## ELEMENTARY ART EDUCATION CURRICULUM

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Elementary Curriculum Committee
For Art Education K – 5
2005 – 2011

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All elementary art teachers had numerous opportunities to respond to drafts.
## Elementary Art Education Textbooks

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<thead>
<tr>
<th>Title</th>
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<tr>
<td>Big Book</td>
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| Art Connections – *Level 3-5*              | SRA/McGraw-Hill        | 2005      |
| Teacher’s Edition                          |                        |           |
| E-Presentation                            |                        |           |
| Large Prints                               |                        |           |
| Home & After-School Connections            |                        |           |
| Assessment & Test Prep                     |                        |           |
| Reading & Writing Practice                 |                        |           |
Philosophical Foundations for Art Education
In Fulton County Schools

Philosophy

Art Education in Fulton County Schools integrates the study of art history, art criticism, aesthetics, and art production. As a subject in our schools, art education is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student.

The well-educated person is conversant with a breadth of ideas about –
- functions and styles of art in a wide range of cultures and societies
- influences, impact, and relationships of art to events and the human condition throughout history
- purposes, functions, and theories of art and artists in society
- knowledge, application and use of a variety of art media, skills, techniques, and processes.

The study of art provides major opportunities to nourish high level thinking. When well taught, skills associated with artistic thinking include the ability to see clearly, analyze, reflect, make judgments, forge connections among ideas and information, and generate new ideas from diverse sources.

Additional issues are integrated fully and/or accommodated in art education curriculum:

- **Cultural diversity:** Art images, objects, processes, and purposes are embedded within contexts and cultures across space and time.

- **Interdisciplinary connections:** Art teachers seek out opportunities to work with other teachers to integrate a variety of curriculum content into art and art content into curriculum.

- **Technology:** As a burgeoning career field, creative use of technology requires high level thinking of the kind associated with artistic endeavor. Because today’s world depends upon being able to, with a discriminating eye, “read,” interpret, consume, and (often) produce technologically rendered visual imagery, technology and art will become increasingly critical to success in the work force of the 21st century.

- **Reading and Writing, K – 12:** Writing-Across-Curriculum and Reading-Across-Curriculum are fundamental to art education in Fulton County Schools at all levels. Art criticism and aesthetics, in particular, provide rich opportunities to reinforce writing, reading, and oral presentation. Art Criticism and aesthetics necessarily involve speculation and reflection as students develop an ability to form convincing, persuasive, predictive, and well supported propositions, positions, and judgments. A premise for art education: The four reading strategies (predict-visualize-connect-question) can be applied to reading visual text as well as verbal text about art.

- **Adaptive Art:** Most students with exceptionalities and special needs are accommodated in regular art classes, K-12. Adaptive Art specialists, however, serve certain self-contained special education classes, special needs kindergarten,
special needs pre-school, and serve as a resource to teachers as time allows. Adaptive art services are also available in special education centers.

- **Character Education in Art Education**: Art Education provides an abundance of instructional opportunities to model and enhance understanding of character traits. Exploring the artistic heritage of many cultures across space and time, analyzing qualities and features of art, thinking about and making informed judgments about art, creating art, and connecting understandings among subjects all call upon responsible and informed practice of the traits of good character. These processes require a strong respect for self, a strong respect for others, and understanding of traits associated with citizenship.

- **Assessment, K – 12**: Assessment is integral and essential to the teaching and learning of art. Assessments must be aligned with the content of objectives at the various cognitive levels at which they are specified. Measures to assess progress may include quizzes, tests, notebooks, journals, sketchbooks, portfolios, rubrics, self-evaluations, presentations, demonstrations, and teacher observations.

- Elementary: Students receive both a subject grade and a conduct grade. At this level we do not grade children's artwork; we grade children's art learning.

- Middle and high school: Students are graded on the learning of art content and knowledge, as well as the art work produced as a result of such instruction.

All art education curricula, K-12, inclusive of technology, reading/writing, and assessment, are guided by and aligned with the following **GOALS FOR ART EDUCATION**:

Goals for curriculum, instruction, and assessment in art draw their content from the **four foundational disciplines of art** and align with **National Standards for Visual Arts Education**:

1. **ART PRODUCTION** *(the making of art)*
   Making art is a major part of curriculum and instruction for art education; however, hands-on activities are placed into a broad context by an approach that integrates all four disciplines, as well as interdisciplinary connections. Artwork produced in this kind of “environment” tends to be informed, content grounded, and purposeful.

