Notes on Art Scope and Sequence:

I have added some parenthetical notes throughout to help the teacher.

The upper elementary has a good study on art in different cultures, art periods and schools of art, and art history.

I am adding lessons from the *Great Artists* book where they fit in the plan. The page numbers listed have applicable lessons from this book.

There were no Core Knowledge standards for kindergarten, so the scope and sequence really begins with 1st grade.

**Philosophy of Art Education**

Art enriches our lives and is an essential part of life. All students should have the opportunity of studying the basics of art. Art education develops imagination and individuality and helps students to express feelings, explore the world, and learn about the order, perfection, and beauty in God’s world. In art classes, students should have opportunities to be creative and expressive, using various methods and modes of art, learning of the elements of design, different forms of art, artists and their works, and art vocabulary. Art can communicate and help us express our appreciation of God’s Creation. Our art enables us to give glory back to God and express praise to Him.

**Art:**

* Create art – express selves creatively
* Appreciate art
* Study artists and works of art
* Learn artistic concepts
* Integrate art in other disciplines
* Express appreciation of God’s Creation
* Learn art techniques
* Use a variety of mediums
* Learn art history
* Learn and apply the elements of art – line, shape, form, space, light, texture, color, design, symmetry
* Create or learn of art in various genre – portrait, still life, landscape, sculpture, architecture, painting, photography

Art is an essential part of the curriculum and learning of children. Children should be given many opportunities for art and should be exposed to artists and their works. They need to learn of methods and art terminology. The early art instruction should be noncompetitive.

**ART K**

Students will:

* Display their skills in art projects
* Appreciate schoolmates’ artistic expressions
* Learn the mechanics of various art tools and supplies
	1. Doing cut and paste activities
	2. Relating to curricular areas
	3. Drawing with mixed media
	4. Illustrating Bible stories
* Learn techniques using various mediums
	1. Drawing with crayon and pencil
	2. Sponge painting
	3. Sculpting with play dough
	4. Painting with tempera cakes
* Express themselves creatively
* Give their artwork to others
	1. Making Thanksgiving cards

**ART 1**

Students will:

* Focus on Color, Line, Shape, and Texture
	1. Learning of color
* Reviewing warm and cool colors
* Knowing the primary colors and how to combine them to make the secondary colors
	1. Identifying and using different lines
* Knowing straight, zigzag, curved, wavy, spiral, thick, thin in lines
	1. Finding the basic geometric shapes in the world around them
* Recognizing square, rectangle, triangle, circle, oval
* Connecting to math
	1. Experiencing and describing textures
* Knowing rough, smooth, bumpy, scratchy, slippery, etc.
* Using texture paints – p. 42, *Great Artists*
* Exploring the genre: portrait and still life
	1. Recognizing portraits and self-portraits (p. 31, portrait on landscape; p. 94 portrait box collage)
	2. Identifying a still life
	3. Recognizing a mural (painting on a wall)
* Express themselves creatively
	1. Doing free hand drawings
* Express their appreciation of God’s creation
	1. Doing seasonal projects
* Appreciate schoolmates’ artistic expressions
	1. Displaying art
		+ Learn techniques using various mediums
			1. Sponge painting
			2. Doing cut and paste projects
			3. Painting with watercolors
			4. Tracing patterns
			5. Using chalk
			6. Folding paper for origami shapes
			7. Making crafts
* Give their artwork to others
	1. Making cards for holidays
	2. Making cards for elderly
	3. Making cards for children in India
* Relating art to curricular subjects
* Be exposed to various artists
1. Examining art prints
2. Exploring techniques of artists
3. Study an artist (each grade do an artist study)

**ART 2**

Students will:

* Review the elements of art: line, shape, color, texture
	1. Continuing line in recognizing lines as vertical, horizontal, or diagonal
	2. Finding shape, mass, and line in sculptures
* Learn the genre: landscapes
	1. Recognizing artworks as landscapes
* Look at abstract art
	1. Comparing lifelike and abstract artworks
	2. Observing and discussing examples of abstract painting and sculpture
	3. P. 60,61,64-67 *Great Artists*
* Explore architecture
	1. Realizing that architecture is the art of designing buildings
	2. Understanding symmetry and a line of symmetry, and finding symmetry in the design of some buildings (math connection)
	3. Noticing line, shape and some special features (columns, domes) in buildings
* Appreciate schoolmates’ artistic expressions

