multiple-step directions.
<b>Oct.</b>	<ul style="list-style-type: none"> <li>Recognize and describe visual symbols, images and icons (e.g. flags, monuments and landmarks) that reflect the cultural heritages of the people of the United States.</li> <li>Describe how art elements and principles are organized to communicate meaning in works of art.</li> </ul>	A11A1 A13B4	Textiles	Starry Night with Dash Lines <b>p.111</b> 4 class periods	<b>Government</b> 3. Recognize symbols of the United States that represent its democracy and values including: The bald eagle, The White House, The Statue of Liberty, and The national anthem.	<b>Phonemic Awareness</b> 1. Identify and distinguish between letters, words and sentences.

### 2<sup>nd</sup> Grading Period

<b>Nov.</b>	<ul style="list-style-type: none"> <li>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—continents; science—balance).</li> <li>Invent imagery and symbols to express thoughts and feelings.</li> <li>Observe different styles of art from selected cultures and point out how artists use lines, shapes, colors and textures.</li> </ul>	A15B2 A12C4 A11B2	Painting Monoprint	Paul Klee Squares <b>p. 120</b> 4-5 class periods	<b>History</b> 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 and various ways people meet human needs.	<b>Informational, Technical and Persuasive Text</b> 4. Identify central ideas and supporting details of informational text with teacher assistance.
<b>Dec.</b>	<ul style="list-style-type: none"> <li>Notice and describe multiple characteristics in their own artworks and the works of others.</li> <li>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-continents, science-balance).</li> <li>Demonstrate beginning skill in the use of art materials and tools.</li> </ul>	A13A1 A15B2 A12A1	Textiles	Seasons of the Tree <b>p. 129</b> 4 class periods	<b>Citizenship Rights and Responsibilities</b> 3. Demonstrate accountability for actions.	<b>Communications: Oral and Visual</b> 3. Follow simple oral directions.
<b>Jan.</b>	<ul style="list-style-type: none"> <li>Demonstrate the relationship between and among art forms (e.g. create costumes and scenery for a play)</li> </ul>	A15C3	Painting	Native American Fabric Weaving <b>p. 137</b> 2 class periods	<b>People in Societies</b> 2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.	<b>Informational, Technical and Persuasive Text</b> 1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## 1<sup>st</sup> Grade Scope and Sequence- All Year Instruction



3 <sup>rd</sup> Grading Period						
Required			Suggested			
Month	Grade Level Indicator (GLI)	GLI Standard Benchmark	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Jan.	<ul style="list-style-type: none"> <li>Recognize that people (e.g. family, friends, teachers and artists) have different beliefs about art and value art for different reasons.</li> <li>Identify and discuss artwork seen in their schools and communities.</li> </ul>	A14B3 A15D4	Drawing	Landscape Relief <b>p. 143</b> 2 class periods	<b>Social Studies Skills and Methods</b> 6. Display courtesy and respect for others in group settings including.	<b>Communications: Oral and Visual</b> 3. Follow simple oral directions.
Feb.	<ul style="list-style-type: none"> <li>Explore and describe how a selected art object was made.</li> <li>Recognize and point out characteristics related to the quality of a work of art.</li> </ul>	A13A2 A13C6	Painting	Monet's Water Lilies. <b>p. 149</b> 2 class periods	<b>People in Societies</b> 4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.	<b>Communications: Oral and Visual</b> 1. Use active listening skills, such as making eye contact or asking questions.
Mar.	<ul style="list-style-type: none"> <li>Explore and use a range of subject matter (e.g. people, places, animals...) to create original artworks.</li> <li>Identify what an artist does and find examples of works by artists in their communities.</li> </ul>	A12C5 A15D5	Clay	Japanese Pinch Pot <b>p. 155</b> 3 class periods	<b>Economics</b> 3. Recognize that most people work in jobs in which they produce a few special goods or services.	<b>Phonemic Awareness</b> 8. Demonstrate a growing stock of sight words.
4 <sup>th</sup> Grading Period						
Mar.	<ul style="list-style-type: none"> <li>Describe the different ways that art elements are used and organized in artworks including their own.</li> <li>Begin to use basic self assessment strategies to improve artworks (e.g. makes revisions and reflects on the use of art elements).</li> </ul>	A13A3 A12D6	Print-making	Warhol Product Prints <b>p. 170</b> 6 class periods	<b>Economics</b> 3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.	<b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> 3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.
April	<ul style="list-style-type: none"> <li>Shares artwork or an art object from their own cultural backgrounds and describe its purpose (e.g. personal, functional or decorative).</li> <li>Identify visual art elements and principles using art vocabulary.</li> <li>Form their own opinions and views about works of art.</li> </ul>	A11C3 A12B2 A14B2	Collage	Still life with Frida Kahlo <b>p. 179</b> 4 class periods	<b>Citizenship Rights and Responsibilities</b> 5. Demonstrate citizenship traits including: Trustworthiness Fairness, Self-control, and Respect for those in authority.	<b>Communications: Oral and Visual</b> 2. Compare what is heard with prior knowledge and experience.
May	<ul style="list-style-type: none"> <li>Listen to the life story of one or more culturally representative artists and identify his or her works and artistic style.</li> <li>Identify visual art elements and principles using art vocabulary.</li> </ul>	A11D4 A12B2	Photography	Looking Closely <b>p. 187</b> 3 class periods	<b>Citizenship Rights and Responsibilities</b> 4. Demonstrate pride in personal accomplishments.	<b>Communications: Oral and Visual</b> 1. Use active listening skills, such as making eye contact or asking questions.