2. **ART HISTORY** *(exploration of the artistic heritage of many cultures)*
   Study of art works, styles, and movements provide historical and cultural contexts for understanding art as a vital and significant aspect of the achievements of humankind. Students learn to see and value connections among art and events across space, time, and cultures.

3. **ART CRITICISM** *(analysis of qualities and features of art)*
   Students learn the language of art, how to critique art, and how to support and defend preferences as informed reasons, rather than opinions. Expressing ideas, reasoning articulately – both verbally and in writing – is essential to processes of art criticism.
4. **AESTHETICS** *(thinking about art and making informed judgments about art)* Objectives and strategies tailored to appropriate developmental levels help students think about and respond to aesthetics questions (for which there are rarely “right” answers). Students learn to understand, appreciate, and generate their own ideas about art, culture, and the human condition. They learn to select and use evidence, justify, defend, and present a persuasive case for their views. Students also learn how people justify judgments about art by applying appropriate criteria to determine the intent of an artwork as representational (realistic), structural (formal) or expressive (emotional).
CONTENT AREA: Art Education
GRADE/LEVEL: K, 1, 2, 3, 4, 5

MASTER LIST OF STANDARDS AND ELEMENTS: Fulton County standards and elements for the course
- Standards are aligned to National Visual Art Standards [listed in brackets]
- Elements are aligned to Georgia QCC standards [listed in brackets]
Elements focus on application, analysis, synthesis, and evaluation

INSTRUCTIONAL RESOURCES: Specifies textbook, text materials, resources for the grade.

UNITS: Each grade is divided into five units. Unit topic are consistent from grade to grade with the expectation that students will develop breadth and depth of understanding each year.

PACING: Approximate time frame for the unit.

SUGGESTED INSTRUCTIONAL STRATEGIES: (strategies, as differentiated from activities)
Suggestions for ways or the kinds of approaches to teach the standards and elements.

SUGGESTED ASSESSMENTS: Possible assessment approaches - unit tests, sketchbook assignments, portfolio content, journal entries, rubrics, self-evaluation, or other forms of assessment. Text series, SRA Art Connections: Assessments and Test Preparation book, has examples of assessments.
National Standards for Arts Education (1994) fulfill two fundamental purposes:
1. to help define what a good education in the arts should provide, and
2. to provide for states and school systems the basis on which to take a stand for rigor in arts education, informed by clear intent.

The guiding principles that follow are excerpted from the National Standards document for the purpose of providing an overarching framework to focus the work of art education curriculum writers at all levels.

A. What students should know and be able to do in the Arts

- They should be able to communicate at a basic level in the four arts disciplines—dance, music, theatre, and the visual arts,
- They should be able to communicate proficiently in at least one art form,
- They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods,
- They should be able to relate various types of arts knowledge and skills within and across the arts disciplines.

B. Education in the arts benefits society - the arts provide powerful tools for –

- understanding human experience, both past and present,
- learning to adapt to and respect others’ ways of thinking, working and expressing,
- learning artistic modes of problem solving, drawing on expressive, analytical, and developmental tools,
- understanding influences of the arts - their power to create and reflect cultures, their impact on the design of all we use in daily life, and the interdependence of work in the arts with broader worlds of ideas and action,
- making decisions in situations where there are no standard answers,
- analyzing nonverbal communication and making informed judgments about cultural products and issues,
- communicating thoughts and feelings in a variety of modes, giving a vastly more powerful repertoire of self-expression.
C. The arts are important to life and learning

- The arts have both intrinsic and instrumental value; they have worth in and of themselves.
- The arts play a valued role in creating cultures and building civilizations.
- The arts are a way of knowing.
- The arts have value and significance for daily life.
- Lifelong participation in the arts is a valuable part of a life fully lived and should be cultivated.
- Appreciating the arts means understanding interactions among various professions and roles involved in creating, performing, studying, teaching, presenting, and supporting the arts.
- Modes of thinking and methods of arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.
- Attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, can transfer to the rest of life.
- The arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.
- Each person has a responsibility for advancing civilization itself. The arts encourage taking this responsibility and provide skills and perspectives for doing so.

