

K-12 Art Scope and Sequence

Wallingford Public Schools

All skills developed at each grade level are considered to be cumulative.

CONTENT STANDARD 1: Students will understand select and apply media, techniques and processes	
Kindergarten	<ul style="list-style-type: none"> ▪ Experiment with a variety of media, such as paint, glue, construction paper, markers, crayon ▪ Experiment with a variety of basic techniques, such as painting, cutting, gluing, drawing, tracing ▪ Experiment with to a variety of two-step processes, such as drawing, then painting, or cutting, then gluing ▪ Experiment with a variety of media, techniques and processes to communicate ideas, feelings, experiences and stories ▪ Experiment with art media and tools in a safe and responsible manner, such as scissors and glue
Grade 1 Grade 2 Grade 3 Grade 4 Grade 5	<ul style="list-style-type: none"> ▪ Use a wider variety of media, such as pastels, sculpting materials, mixed media ▪ Use a wider variety of techniques, such as mixing colors, folding, assembling ▪ Use a multi-step processes ▪ Use of media, techniques and processes to communicate ideas, feelings, experiences and stories ▪ Use new art media and tools in a safe and responsible manner ▪ Describe how different media, techniques and processes cause different effects and personal responses
6-8*	<ul style="list-style-type: none"> ▪ Select media, techniques and processes to communicate ideas, reflect on their choices, and analyze what makes them effective ▪ Improve the communication of their own ideas by effectively using art media, techniques and processes (2-dimensional, including media/technology) ▪ Use different media, techniques, and processes (2-dimensional and 3-dimensional, including media/technology) to communicate ideas, feelings experiences, and stories ▪ Use art media and tools in an appropriate, safe and responsible manner
9-12*	<ul style="list-style-type: none"> ▪ Apply media, techniques and processes with sufficient skill, confidence and sensitivity in order to convey their intentions ▪ Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes ▪ Communicate ideas effectively in at least one visual arts medium ▪ Use all art media and tools in an appropriate, safe and responsible manner

* Participation in grades 8-12 is on an elective basis only.

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CONTENT STANDARD 2: Students will understand and apply elements and organizational principles of art.	
Kindergarten	<ul style="list-style-type: none"> ▪ Use the elements of art and principles of design such as line, shape, color, pattern to communicate ideas and feelings
Grade 1 Grade 2	<ul style="list-style-type: none"> ▪ Expand the use of the elements of art and principles of design such as line, shape, color, pattern to communicate ideas and feelings ▪ Identify visual characteristics used to convey ideas in artwork
Grade 3 Grade 4 Grade 5	<ul style="list-style-type: none"> ▪ Identify the different ways visual characteristics are used to convey ideas ▪ Demonstrate the use of the elements of art and principles of design such as texture, value, space, proportion to communicate ideas and feelings ▪ Describe how different expressive features, and ways of organizing them, cause different responses
6-8*	<ul style="list-style-type: none"> ▪ Arrange visual characteristics into aesthetically pleasing compositions ▪ Reflect on the effects of arrangement of visual characteristics in their own and others' work, by oral critiques or written responses ▪ Use the elements of art and the principles of design to improve communication of their ideas
9-12*	<ul style="list-style-type: none"> ▪ Recognize all elements of art and principles of design in the media being studied in the art elective ▪ Analyze all elements of art and principles of design in the media being studied in the art elective ▪ Incorporate art elements and principles to generate multiple and effective solutions to visual art problems ▪ Evaluate different ways of using visual characteristics in order to convey ideas

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CONTENT STANDARD 3: Students will consider, select and apply a range of subject matter, symbols and ideas.	
Kindergarten	<ul style="list-style-type: none">▪ Discuss how artists get inspiration for artwork from varied sources, such as personal experiences, storytelling, imagination
Grade 1 Grade 2 Grade 3	<ul style="list-style-type: none">▪ Recognize that subject matter, symbols and ideas are used to communicate meaning
Grade 4 Grade 5	<ul style="list-style-type: none">▪ Explore a variety of sources for art content, such as environment, cultural and historical context▪ Select and use subject matter, symbols and ideas to communicate meaning
6-8*	<ul style="list-style-type: none">▪ Apply a variety of sources for art content, such as music, literature, poetry, cultural and historical context▪ Consider and compare the sources for subject matter, symbols and ideas in their own and others' work▪ Utilize technology as a resource
9-12*	<ul style="list-style-type: none">▪ Develop and revise ideas over a period of time▪ Use subject matter, symbols, ideas and themes that demonstrate knowledge of cultural and aesthetic values

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CONTENT STANDARD 4: Students will understand the visual arts in relation to history and cultures.	
Kindergarten Grade 1	<ul style="list-style-type: none">▪ Recognize that art work is made for different purposes
Grade 2	<ul style="list-style-type: none">▪ Recognize that the visual arts have a history and different cultural purposes and meanings
Grade 3 Grade 4 Grade 5	<ul style="list-style-type: none">▪ Identify specific works of art as belonging to particular styles, cultures, times and places▪ Create art work that demonstrates understanding of how history or culture can influence visual art
6-8*	<ul style="list-style-type: none">▪ Compare the characteristics and purposes of works of art representing various cultures, historical periods and artists▪ Recognize and identify artists and art objects by artist, style, and historical and cultural context▪ Demonstrate how time and place influence visual characteristics which give meaning and value to a work of art.
9-12*	<ul style="list-style-type: none">▪ Analyze and interpret artworks in terms of form, cultural and historical context, and purpose▪ Analyze common characteristics of visual arts among historical and cultural groups▪ Identify the historical, cultural, and aesthetic influences when apparent within their artwork

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CONTENT STANDARD 5: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.	
Kindergarten Grade 1	<ul style="list-style-type: none"> ▪ Identify various purposes for creating works of art ▪ Describe their personal responses to specific works of art using basic visual art language
Grade 2 Grade 3 Grade 4 Grade 5	<ul style="list-style-type: none"> ▪ Recognize that there are different responses to specific works of art ▪ Identify possible improvements in the process of creating their own work ▪ Use visual art language to describe artwork
6-8*	<ul style="list-style-type: none"> ▪ Compare and contrast purposes for creating works of art ▪ Describe and analyze artwork using visual art terminology ▪ Interpret student artwork, and artwork from various eras and cultures ▪ Using specific criteria, reflect on and evaluate the quality and effectiveness of their own and others' artwork
9-12*	<ul style="list-style-type: none"> ▪ Research and analyze historic meaning and purpose in varied works of art ▪ Defend personal interpretations using reasoned argument, through group or individual critiques ▪ Apply critical and aesthetic criteria to improve their own works of art

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CONTENT STANDARD 6: Students will make connections between the visual arts, other disciplines and daily life.

Kindergarten Grade 1	<ul style="list-style-type: none">▪ Recognize connections between the visual arts and other disciplines, such as math, music, and reading
Grade 2 Grade 3 Grade 4 Grade 5	<ul style="list-style-type: none">▪ Recognize how the visual arts are used in the world around us▪ Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
6-12*	<ul style="list-style-type: none">▪ Examine ways in which the art elements and principles of design and other disciplines are interrelated▪ Apply visual arts skills and understandings to solve problems common in daily life▪ Identify and research various careers that are available to artists

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