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## 2<sup>nd</sup> Grade Scope and Sequence- All Year Instruction



### 1<sup>st</sup> Grading Period

Required			Suggested			
Month	Grade Level Indicator (GLI)	GLI Standard Benchmark	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Aug.	<ul style="list-style-type: none"> <li>Demonstrate flexibility in their designs, representational drawings and use of art materials.</li> <li>Recognize the difference between assessing the quality of artwork and their personal preferences for a work.</li> </ul>	A22C6 A23C5	Collage	Picasso Portrait <b>p. 193</b> 1 class period	<b>History</b> 2. Place events from one's own life in chronological order.	<b>Writing Process</b> 1. Generate writing ideas through discussions with others.
Sept.	<ul style="list-style-type: none"> <li>Uses historical art works such as paintings, photographs and drawings to answer questions about daily life in the past.</li> <li>Identify and compare the purpose of art objects – i.e.: mask puppets, pottery and weaving from various cultures.</li> <li>Create and communicate a definition of art.</li> </ul>	A21B2 A21C3 A24A1	Textiles	Navajo Pouches. Part I <b>p. 198</b> 3 class periods	<b>People in Societies</b> 3. Describe family and local community customs and traditions.	<b>Informational, Technical and Persuasive Text</b> 6. Follow multiple-step directions.
Oct.	<ul style="list-style-type: none"> <li>Place artworks and art objects in temporal order relating them to earlier times or the present.</li> <li>Use context clues to identify and describe the cultural symbols and images in art work.</li> </ul>	A21A1 A23B4	Textiles	Navajo Leather Book. Part II <b>p.204</b> 3 class periods	<b>Government</b> 3. Recognize symbols of the United States that represent its democracy and values including: The bald eagle, The White House, The Statue of Liberty, and The national anthem.	<b>Phonemic Awareness</b> 1. Identify and distinguish between letters, words and sentences.

### 2<sup>nd</sup> Grading Period

Nov.	<ul style="list-style-type: none"> <li>Demonstrate increasing skill in the use of art tools and materials.</li> <li>Establish and communicate a purpose for creating artworks.</li> </ul>	A22A1 A22B2	Collage Construction	Totem Shields <b>p. 210</b> 4-5 class periods	<b>History</b> 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.	<b>Informational, Technical and Persuasive Text</b> 4. Identify central ideas and supporting details of informational text with teacher assistance.
Dec.	<ul style="list-style-type: none"> <li>Distinguish the artistic style and subject matter in the artworks of 2 or more visual artists from local, regional or state history.</li> <li>Compare the subject matter and ideas in their own artworks with those in the works of others.</li> <li>Use visual art materials to express an idea from a song poem, play or story.</li> </ul>	A21D4 A22C5 A25A1	Relief Sculpture	Safari in Wood <b>p. 218</b> 3 class periods	<b>Citizenship Rights and Responsibilities</b> 3. Demonstrate accountability for actions.	<b>Communications: Oral and Visual</b> 3. Follow simple oral directions.
Jan.	<ul style="list-style-type: none"> <li>Compare and contrast the importance of visual artists to society with the importance of scientists.</li> <li>Construct a 3D model to represent a topic or theme from another subject area.</li> </ul>	A25B2 A25C3	Clay	Falling for Clay Leaves <b>p. 225</b> 2 class periods	<b>People in Societies</b> 2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.	<b>Informational, Technical and Persuasive Text</b> 1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## 2<sup>nd</sup> Grade Scope and Sequence- All Year Instruction