D. The National Standards speak to quality and accountability - they insist that –

- Arts education is a sequenced and comprehensive enterprise of learning, ensuring that basic arts literacy is a consequence of education in the United States.
- Instruction in the arts takes on a hands-on orientation (i.e., students are continually involved in the work, practice, and study required for effective and creative engagement).
- Students learn about diverse cultural and historical heritages of the arts.
- Arts education can lead to interdisciplinary study, involving authentic connections among and across the arts and other disciplines.
- The transforming power of technology is a force not only in the economy but in the arts as well. Intellectual methods of the arts are precisely those used to transform scientific discovery into technology.
- As a pedagogical focus, development of the problem-solving and higher-order thinking skills necessary for success in life and work is taken seriously.
About the Quality Core Curriculum for Elementary School . . .

Georgia Quality Core Standards in visual art are available on the Georgia Department of Education Website, http://www.doe.k12.ga.us.

The following is from the Georgia Department of Education Quality Core Curriculum.

**Introduction to Visual Arts**

**Quality Core Curriculum**

**Elementary School Art**

At the elementary level, the visual arts program is designed to build concepts, skills, knowledge, and aesthetic awareness corresponding to the development and maturation of the young child. The curriculum builds observation skills and encourages exploration of imagination. The student learns to make choices that enhance communication of his or her ideas. Students learn to coordinate their hands and minds in explorations through the manipulation of various tools, processes, and media. New techniques, approaches, and habits for applying knowledge and skills are developed. Cognitively, students develop a sense of history, including an ability to value art created by different cultures. Through critical analysis of their own work and that of other artists, students learn to interpret the meaning of artwork and to judge its purpose and value. Exposing students to technology will give them the opportunity to synthesize art skills and problem-solving skills with technological advances. At this level students begin to understand the meaning and impact of the visual world in which they live.

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## Kindergarten Art Education

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<tr>
<th>ART CRITICISM</th>
<th>ART PRODUCTION</th>
<th>ART HISTORY</th>
<th>AESTHETICS</th>
<th>READING / WRITING &amp; ART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize subject, theme, and main idea of artists’ works from diverse cultures (K.12)</td>
<td>Create artwork from: Concepts and ideas from other curriculum areas visualization, imagination, observation (K.1, K.5)</td>
<td>Recognize selected western and non-western artworks, artists, styles (at least 3 major artists) (K.16)</td>
<td>What is art? Who is an artist? (K.15)</td>
<td>Vocabulary Development: Art terms to talk about artworks; print own name and teacher selected art words</td>
</tr>
<tr>
<td>Pose questions about and gather information from art work</td>
<td>Consciously use elements and principles listed at left in drawings, paintings, pottery, sculpture, prints, fiber arts, mixed media (K.2)</td>
<td>Clues in artwork that determine time and place (K.17)</td>
<td>Preference for one artwork over another and offer reasons (K.14)</td>
<td>Follow two-part oral directions</td>
</tr>
<tr>
<td>Read meaning in artworks</td>
<td>Include: variety of traditional media; clay: pinch construction, textured slab (K.2, K.3)</td>
<td>Habits of mind:</td>
<td>Explain feelings and ideas “read” in art work</td>
<td>Link art terms and production with math, language arts, social studies, science curriculum</td>
</tr>
<tr>
<td>Recognize and use art vocabulary to discuss formal qualities (elements and principles) in artworks and nature; (K.11, K.13)</td>
<td>Proper care and safe use of materials and tools (K.4)</td>
<td>Visualization, observation skills</td>
<td>“Read” art just as we read text - uses the same kind of processes just with different symbols; interpretation (comprehension)-pictures tell a story (characters, events); sequencing-before and after art image; connect life experiences to artwork; retell important information in own words</td>
<td>“Read” art just as we read text - uses the same kind of processes just with different symbols; interpretation (comprehension)-pictures tell a story (characters, events); sequencing-before and after art image; connect life experiences to artwork; retell important information in own words</td>
</tr>
<tr>
<td>Color: names colors (primary, secondary, neutral) (K.6)</td>
<td>Line characteristics: straight, curved, thick, thin, broken, vertical, horizontal, diagonal, wavy, zigzag, scalloped, spiral (K.7)</td>
<td>Shape: circle, square, triangle, rectangle, organic (free-form) (K.8)</td>
<td>How is art? Who is an artist? (K.15)</td>
<td>Connect visualization as part of the art making process to visualization in reading and writing</td>
</tr>
<tr>
<td>Value: dark/light color</td>
<td>Texture: smooth, rough (K.10)</td>
<td>Form: sphere, cube, pyramid, cone, cylinder (K.9)</td>
<td>Preference for one artwork over another and offer reasons (K.14)</td>
<td>Natural connections /extensions of each art unit with math, language arts, science, social studies</td>
</tr>
<tr>
<td>Text: smooth, rough (K.10)</td>
<td>Space: beside/overlapping, above/below, close/far, left/right, top/bottom, side/center, front/back, over/under</td>
<td>Pattern: identify, create, extend pattern</td>
<td>Explain feelings and ideas “read” in art work</td>
<td>Natural connections /extensions of each art unit with math, language arts, science, social studies</td>
</tr>
<tr>
<td><strong>Vocabulary Development: Art terms to talk about artworks; print own name and teacher selected art words</strong></td>
<td><strong>Follow two-part oral directions</strong></td>
<td><strong>Link art terms and production with math, language arts, social studies, science curriculum</strong></td>
<td></td>
<td><strong>“Read” art just as we read text - uses the same kind of processes just with different symbols; interpretation (comprehension)-pictures tell a story (characters, events); sequencing-before and after art image; connect life experiences to artwork; retell important information in own words</strong></td>
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### Grade 1 Art Education