* Express themselves creatively
* Learn the mechanics of various art tools and supplies
	1. Sketching with pencil
	2. Creating with crayon resist
	3. Using oil pastels and watercolors
* Relate artwork to curricular areas
* Learn techniques in using various mediums
	1. Paper crafting
	2. Sponge painting
* Learn various aspects of design
* Give their artwork to others
	1. Making cards for the elderly
* Express their appreciation of God’s creation
* Study an artist

**ART 3**

Students will:

* Focus on Light
	1. Discovering how light and shadow will focus the attention
	2. Seeing how light and shadow can affect the emotions
* Explore Space in artwork
	1. Understanding the following
* Two-dimensional (height, width)
* Three-dimensional (height, width, depth)
	1. Finding the relationship between two-dimensional and three-dimensional shapes
* Square to cube
* Triangle to pyramid
* Circle to sphere and cylinder
	1. Observing how arts can use an illusion of depth to make two-dimensions look three-dimensional
	2. Noticing the foreground, middle ground, and background in art and the use of space in that
* Learn of Design
	1. Seeing how the elements of art work together
	2. Being familiar with
* Figure and ground
* Pattern
* Balance and symmetry
	1. Examining artworks and determining how the elements of art work together
* Express themselves creatively
* Express their appreciation of God’s creation
	1. Doing seasonal projects
* Display their skills in art projects
	1. Displaying in the classroom and hallway
	2. Exhibiting at Grandparent’s Day
* Appreciate schoolmates’ artistic expressions
	1. Displaying artwork in the classroom
* Give their artwork to others
1. Making cards
* Learn the mechanics of various art tools and supplies
	1. Tracing and cutting out pattern shapes
	2. Measuring with a ruler
* Study and apply artwork across the curriculum
* Be exposed to artwork of different cultures
* Learn various aspects of design
* Learn techniques in using various mediums
	1. Drawing
	2. Using oil pastels
	3. Drawing with chalk pastels
* Be exposed to the works of various artists
1. Drawing and painting Van Gogh’s sunflowers (from EMS teacher)
2. Viewing “Eric Carle: Picture Writer” as an introduction to artists and illustrations (from EMS teacher)
3. Study an artist

**ART 4**

Students will:

* Review and build upon previous learning of Line, Shape, Form, Space, Texture, Color, Light, Design, Symmetry
* Learn Art History and be exposed to art in other cultures
	1. Studying Art of the Middle Ages in Europe
* Noticing the religious nature of much of this art – Madonnas, illuminated manuscripts
* P. 12-13 *Great Artists*
	1. Exploring architecture in various cultures
* Features of Gothic architecture (spires, pointed arches, flying buttresses, rose windows, gargoyles, statues) and famous cathedrals (Notre Dame, for example)
* Features of Islamic architecture (domes, minarets) in Dome of the Rock, Jerusalem, Alhambra Palace, Spain, Taj Mahal, India
* Features of architecture in Thomas Jefferson’s Monticello, for the art of a New Nation (United States)
	1. Becoming familiar with examples of Chinese art
* Silk scrolls, calligraphy, porcelain
* Express their appreciation of God’s creation (Bible class)
* Appreciate schoolmates’ artistic expressions
	1. Displaying artwork in room
* Give their artwork to others
	1. Making cards for others
* Express themselves creatively
	1. Making Christmas cards
* Display their skills in art projects
	1. Exhibiting at Grandparent’s Day
* Learn techniques in using various mediums
	1. Doing crayon resist scene
	2. Cutting paper
	3. Using chalk

**ART 5**

Students will:

* Review and build upon previous learning of Line, Shape, Form, Space, Texture, Color, Light, Design, Symmetry
* Focus on perspective (see perspective in #1 below)
* Learn art history and be exposed to art in other cultures
	1. Exploring the Art of the Renaissance
* P. 14-25 *Great Artists* (Renaissance period, also listed in 6th grade)
* Seeing the emphasis on humanity and the natural world
* Noticing the influence of Greek and Roman art – classical subjects, balance and proportion
* Developing linear perspective - point of view of the viewer; lines converging toward the vanishing point, the horizon
* Observing art works in various genres – portrait, fresco, Madonna, sculpture (Leonardo da Vinci, p. 19-20 *Great Artists*, Michelangelo, p. 24-25 *Great Artists*, Raphael p. 23 *Great Artists*, Donatello, Durer p. 22 *Great Artists*, Jan van Eyck p.15 *Great Artists*)
* Features of architecture – the Florence Cathedral dome, St. Peter’s in Rome
	1. Look at art in 19th century United States
* Being familiar with the Hudson River School of landscape painting (Thomas Cole, Albert Bierstadt)
* Becoming familiar with genre paintings – George Caleb Bingham, William Sidney Mount
* Civil War photography – Matthew Brady
* Noticing prints by Currier and Ives
	1. Becoming familiar with art work of Japan
* Landscape gardens
* Express themselves creatively
1. Drawing and painting with various curriculum projects
* Display their skills in art projects
	1. Displaying work in classroom and on bulletin boards
	2. Exhibiting work at Grandparent’s Day
* Appreciate schoolmates’ artistic expressions
	1. Showing and talking about artwork to classmates
* Be exposed to the works of various artists
* Learn the mechanics of various art tools and supplies

* Learn various aspects of design
* Learn techniques in using various mediums

**ART 6**

Students will:

* Review and build upon previous learning of Line, Shape, Form, Space, Texture, Color, Light, Design, Symmetry
* Learn of periods and schools of art and find major characteristics of each period and school
	1. Using a timeline to situate the periods and schools
	2. Classical Art – the art of ancient Greece and Rome
* Characteristics – emphasis on balance and proportion; idealization of human form
	1. Gothic Art (ca. 12th-15th centuries)
* Review the religious inspiration and the features of Gothic cathedrals (from 4th grade art)
* P. 12-13 *Great Artists* (also in 4th grade)
	1. The Renaissance (ca. 1350-1600) (p. 16-25, also listed in 5th grade)
* Review features of Renaissance art - classical subjects and techniques, emphasis on humanity, use of perspective (perspective from 5th grade art)
	1. Baroque (ca. 17th century) p. 26-29 *Great Artists*
* Noting use of light and shade, turbulent compositions, vivid emotional expression
	1. Rococo (ca. mid-to late-1700’s)
* Seeing the decorative and pretty nature of this art – soft pastel colors, refined, sentimental, playful subjects
	1. Neoclassical (ca. late 18th-early 19th century)
* Noting characteristics – reaction against Baroque and Rococo in use of classical forms and subjects, believing in a high moral purpose of art, balanced, clearly made forms
	1. Romantic (ca. late 18th – 19th century) p. 31-33 *Great Artists*
* Seeing characteristics – reaction again neoclassicism; bold, emotional, expressive style; interest in exotic or powerful forces of nature
	1. Realism (ca. mid-to late- 19th century) p. 36 *Great Artists*
* Finding characteristics – art represents ordinary people and activities
* Display their skills in artwork
1. Displaying work in the hall and room
2. Exhibiting at Grandparent’s Day
* Enjoy God’s creation
* Incorporate art into curricular areas
* Develop creativity
* Participate in service projects
	1. Decorating Christmas cards for prison inmates
	2. Making valentine cards for missionaries

**ART 7**

Students will:

* Learn of periods and schools of art and find major characteristics of each period and school
	1. Using a timeline to situate the periods and schools
	2. Impressionism p. 38-45, 56 *Great Artists*
* Seeing characteristics – Claude Monet p. 39 *Great Artists*, Pierre Auguste Renoir p. 45 *Great Artists*, Edgar Degas p. 40-41 *Great Artists*, Mary Cassatt p. 44 *Great Artists*
	1. Post-impressionism p. 46-55, 58 *Great Artists*
* Finding characteristics – Paul Cezanne (still lifes) p. 48 *Great Artists*, Georges Seurat (pointillism) p. 54 *Great Artists*, Vincent van Gogh p. 46-47 *Great Artists*, Paul Gauguin p. 51 *Great Artists*
	+ 1. Painting a creative rendition of a famous artwork with acrylic paint and experiment with impasto technique to create texture, movement, rhythm, and balance
		2. Learning about Vincent Van Gogh
		3. Drawing still life forms with charcoal and practice both gesture and volume charcoal drawings
	1. Seeing Art Nouveau as a pervasive decorative style
	2. Expressionism p. 59, 60, 62, 63 *Great Artists* and abstraction p. 60, 64-67 *Great Artists*
* Seeing characteristics – Henri Matisse p. 58 *Great Artists*, Marc Chagall p. 76 *Great Artists*, early works of Pablo Picasso
* Cubism – Pablo Picasso p. 69-71 *Great Artists*, Marcel Duchamp p. 73 *Great Artists*
* Picasso after Cubism
* Surrealism p. 76-81 *Great Artists* – Salvador Dali p. 78 *Great Artists*
	+ 1. Draw an abstract scene based on lines using sharpie and colored pencil
		2. Learning about Wassily Kandinsky
	1. Modern American painting
	2. Looking at works – Edward Hopper, Andrew Wyeth p. 87 *Great Artists*, Georgia O’Keeffe p. 86 *Great Artists*
		1. Learning about Georgia O’Keeffe – painting watercolor flowers to produce repetition, emphasis, and unity
		2. Learning of regionalists, social realists, genre painters – Grant Wood, Diego Rivera p. 72 *Great Artists*, Norman Rockwell p. 85 *Great Artists*
* Appreciate schoolmates’ artistic expressions
* Express themselves creatively
* Be exposed to the works of various artists
* Learn and display skills of traditional and contemporary art
* Learn various aspects of design
* Learn techniques using various mediums
* Practice skills in sketching realistically through weekly homework

**ART 8**

Students will:

 Ongoing

* Learn of periods and schools of art and find major characteristics of each period and school
	1. Using a timeline to situate the periods and schools
	2. Painting since World War II
* Looking at artists and works – Jackson Pollack, abstract expressionism, p. 91, 93 *Great Artists*; Willem de Kooning, Andy Warhol, pop art, p. 103 *Great Artists*; Helen Frankenthaler
	1. Photography p. 88, 89 *Great Artists*
* Seeing characteristics – Ansel Adams, Henri Cartier-Bresson, Alfred Stieglitz
	1. 20th- Century Sculpture p. 98 *Great Artists*
* Finding characteristics – Auguste Rodin p. 50 *Great Artists*, Henry Moore p. 87 *Great Artists*, Louise Nevelson p. 95 *Great Artists*, Maya Lin
	1. Architecture since the Industrial Revolution
* Exploring demonstrations of metal structure – Eiffel Tower, Crystal Palace
* First skyscrapers “form follows function” – Chrysler Building, Empire State Building
* Frank Lloyd Wright p. 82 *Great Artists* – Fallingwater, Guggenheim Museum
* International style – Walter Gropius, Le Corbusier
* Express themselves creatively
* Appreciate schoolmates’ artistic expressions
* Be exposed to the works of various artists
* Learn and display skills of traditional and contemporary art
* Learn various aspects of design
* Learn techniques using various mediums

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*Discovering Great Artists,* by MaryAnn F. Kohl, Kim Solga, 1996, Bright Ring Publishing

Resource for Art works:

<http://www.conservapedia.com/Bible_Art_Gallery>

Scope and Sequence developed by Arlene Birt, using the Core Knowledge standards as a framework, based on the Ephrata Mennonite School Curriculum Guide, and with input from Joshua Good and Glendon Strickler (philosophy)