### 3<sup>rd</sup> Grading Period

Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Jan.	<ul style="list-style-type: none"> <li>Establish and communicate a purpose for creating artworks.</li> <li>Describe ways they use visual art outside the classroom and provide examples.</li> </ul>	A22B2 A25D5	Clay Sculpture & Animation	My Superhero Magnet Part I <b>p. 231</b> 3 class periods	<b>Social Studies Skills and Methods</b> 6. Display courtesy and respect for others in group settings including.	<b>Communications: Oral and Visual</b> 3. Follow simple oral directions.
Feb.	<ul style="list-style-type: none"> <li>Begins to revise work on a level of personal satisfaction.</li> <li>Describe ways they use visual art outside the classroom and provide examples.</li> </ul>	A22D7 A25D5	Storyboard Drawing for Comic Strips	My Superhero Magnet Part II <b>p. 238</b> 3 class periods	<b>People in Societies</b> 4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.	<b>Communications: Oral and Visual</b> 1. Use active listening skills, such as making eye contact or asking questions.
Mar.	<ul style="list-style-type: none"> <li>Demonstrate flexibility in their designs, representational drawings and use of art materials.</li> <li>Compare and contrast the importance of visual artists to society with the importance of explorers, inventors, or scientists.</li> </ul>	A22C6 A25B2	Printmaking	Insects <b>p. 243</b> 3 class periods	<b>Economics</b> 3. Recognize that most people work in jobs in which they produce a few special goods or services. 4. Explain why people in different parts of the world earn a living in a variety of ways.	<b>Phonemic Awareness</b> 8. Demonstrate a growing stock of sight words.

### 4<sup>th</sup> Grading Period

Mar.	<ul style="list-style-type: none"> <li>Respond to the composition of artworks by describing how art elements work together to create expressive impact.</li> <li>Compare different responses to the same work of art.</li> <li>Listen carefully to others' viewpoints and beliefs about art.</li> <li>Talk about their thoughts and feelings when looking at works of art.</li> </ul>	A23A3 A24B2 A24B3 A24C4	Painting	In the Style of Kandinsky <b>p. 251</b> 4 class periods	<b>Economics</b> 3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.	<b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> 3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.
April	<ul style="list-style-type: none"> <li>Create artworks based on observation of familiar objects and scenes in the environment.</li> <li>Use details to describe objects, symbols and visual effects in artwork.</li> <li>Compare and describe the form, materials and techniques in selected works of art.</li> </ul>	A22C4 A23A1 A23A2 A23A3 A25D6	Drawing	A Whimsical Cityscape <b>p. 259</b> 5 class periods	<b>Citizenship Rights and Responsibilities</b> 5. Demonstrate citizenship traits including: a. Trustworthiness; b. Fairness; c. Self-control; d. Respect for those in authority.	<b>Communications: Oral and Visual</b> 2. Compare what is heard with prior knowledge and experience.
May	<ul style="list-style-type: none"> <li>Respond to the composition of artworks by describing how art elements work together to create expressive impact.</li> <li>Identify and discuss artists in the community who create different art.</li> </ul>					