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<th>AESTHETICS</th>
<th>READING / WRITING &amp; ART</th>
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</thead>
<tbody>
<tr>
<td>Read meaning in artworks (1.19)</td>
<td>Create artwork inspired by: Imagination, environment, concepts from other curriculum areas, visualization, careful observation (1.4)</td>
<td>Who makes art? Artists’ roles in the community such as architects, landscape architects, product designers (1.21)</td>
<td>How art is different from other things (1.18)</td>
<td>Use new art words in oral and written language</td>
</tr>
<tr>
<td>Main idea in artworks from diverse cultures (1.20)</td>
<td>Consciously use elements and principles listed at left in drawings, paintings, pottery, sculpture, prints, fiber arts, mixed media (1.2)</td>
<td>Subjects and themes of artworks from different cultures, play, celebrations, communities, nature (1.20)</td>
<td>Distinguish between natural, manmade, and art objects -aesthetic qualities in all (1.15)</td>
<td>Follow three-part oral directions</td>
</tr>
<tr>
<td>Similarities and differences in pairs of artworks (1.16)</td>
<td>Include: variety of traditional media; clay: modeling, pinch construction (1.3)</td>
<td>Recognize and associate selected artists with their artworks (at least 3 major artists) (1.22)</td>
<td>Feelings about art and artworks - recognize emotions communicated and analyze how they are communicated (1.17)</td>
<td>Link art terms and production with math, science, language arts, social studies, curriculum</td>
</tr>
<tr>
<td>Recognize and use art vocabulary to discuss formal qualities (elements and principles) in personal and famous artworks:</td>
<td>Proper care and safe use of materials and tools (1.5)</td>
<td>Habits of mind:</td>
<td>Art in everyday life – Why do people make art?</td>
<td>“Read” art as we read text - uses the same kind of processes just with different symbols; interpretation(comprehension)-pictures tell a story (characters, events); sequencing-before and after art image; connect life experiences to artwork; retell important information in own words</td>
</tr>
<tr>
<td><strong>Color:</strong> primary, secondary, neutral, tint/shade, warm/cool (1.1, 1.7)</td>
<td>Habits of mind:</td>
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<td></td>
<td>Connect visualization as part of the art making process to visualization in reading and writing</td>
</tr>
<tr>
<td><strong>Texture:</strong> actual/implied (1.12)</td>
<td>Visualization skills; Observation skills</td>
<td></td>
<td></td>
<td>Natural connections /extensions of each art unit with math, language arts, science, social studies</td>
</tr>
<tr>
<td><strong>Line:</strong> outline, edges of shape, identify line types and how they convey feeling (1.8)</td>
<td>Care in craftsmanship (whole is larger than the parts)</td>
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</tr>
<tr>
<td><strong>Shape:</strong> geometric (triangle, pentagon, hexagon) / organic (1.9, 1.10)</td>
<td>Self-evaluation: a) understanding learning goals for each art work, b) self-evaluating when the goals are reached</td>
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<tr>
<td><strong>Form:</strong> 3-D; sphere, cube, pyramid, cone, cylinder (1.10)</td>
<td>Evaluate work in progress and adjust as necessary</td>
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<tr>
<td><strong>Space:</strong> overlapping; horizon line, positive/negative (1.13, 1.11)</td>
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<tr>
<td><strong>Pattern:</strong> repetition of color, line, shape, texture, create, extend pattern; in art, music, dance, math, poetry (1.14, 1.6)</td>
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<tr>
<td><strong>Balance:</strong> symmetrical /asymmetrical</td>
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<tr>
<td><strong>Emphasis:</strong> size, detail (small and interesting parts of the work)</td>
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SCOPE & SEQUENCE – ELEMENTARY ART EDUCATION
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<tr>
<th><strong>ART CRITICISM</strong></th>
<th><strong>ART PRODUCTION</strong></th>
<th><strong>ART HISTORY</strong></th>
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<th><strong>READING / WRITING &amp; ART</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read artworks: expressive qualities in artworks and personal interpretations (2.16)</td>
<td>Create artwork from: close observation of familiar objects (realism), visualization, concepts and ideas from other curriculum areas (2.4, 2.7)</td>
<td>Functional art and functions of art in cultures related to social studies curriculum (2.19)</td>
<td>Where do ideas for artworks come from?</td>
<td>Uses new art words in oral and written sentences related to own or other’s art</td>
</tr>
<tr>
<td>Compare and contrast artworks with same subject and different feelings (2.15)</td>
<td>Elements and principles listed under Art Criticism in drawings, paintings, pottery, sculpture, prints, fiber arts, mixed media (2.3)</td>
<td>How culture and environment provide inspiration for creating artworks (2.6)</td>
<td>Art in everyday life</td>
<td>“Read” art as we read text - uses the same kind of processes just with different symbols; interpretation (comprehension)-pictures tell a story (characters, events); sequencing-before and after art image; connect life experiences to artwork; retell important information in own words</td>
</tr>
<tr>
<td>Recognize and use art vocabulary to discuss formal qualities (elements and principles) in personal and famous artworks:</td>
<td>Include: variety of traditional media; Paint: tints and shades (2.1) clay: coil construction (2.2)</td>
<td>Discuss uses of symbols &amp; cultural icons in artwork (2.20)</td>
