

SCOPE AND SEQUENCE CODED TO THE NATIONAL VISUAL ARTS STANDARDS

ABILITY AREAS	LOWER ELEMENTARY OR LEVEL 1	UPPER ELEMENTARY OR LEVEL 2	MIDDLE SCHOOL OR LEVEL 3	HIGH SCHOOL OR LEVEL 4
A. Personal Expression in Art Making	Students express ideas and feelings about their world when they make art. [Content Standards 1,2,3,5]	Students identify and draw upon a range of experiences to express personal meaning in their art making. [Content Standards 1,2,3,5]	Students identify subjects and themes that reflect their personal thoughts and give new directions to their art making. [Content Standards 1,2,3,5]	Students reflect on their life experiences and art works they have made in the past to give meaning and directions to their art making. [Content Standards 1,2,3,5]
B Sensory Perception for Art	Students examine the visual, tactile, spatial, and temporal elements in the world around them. Content Standards 1, 2, 3, 6	Students compare the relationships within the visual, tactile, spatial, and temporal elements in the natural and built environment. Content Standards 1, 2, 3, 6	Students articulate judgments about the impact of the visual, tactile, spatial, and temporal elements on their experience with the natural and built environment. Content Standards 1, 2, 3, 6	Students propose how changing the visual, tactile, spatial, and temporal elements might influence the way people experience the natural and built environment. Content Standards 1, 2, 3, 6
C Inquiries About Art	Students generate questions about artworks, art making, and art makers and identify sources for information. Content Standards 3, 5,	Students generate questions to guide their investigations about art as they search for information from artworks, experts, print and electronic publications, and other sources. Content Standards 3, 4, 5	Students generate questions about art from perspectives representing various fields of inquiry such as art history, art making, art criticism, aesthetics, anthropology, chemistry, etc. Students draw upon observations and interpretations of artworks to generate questions about artworks and the contexts in which they were produced and perceived. Content Standards 3, 4, 5, 6	Students plan a strategy to generate questions to seek information and lead to conclusions about artworks. Students draw upon observations, interpretations, and judgments of artworks to generate insightful questions about artworks, the contexts in which they were perceived, and their relevance to individuals and society. Content Standards 3, 4, 5, 6
D Encounters With Art	Students identify natural, hand-made, machinemade, and other objects, as well as original artworks and	Students compare the experience of viewing original artworks with the experience of viewing	Students describe their experience of viewing artworks in various physical environments and under	Students make choices and develop strategies for encountering and experiencing art. Content Standards 1, 2, 3, 4, 5

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	reproductions. Content Standards 1, 2, 3, 5	reproductions. Content Standards 1, 2, 3, 5	different circumstances. Content Standards 1, 2, 3, 4, 5	
E Ideas For Art Making	Students use observations of people, places, objects, and events as sources of ideas for their art making	Students consider purposes of art such as communicating, persuading, recording, celebrating, embellishing, and designing in developing ideas for their art making Content Standards 1, 2, 3, 4, 5, 6 Sample Assignments	Students draw up personal and cultural values and concerns as subjects and themes for their art making. Content Standards 3, 4, 5, 6	Students critically examine trends in their choices of ideas for art making as a basis for future work. 3, 5
F Organization of Visual Elements in Art Making	Students manipulate and explore the expressive potential of different combinations and arrangements of visual elements. Content Standards 1, 2, 3, 5	Students develop a plan to organize visual elements for expressive purposes as they make art. Content Standards 1, 2, 3, 5	Students develop alternative plans for organizing visual elements for expressive purposes and refine their ideas as they make art. Content Standards 1, 2, 3, 5	Students select and apply combinations of visual elements and organizing principles to achieve their expressive purposes in art making. Content Standards 1, 2, 3, 5
G Flexibility in Art Making	Students use both spontaneous and deliberate approaches in their art making. Content Standards 1, 2, 3, 5	Students demonstrate flexibility when faced with unexpected changes in their art making and make adjustments when appropriate. Content Standards 1, 2, 3, 5	Students readily apply combinations of spontaneous and deliberate approaches to achieve expressive aims in their art making. Content Standards 1, 2, 3, 5	Students set, pursue, and readily adjust their art making goals by recognizing and judging new possibilities as they emerge.
H Materials and Technologies in Art Making	Students demonstrate the appropriate and safe use of a variety of art materials and technologies. Content Standards 1, 6	Students pursue control and safe use of a variety of art materials and technologies in their art making. Content Standards 1, 6	Students plan and organize art making materials, technologies and work space in a safe, efficient, and effective way to make their art. Content Standards 1.6	Students demonstrate a comprehensive understanding and usage of art making materials and technologies. Students develop innovative ways to exploit the potential of materials and technologies. Content Standards 1, 6
I Presentation and Critique in Art Making	Students use simple techniques for collecting, displaying, exhibiting,	Students select, present, and evaluate their artworks using	Students set personal and group goals for collecting, presenting, preserving, and	Students plan, prepare, and reflect on presentations of their artworks to demonstrate