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM



## 3<sup>rd</sup> Grade Score and Sequence- All Year Instruction

1 <sup>st</sup> Grading Period						
Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Aug.	<ul style="list-style-type: none"> <li>Demonstrate skill and expression in the use of art techniques and processes.</li> <li>Use appropriate visual art vocabulary when describing art-making processes.</li> <li>Create 2-D and 3-D works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to space as whole).</li> <li>Interpret a favorite painting through movement or music.</li> </ul>	A32A1 A32A2 A32B3 A35A1	Drawing	People In Motion <b>p. 266</b> 3-4 class periods	<b>Citizenship Rights and Responsibilities</b> 1. Describe how people help to make the community a better place in which to live including: Working to preserve the environment, Helping the homeless, restoring houses in low-income areas, Supporting education, planning community events, starting a business.	<b>Phonemic Awareness, Word Recognition and Fluency</b> 4. Demonstrate a growing stock of sight words.
Sept.						
Oct.						
Oct.	<ul style="list-style-type: none"> <li>Demonstrate skill and expression in the use of art techniques and processes.</li> <li>Use appropriate visual art vocabulary when describing art-making processes.</li> <li>Create 2-D and 3-D works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to space as whole).</li> <li>Apply problem-solving skills from other subject areas (e.g., scientific method and inquiry processes) to solve artistic problems.</li> </ul>	A32A1 A32A2 A32B3 A35C3	Clay	Cat and Mouse <b>p. 272</b> 3-4 class periods	<b>People in Societies</b> 2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.	<b>Acquisition of Vocabulary</b> 9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.
2 <sup>nd</sup> Grading Period						
Nov.	<ul style="list-style-type: none"> <li>Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.</li> <li>Demonstrate skill and expression in the use of art techniques and processes.</li> <li>Use appropriate visual art vocabulary when describing art-making processes.</li> <li>Create 2-D and 3-D works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to space as whole).</li> <li>Identify relationships between selected art elements and principles (e.g., color and rhythm).</li> <li>Explain reasons for selecting an object they think is a work of art.</li> <li>Provide examples of different types of artists and describe their roles in everyday life.</li> </ul>	A31C3 A32A1 A32A2 A32B3 A32B4 A34A1 A35D4	Collage	Shoe-flies <b>p. 279</b> 3-4 class periods	<b>History</b> 3. Describe changes in the community over time including changes in: Businesses, Architecture, Physical features, Employment, Education, Transportation, Technology, Religion, and Recreation.	<b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> 3. Compare and contrast information between texts and across subject areas.
Dec.	<ul style="list-style-type: none"> <li>Create 2-D and 3-D works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to space as whole).</li> <li>Identify relationships between selected art elements and principles (e.g., color and rhythm).</li> <li>Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).</li> </ul>	A32B3 A32B4 A33A1 A33A2 A31B2	Painting	Brilliant Sunflowers <b>p. 288</b> 3-4 class periods	<b>Economics</b> 2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.  5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.	<b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> 3. Compare and contrast information between texts and across subject areas. 6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
Jan.						





# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## 3<sup>rd</sup> Grade Scope and Sequence- All Year Instruction