<td>Why do people make art? Artists in our communities?</td>
<td>Connect visualization as part of the art making process to visualization in reading and writing</td>
</tr>
<tr>
<td><strong>Color:</strong> primary, secondary, neutral, warm/cool (2.8)</td>
<td>Proper care and safe use of materials and tools (2.5)</td>
<td>Proper care and safe use of materials and tools (2.5)</td>
<td>In past societies? (2.18)</td>
<td>Natural connections/extensions of each art unit with math, language arts, science, social studies</td>
</tr>
<tr>
<td><strong>Value:</strong> tints / shades (2.1, 2.9)</td>
<td><strong>Habits of mind:</strong></td>
<td>Explain preference for artworks using art vocabulary</td>
<td>Explain preference for artworks using art vocabulary</td>
<td>Journals/Sketchbooks</td>
</tr>
<tr>
<td><strong>Texture:</strong> actual (real)/implied</td>
<td>Observation and visualization skills</td>
<td>**Compare own definition of art with other’s definitions (2.17)</td>
<td>Connect visualization as part of the art making process to visualization in reading and writing</td>
<td></td>
</tr>
<tr>
<td><strong>Line:</strong> horizontal, vertical, diagonal and feelings they convey (2.10)</td>
<td>Care in craftsmanship (whole is larger than the parts)</td>
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</tr>
<tr>
<td><strong>Shape:</strong> geometric (triangle, pentagon, hexagon) / organic</td>
<td>Self-evaluation: a) understanding learning goals for each art work, b) self-evaluating when the goals are reached</td>
<td></td>
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<tr>
<td><strong>Form:</strong> 3-D; sphere, cube, pyramid, cone, cylinder</td>
<td>Evaluate work in progress and adjust as necessary</td>
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<td></td>
</tr>
<tr>
<td><strong>Space:</strong> overlapping; size, placement, foreground, middle ground, background, horizon line, positive/negative (2.11, 2.12)</td>
<td><strong>Balance:</strong> symmetrical / asymmetrical / radial (2.13)</td>
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</tr>
<tr>
<td><strong>Repetition:</strong> to create unity; to create pattern in art, music, dance, mathematics, and poetry</td>
<td><strong>Movement:</strong> to create rhythm (2.14)</td>
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<tr>
<td>**Uses new art words in oral and written sentences related to own or other’s art”</td>
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<th>AESTHETICS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Read artworks: Expressive qualities in artworks and personal interpretations. Compare and contrast artworks with same subject matter, different feelings; different subject matter - similar feelings. Identify and discuss meaning communicated through:</td>
<td>Create artwork from: Concepts and topics from other curriculum areas, careful observation, visualization (3.7). Elements and principles listed at left in drawings, paintings, pottery, sculpture, prints, fiber arts, mixed media (3.2, 3.4). Include: Variety of traditional media (3.5); Sculpture: construction (additive), and modeling (subtractive) (3.1); clay: coil construction Digital media. Proper care and safe use of art materials and tools (3.6).</td>
<td>Art as historical record – explain work as characteristic of historical period in which it was produced (3.19). Places selected artworks in chronological order based on clues in the artwork (3.20). Recognize and associate selected artists and cultures with their artworks (at least 3 major artists) (3.18). Influences of technology on art (ex. photography, advertising, architecture, popular culture) (3.21).</td>
<td>Original artworks vs. reproductions (3.15). Purposes and functions of art in today’s world and past cultures: functional art (3.16). Relationship between beauty and function in art from current and past cultures. Criteria for valuing art vary from culture to culture and person to person – discusses other individuals reason for preference in artwork (3.17). Formulates and defends interpretations of artworks.</td>
<td>Use new art words in paragraphs related to own or other’s art. “Read” artwork as visual text: Identify and infer main idea and supporting details in artwork; generate questions about characters, setting to improve interpretation; distinguish fact from opinion; make inferences about setting, characters, events and support with evidence from artwork; observe explicit facts and infer implicit facts; make connections between art and personal experiences; recognize artist’s purpose; Summarize artwork content / meaning. Natural connections/extensions of each art unit with math, language arts, science, social studies. Journals/Sketchbooks.</td>
</tr>
<tr>
<td><strong>Color:</strong> intermediate, complementary, analogous, warm/cool (3.4, 3.8). Value: tint/shade, darkness / lightness (3.4.3.9). <strong>Line:</strong> expressive, descriptive, directional (3.4.3.10). <strong>Shape:</strong> geometric / organic. <strong>Form:</strong> 3-D; sphere, cube, pyramid, cone, cylinder. <strong>Texture:</strong> visual (implied) and tactile (actual) in 2-D and 3-D art (3.3.3.11). <strong>Space:</strong> foreground, middle ground, background; use of negative space; overlapping, size variation, placement in picture plane, more/less detail, bright/dull color (3.4.3.12). <strong>Habits of mind:</strong> Observation and visualization skills. Problems have more than one solution. Care in craftsmanship (whole is larger than the parts). Self-evaluation: a) understanding learning goals for each art work, b) self-evaluating when the goals are reached. Evaluate work in progress and adjust as necessary.</td>
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## Grade 4 Art Education