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	preserving, and evaluating their artworks. Content Standards 1, 5, 6	established criteria. Content Standards 1, 5, 6	assessing their artworks. Content Standards 1, 5, 6	personal growth and guide future directions. Content Standards 1, 5, 6
J Art Maker's Roles and Influences	Students identify what art makers do, such as get ideas, make decisions, work with materials, and decide when their work is finished. Content Standards 1, 2, 3, 4, 5, 6	Students compare the roles of art makers in different cultures and times. Content Standards 1, 2, 3, 4, 5, 6	Students describe the ways art makers have been influenced by their contemporaries. Content Standards 1, 2, 3, 4, 5, 6	Students identify the effects of earlier artwork, art training, patronage, etc. on the work of selected art makers from various times and cultures. Content Standards 1, 2, 3, 4, 5, 6
K Historical and Cultural Contexts of Art	Students describe life in different geographic regions and at different times where and when art has been made. Content Standards 3, 4, 5, 6	Students explain how the natural environment has affected how people make and understand art. Students give examples of purposes that art serves in different cultures and times. Content Standards 3, 4, 5, 6	Students investigate art-related ideas, values, and activities within selected cultures and times. Students compare multiple, overlapping art-related values and activities within one culture. Content Standards 3, 4, 5, 6	Students identify cultures that do not formally distinguish art-related values and activities from the culture at large. Content Standards 3, 4, 5, 6
L Historical and Cultural Understanding of Art Works	Students look for meaning in artworks from various times and places. Content Standards 1, 2, 3, 4, 5, 6	Students describe how the intended viewer, patron, or user of an artwork might understand and appreciate a particular artwork. Students seek information about the intentions of people who have made art in other times and cultures. Content Standards 1, 2, 3, 4, 5, 6	Students give examples of how artworks can reflect or challenge dominant tastes and values of a culture. Students construct interpretations that are appropriate for the cultural-historical context in which artworks were made. Students give examples of how a culture's artworks have been influenced by contact with another culture. Content Standards 1, 2, 3, 4, 5, 6	Students explain how artworks have had an impact on the cultures in which they were made. Students analyze social and cultural influences on their own perception and understanding of artworks from various times and cultures. Students discuss how the meaning and value of an object or artwork can change when it is moved from one culture to another or viewed at a later time. Content Standards 1, 2, 3, 4, 5, 6

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M Styles, Influences and Themes in Art	Students describe and categorize many artworks from various times and places by considering subject matter, visual elements, materials, and art forms. Content Standards 1, 2, 3, 4, 5, 6	Students describe individual, cultural, and historical styles in art. Content Standards 1, 2, 3, 4, 5, 6	Students explain how art makers have been influenced by the art of their predecessors. Contents Standards 1, 2, 3, 4, 5, 6	Students identify major human concerns or recurring themes that have been addressed in art across cultures and through time. Content Standards 1, 2, 3, 4, 5, 6
N Interpretations of Art Works	Students communicate their ideas about their own and others art work. Content Standards 5, 6	Students communicate interpretations of artworks supported with reasons. Content Standards 5, 6	Students communicate interpretations of artworks, supported by what they see (visual elements, organization, use of media), and relevant contextual information, and their own experiences and points of view. Content Standards 1, 2, 3, 4, 5, 6	Students communicate well-supported and persuasive interpretations of artworks, showing a point of view and consistent attention to audience. Content Standards 1, 2, 3, 4, 5, 6 Sample Assignments
O Art and Community	Students give examples of art they see in their own homes and communities. Content Standards 3, 4, 5, 6	Students identify what people do with art in their homes and communities, such as make it, collect it, use it, buy it, sell it, trade it, study it, interpret it, display it, etc. Content Standards 3, 4, 5, 6	Students describe ways to participate in the art-related activities of their community. Students express informed, reflective views on current events in the arts. Content Standards 3, 4, 5, 6.	Students describe how art skills can be applied to a variety of careers. Students articulate a principle of artistic freedom and its significance in a democratic society. Students describe how art-related values and activities within cultures have included or excluded certain social groups and forms of art making based on such factors as racial and gender discrimination. Content Standards 3, 4, 5, 6.

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P Judgments in Art	Students identify differences between initial impressions and informed responses. Content Standard 5.	Students recognize interpretations that are well supported. Students identify what they believe makes some artworks better than others. Content Standard 5.	Students judge the plausibility of interpretations offered by themselves and others. Students generate and apply criteria for judging the merit and significance of artworks. Content Standard 5	Students judge the plausibility and persuasiveness of interpretations offered by themselves and others.
Q Issues and Viewpoints	Students form and support opinions about art—what art is who makes it, and why it is important. Content Standard 5 Sample Assignments	Students compare their opinions about philosophical topics and issues associated with art with those of their peers. Content Standard 5	Students articulate multiple viewpoints about philosophical issues associated with art. Content Standard 5	Students compare and contrast characteristics of various theories of art. Students express and explain a definition or concept of art. Content Standard 5
R Valuing Art	Students describe what they like and think is important about art. Content Standards 3, 4	Students compare their values about art with those of others in their community as well as in different cultures and times. Content Standards 3, 4, 5	Students identify a variety of ways people value art and describe possible consequences of those values. Content Standards 3, 4, 5	Students explain how choices in their lives have been influenced by the way they value art. Content Standards 3, 5