3 <sup>rd</sup> Grading Period						
Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Jan.	<ul style="list-style-type: none"> <li>Identify and compare similar themes, subject matter and images in artworks from historical and contemporary eras.</li> <li>Demonstrate skill and expression in the use of art techniques and processes.</li> <li>Use appropriate visual art vocabulary when describing art-making processes.</li> <li>Create 2-D and 3-D works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to space as whole).</li> </ul>	A31B2 A32A1 A32A2 A32B3	Textiles	Art Imitates Life <b>p. 295</b> 3 class periods	<b>People in Societies</b> 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: a. Artistic expression; b. Religion; c. Language; d. Food.	<b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.
Feb.	<ul style="list-style-type: none"> <li>Demonstrate skill and expression in the use of art techniques and processes.</li> <li>Use appropriate visual art vocabulary when describing art-making processes.</li> <li>Identify criteria for discussing and assessing works of art.</li> <li>Ask clarifying questions about others' ideas and views concerning art.</li> <li>Communicate mathematics, geography or science information visually (e.g., develop a chart, graph or illustration).</li> </ul>	A32A1 A32A2 A33C5 A34B2 A35B2	Printmaking	Prints from Nature <b>p. 303</b> 3 class periods	<b>Economics</b> 2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.	<b>Informational, Technical and Persuasive Text</b> 2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.
Mar.	<ul style="list-style-type: none"> <li>Connect various art forms and artistic styles to their cultural traditions.</li> <li>Use appropriate visual art vocabulary when describing art-making processes.</li> <li>Create 2-D and 3-D works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to space as whole).</li> <li>Recognize and identify a purpose or intent for creating an original work of art.</li> <li>Create an original work of art that illustrates a story or interprets a theme.</li> <li>Use feedback and self-assessment to improve the quality of artworks.</li> </ul>	A31A1 A32A2 A32B3 A32C5 A32C6 A32D7	Drawing	Surreal Rooms <b>p. 311</b> 3 class periods	<b>Social Studies Skills and Methods</b> 3. Identify possible cause and effect relationships.	<b>Research</b> 4. Identify important information found in the sources and summarizes the important findings. 5. Sort relevant information into categories about the topic.
4 <sup>th</sup> Grading Period						
Mar.	<ul style="list-style-type: none"> <li>Recognize selected artists who contributed to the cultural heritages of the people of the United States.</li> <li>Use appropriate visual art vocabulary when describing art-making processes.</li> <li>Create 2-D and 3-D works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to space as whole).</li> </ul>	A31D4 A32A2 A32B3 A32B4 A32C6 A33B1	Collage	Artistic Styles <b>p. 318</b> 5 class periods	<b>Citizenship Rights and Responsibilities</b> 2. Demonstrate effective citizenship traits including: a. Civility; b. Respect for the rights and dignity of each person; c. Volunteerism; d. Compromise; e. Compassion; f. Persistence in achieving goals; e. Civic-mindedness.	<b>Communications: Oral and Visual</b> 3. Identify the difference between facts and opinions in presentations and visual media.
April	<ul style="list-style-type: none"> <li>Identify relationships between selected art elements and principles (e.g., color and rhythm).</li> <li>Create an original work of art that illustrates a story or interprets a theme.</li> <li>Discuss different responses to, and interpretations of, the same artwork.</li> </ul>					
May	<ul style="list-style-type: none"> <li>Demonstrate skill and expression in the use of art techniques and processes.</li> <li>Use appropriate visual art vocabulary when describing art-making processes.</li> <li>Create 2-D and 3-D works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to space as whole).</li> <li>Recognize and identify a purpose or intent for creating an original work of art.</li> <li>Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).</li> <li>Distinguish between technical and expressive qualities in their own artworks.</li> </ul>	A32A1 A32A2 A32B3 A32C5 A33A1 A34C3	Clay	Egyptian Profile <b>p. 327</b> 3 class periods	<b>Economics</b> 3. Categorize economic activities as examples of production or consumption.	<b>Writing Applications</b> 4. Write informational reports that include the main ideas and significant details from the text.



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## 4<sup>th</sup> Grade Scope and Sequence- All Year Instruction



### 1<sup>st</sup> Grading Period

Required			Suggested					
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)		
Aug.	<ul style="list-style-type: none"> <li>Identify and describe artwork from various cultural/ethnic groups (e.g., Paleo Indians, European immigrants, Appalachian, Amish, African, or Asian groups) that settled in Ohio over time.</li> <li>Select an Ohio artist and explain how the artist’s work relates to Ohio history.</li> <li>Give and receive constructive feedback to produce artworks that meet learning goals.</li> <li>Explain how works of art can reflect the beliefs, attitudes and traditions of the artist.</li> <li>Create a narrative image (e.g., objects well-connected and in a sequence) that expresses an event from personal experience.</li> </ul>	A41A1	Bookbinding	Personal Experience Book <b>p. 336</b> 5-6 class periods	<b>People in Societies</b> 1. Describe the cultural practices and products of various groups who have settled in Ohio over time: The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient); Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); European immigrants; Amish and Appalachian populations; African-Americans; Recent immigrants from Africa, Asia and Latin America.	<b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> 6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.		
Sept.		A41D4					A42D5	A44A1
Oct.		A42C4					A43B3	A45D5
		<ul style="list-style-type: none"> <li>Describe how artists use symbols and imagery to convey meaning in culturally representative works.</li> <li>Read biographies and stories about key artists from Ohio and describe how their work reflects and contributes to Ohio history.</li> </ul>						