<table>
<thead>
<tr>
<th>ART CRITICISM</th>
<th>ART PRODUCTION</th>
<th>ART HISTORY</th>
<th>AESTHETICS</th>
<th>READING / WRITING &amp; ART</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare and contrast</strong> pairs of artworks, include representational, abstract and nonobjective art</td>
<td><strong>Inspired by:</strong> themes/ideas of art from the past; current life and world, research of regional history (4.6, 4.9)</td>
<td><strong>Visual clues about artworks:</strong> matches description of culture with artwork representative of that culture; accurate statements about functions (purposes) of particular artworks and the culture that produced them (4.20, 4.21)</td>
<td><strong>How personal experiences influence response to and preferences for art; develop and apply criteria for personal decisions about artwork</strong> (4.18)</td>
<td><strong>Adjust writing about art for purpose and audience; capture feeling in artwork in words</strong></td>
</tr>
<tr>
<td><strong>Support interpretations with clues from artwork</strong></td>
<td><strong>Drawing:</strong> from observation - contour line, value to model form, abstraction based on observation; movement/gesture; thumbnail sketches to document thinking and plan work (4.12)</td>
<td><strong>Relationships between artists and their cultures (geographic, political, religious, economic)</strong> (4.22)</td>
<td><strong>Theories of art:</strong> Does the intent of the artwork seem to be to imitate? (Realism)</td>
<td><strong>Similarity between planning and revising artwork and the writing process – develop, evaluate, revise</strong></td>
</tr>
<tr>
<td><strong>Identify and discuss meaning communicated through:</strong></td>
<td><strong>Point of view</strong> (close-up, far away, below, above) in own artwork (4.3, 4.17)</td>
<td><strong>Cultural diversity in contemporary artworks</strong></td>
<td><strong>Is the artwork primarily concerned with design or composition? (/Formalism)</strong></td>
<td>“‘Read’ artwork as visual text: Identify and infer main idea and supporting details in artwork; generate questions about characters, setting to improve interpretation; distinguish fact from opinion; make inferences about setting, characters, events and support with evidence from artwork; observe explicit facts and infer implicit facts; make connections between art and personal experiences; recognize artist’s purpose; Summarize artwork content / meaning**</td>
</tr>
<tr>
<td><strong>Color:</strong> color properties (hue, value, intensity), color schemes (analogous, monochromatic, complementary, neutrals) (4.1, 4.2, 4.10, 4.11)</td>
<td><strong>Elements and principles listed at left in own artwork (4.5)</strong></td>
<td><strong>Recognize selected famous artworks, artists and styles (at least 3 major artists)</strong></td>
<td><strong>Is the work trying to express a feeling or emotion? (Expressionism)</strong> (4.19)</td>
<td><strong>Read about art for understanding; facts and implied meaning; distinguish between fact and opinion</strong></td>
</tr>
<tr>
<td><strong>Value:</strong> to model form, create contrast (4.4, 4.12)</td>
<td><strong>Include:</strong> (4.6) Variety of traditional media; Sculpture: construction (additive), and modeling (subtractive)</td>
<td><strong>Categorize by subject matter: narrative, portrait, still-life, seascape, cityscape, etc. (4.16)</strong></td>
<td><strong>Natural connections/extensions with math, language arts, science, social studies</strong></td>
<td><strong>Journals/Sketchbooks</strong></td>
</tr>
<tr>
<td><strong>Line:</strong> contour, expressive, descriptive, directional</td>
<td><strong>Texture:</strong> visual (implied) and tactile (actual) in 2-D and 3-D art</td>
<td><strong>Proper care and safe use of materials and tools (4.8)</strong></td>
<td><strong>Self-evaluation:</strong> a) understanding learning goals for each art work, b) recognize when goals are reached</td>
<td><strong>Evaluate work in progress, adjust as necessary</strong></td>
</tr>
<tr>
<td><strong>Shape:</strong> geometric / organic</td>
<td><strong>Space:</strong> Linear perspective, atmospheric perspective (color hue &amp; intensity, detail), overlapping, size variation, placement in picture plane; use of positive negative space (4.4, 4.13, 4.14)</td>
<td><strong>Habits of mind:</strong> Observation, visualization skills; Multiple solutions to problems; Care in craftsmanship (whole is larger than the parts)</td>
<td><strong>What personal experiences influence response to and preferences for art; develop and apply criteria for personal decisions about artwork</strong></td>
<td><strong>Adjust writing about art for purpose and audience; capture feeling in artwork in words</strong></td>
</tr>
<tr>
<td><strong>Form:</strong> 3-D; sphere, cube, pyramid, cone, cylinder</td>
<td><strong>Clay:</strong> slab construction; Digital media (4.7)</td>
<td><strong>Self-evaluation:</strong> a) understanding learning goals for each art work, b) recognize when goals are reached</td>
<td><strong>Theories of art:</strong> Does the intent of the artwork seem to be to imitate? (Realism)</td>
<td><strong>Similarity between planning and revising artwork and the writing process – develop, evaluate, revise</strong></td>
</tr>
<tr>
<td><strong>Texture:</strong> visual (implied) and tactile (actual) in 2-D and 3-D art</td>
<td><strong>Proper care and safe use of materials and tools (4.8)</strong></td>
<td><strong>Relationships between artists and their cultures (geographic, political, religious, economic)</strong> (4.22)</td>
<td><strong>Is the artwork primarily concerned with design or composition? (/Formalism)</strong></td>
<td>“‘Read’ artwork as visual text: Identify and infer main idea and supporting details in artwork; generate questions about characters, setting to improve interpretation; distinguish fact from opinion; make inferences about setting, characters, events and support with evidence from artwork; observe explicit facts and infer implicit facts; make connections between art and personal experiences; recognize artist’s purpose; Summarize artwork content / meaning**</td>
</tr>
<tr>
<td><strong>Space:</strong> Linear perspective, atmospheric perspective (color hue &amp; intensity, detail), overlapping, size variation, placement in picture plane; use of positive negative space (4.4, 4.13, 4.14)</td>
<td><strong>Habits of mind:</strong> Observation, visualization skills; Multiple solutions to problems; Care in craftsmanship (whole is larger than the parts)</td>
<td><strong>Categorize by subject matter: narrative, portrait, still-life, seascape, cityscape, etc. (4.16)</strong></td>
<td><strong>Is the work trying to express a feeling or emotion? (Expressionism)</strong> (4.19)</td>
<td><strong>Read about art for understanding; facts and implied meaning; distinguish between fact and opinion</strong></td>
</tr>
<tr>
<td><strong>Principles:</strong> repetition, unity, balance (symmetrical, asymmetrical, radial), movement (mobiles, gesture, action painting, line quality), contrast; emphasis (size, detail, placement) (4.4, 4.15)</td>
<td><strong>Self-evaluation:</strong> a) understanding learning goals for each art work, b) recognize when goals are reached</td>
<td><strong>Evaluate work in progress, adjust as necessary</strong></td>
<td><strong>Adjust writing about art for purpose and audience; capture feeling in artwork in words</strong></td>
<td><strong>Similarity between planning and revising artwork and the writing process – develop, evaluate, revise</strong></td>
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### Grade 5 Art Education