### 2<sup>nd</sup> Grading Period

Nov.	<ul style="list-style-type: none"> <li>Identify and select art materials, tools and processes to achieve specific purposes in their artworks.</li> <li>Identify and describe common themes, subject matter and ideas expressed across arts disciplines.</li> <li>Describe how selected visual art elements or principles are used in one or two other arts disciplines (e.g., color, unity, variety, and contrast).</li> </ul>	A42A1	Printmaking/ Collage	Chameleons are Cool <b>p. 343</b> 3-4 class periods	<b>Social Studies Skills and Methods</b> 1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: Atlases Encyclopedias, Dictionaries, Newspapers, and Multimedia/ Electronic sources.	<b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> 3. Compare and contrast information on a single topic or theme across different text and non-text resources.
		A45A1				
Dec.	<ul style="list-style-type: none"> <li>Discuss their artworks in terms of line, shape, color, texture and composition.</li> <li>Describe the successful use of one expressive element in an artwork, using sensory details and descriptive language.</li> </ul>	A42B2	Drawing	The Contour of Your Shoe <b>p. 349</b> 3-4 class periods	<b>Economics</b> 3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks	<b>Phonemic Awareness, Word Recognition and Fluency</b> Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. 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. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.
Jan.		A44C4				



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## 4<sup>th</sup> Grade Scope and Sequence - All Year Instruction



3 <sup>rd</sup> Grading Period						
Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Jan.	<ul style="list-style-type: none"> <li>Compare and contrast art forms from different cultures and their own cultures.</li> </ul>	A41B2	Clay	Storyteller Dolls <b>p. 354</b> 3-4 class periods	<b>Economics</b> 5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.	<b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> 6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
	<ul style="list-style-type: none"> <li>Compare the decorative and functional qualities of artwork from cultural/ethnic groups within their communities.</li> </ul>	A41C3				
Feb.	<ul style="list-style-type: none"> <li>Construct a simple timeline that places selected artists and their works next to historical events in the same time period.</li> <li>Explain how an art critic uses criteria to judge artworks.</li> <li>Refer to criteria when discussing and judging the quality of works of art.</li> <li>Reflect on and develop their own beliefs about art (e.g., how art should look, what it should express or how it should be made).</li> </ul>	A41D5	Painting	Lovely Landscapes <b>p. 359</b> 2-3 class periods	<b>History</b> 1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.	<b>Writing Applications</b> 2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.
		A43C4				
		A43C5				
Mar.	<ul style="list-style-type: none"> <li>Support their viewpoints about selected works of art with examples from the works.</li> </ul>	A44A2				
		A44B3				
4 <sup>th</sup> Grading Period						
Mar.	<ul style="list-style-type: none"> <li>Relate concepts common to the arts and disciplines outside the arts (e.g., composition, balance, form and movement).</li> </ul>	A45B3	Painting	Cartography. Creating Fantasy Islands <b>p. 366</b> 6-7 class periods	<b>Geography</b> 1. Use a linear scale to measure the distance between places on a map. 3. Describe the location of Ohio relative to other states and countries. 5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.	<b>Writing Process</b> 1. Generate writing ideas through discussions with others and from printed material. 2. State and develop a clear main idea for writing. 3. Develop a purpose and audience for writing. 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
April	<ul style="list-style-type: none"> <li>Demonstrate technical skill by creating an art product that uses common materials and tools from different subject areas (e.g., ruler, compass, graph paper and computer).</li> </ul>	A45C4				
May.	<ul style="list-style-type: none"> <li>Identify reasons for personal, artistic decisions.</li> </ul>	A45D6				



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## 5<sup>th</sup> Grade Scope and Sequence- All Year Instruction



1 <sup>st</sup> Grading Period						
Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Aug.	<ul style="list-style-type: none"> <li>Use observational and technical skills to achieve the illusion of depth in two-dimensional space.</li> </ul>	A51A1	Drawing	One-Point Perspective  p. 373 2-3 class periods	<b>Geography</b> 3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.	<b>Phonemic Awareness, Word Recognition and Fluency</b> <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.	<ul style="list-style-type: none"> <li>Apply problem-solving strategies to improve the creation of artwork.</li> </ul>	A52C4				
Sept.	<ul style="list-style-type: none"> <li>Identify visual forms of expression found in different cultures.</li> <li>Identify reasons for personal, artistic decisions.</li> </ul>	A51A1	Puppetry and Storytelling	Bali, Indonesia  p. 378 4-5 class periods	<b>History</b> 1. Create time lines and identify possible relationships between events.	<b>Acquisition of Vocabulary</b> 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.	<ul style="list-style-type: none"> <li>Recognize that different assumptions and theories of art lead to different interpretations of artworks.</li> </ul>	A52E6				
Oct.	<ul style="list-style-type: none"> <li>Compare and contrast how visual art is used in musical, theatrical or dance productions and provide examples.</li> </ul>	A54A2  A55A1				
2 <sup>nd</sup> Grading Period						
Nov.	<ul style="list-style-type: none"> <li>Explain how art galleries, museums and public art contribute to the documentation and preservation of art history.</li> </ul>	A51D6	Collage	Mandala  p. 383 10 class periods	<b>Citizenship Rights and Responsibilities</b> 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	<b>Informational, Technical and Persuasive Text</b> 2. Identify, distinguish between and explain examples of cause and effect in informational text. 4. Summarize the main ideas and supporting details.
Dec.	<ul style="list-style-type: none"> <li>Compare the works of different artists on the basis of purpose and style.</li> <li>Explain and discuss multiple meanings in selected art.</li> <li>Recognize that different assumptions and theories of art lead to different interpretations of artworks.</li> <li>Use technology to conduct information searches, research topics and explore connections to visual art.</li> </ul>	A53A2  A53A3  A54A2  A55B2  A53C5				
Jan.	<ul style="list-style-type: none"> <li>Use specific criteria individually and in groups to assess works of art.</li> </ul>					



# COLUMBUS CITY SCHOOLS – ELEMENTARY VISUAL ARTS- CURRICULUM

## 5<sup>th</sup> Grade Scope and Sequence - All Year Instruction



### 3<sup>rd</sup> Grading Period

Required			Suggested			
Month	Grade Level Indicator (GLI)	Standard Benchmark GLI	Theme/ Media	Sample Lesson	Social Studies (Standard, GLI)	English Language Arts (Standard, GLI)
Jan.	<ul style="list-style-type: none"> <li>Compare and contrast art forms from various regions and cultural traditions of North America.</li> <li>Examine how social environmental or political issues affect design choices.</li> <li>Describe the lives, works and impact of key visual artists in a selected period of U.S. History.</li> <li>Identify and communicate sources of ideas.</li> <li>Explain how personal experience can influence choosing one artwork over another.</li> </ul>	A51A2	Collage	The City Block (Inspired by Romare Bearden)  <b>p. 395</b> 5-6 class periods	<b>People in Societies</b> 3. Describe the experiences of African-Americans under the institution of slavery.	<b>Research</b> 4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
Feb.		A51C5				
		A51D7				
Mar.		A52B3				
	A54B3					
	<ul style="list-style-type: none"> <li>Identify visual forms of expression found in different cultures.</li> <li>Investigate the types of cultural objects artists create and their role in the everyday environment.</li> </ul>	A51A1	A55D4			

### 4<sup>th</sup> Grading Period

Mar.	<ul style="list-style-type: none"> <li>Identify visual forms of expression found in different cultures.</li> <li>Compare and contrast the artistic styles observed in artwork from various cultures.</li> <li>Compare and analyze how art elements and principles are used for expressive purposes (e.g., strong mood, explosive shapes and rhythmic patterns).</li> <li>Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English, math and social studies).</li> </ul>	A51A1	Construction	Tribal Masks  <b>p. 409</b> 6 class periods	<b>History</b> 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.  <b>People in Societies</b> 1. Compare the cultural practices and products of diverse groups in North America including: Artistic, expressions, Religion, Language, Food, Clothing, and Shelter.	<b>Writing Applications</b> 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.
April		A55C3				
		A53A1				
May	<ul style="list-style-type: none"> <li>Explore different approaches to creating art (e.g., by artist, style or historical period).</li> <li>Identify and communicate sources of ideas (e.g., personal experience, interests, and nature or common objects) for their artwork.</li> <li>Apply observation and analysis skills to derive meaning in a selected artwork and explain their thought processes.</li> </ul>	A52A2	Contemporary Art	Object Transformation  <b>p. 414</b> 4 class periods	<b>Economics</b> 2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.	<b>Communications: Oral and Visual</b> 4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers. 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
	A52B3					