<table>
<thead>
<tr>
<th>ART CRITICISM</th>
<th>ART PRODUCTION</th>
<th>ART HISTORY</th>
<th>AESTHETICS</th>
<th>READING / WRITING &amp; ART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify media and techniques used to produce artworks (5.12)</td>
<td>Develop: ideas for art work through research of historical events, thumbnail sketches, personal symbols to communicate a message (5.1, 5.6)</td>
<td>Interprets art from selected periods based on historical facts, theories, and other information compiled by art historians (5.17)</td>
<td>Personal position on “big” questions about art (such as – Why are certain objects considered art and others not? Must art be beautiful? Does art have to be functional?) (5.16)</td>
<td>Read about art for understanding: fact and implied meaning; distinguish between fact and opinion</td>
</tr>
<tr>
<td>Articulate artist’s message based on evidence in artwork; recognize how artists use subject matter, symbols, formal qualities to communicate (5.13)</td>
<td>Artwork that a) imitates nature (realism), b) is concerned with design and composition (formalism), c) expresses a feeling or emotion (expressionism) (5.4)</td>
<td>Recognize selected famous artworks, artists and styles (at least 3 major artists)</td>
<td>How personal experiences influence response to and preferences for art</td>
<td>Adjust writing about art for purpose and audience; capture feeling in artwork in words</td>
</tr>
<tr>
<td>Art criticism process: description, analysis, interpretation, evaluation; Develop and communicate personal evaluations of artworks (5.14, 5.15)</td>
<td>Conscious use of elements and principles to create artwork that expresses ideas and emotions</td>
<td>Describe similarities and differences (compare and contrast) between two artworks of the same style produced by two different artists such as Picasso and Braque (5.18)</td>
<td>“Read” artwork as visual text: Identify and infer main idea and supporting details in artwork; generate questions about characters, setting to improve interpretation; make connections between art and personal experiences; distinguish fact from opinion; make inferences about setting, characters, events and support with evidence from artwork; observe explicit facts and infer implicit facts; recognize artist’s purpose; summarize main idea and supporting details</td>
<td>Similarity between planning and revising artwork and the writing process – develop, evaluate, revise, evaluate</td>
</tr>
<tr>
<td>Identify and discuss meaning communicated through: Color: Color to express emotion; properties (hue, intensity, value); color schemes (analogous, monochromatic, complementary) (5.2, 5.7)</td>
<td>Include: (5.3) Sculpture: open/closed form; Clay: combination of slab with coil and/or pinch; Linear and atmospheric perspective (5.2); Drawing from observation - contour, value to model form, proportion (5.2, 5.10); Digital media (5.3); Painting / Mixed Media</td>
<td>Technological advances that change the way artists work (e.g. steel and architecture, computer and graphic designer/architect, digital camera and photographer, camera and painter) (5.19)</td>
<td>How personal experiences influence response to and preferences for art</td>
<td>Journals/Sketchbooks</td>
</tr>
<tr>
<td>Value: to model form, create contrast</td>
<td>Proper care and safe use of art materials and tools (5.5)</td>
<td>“Read” artwork as visual text: Identify and infer main idea and supporting details in artwork; generate questions about characters, setting to improve interpretation; make connections between art and personal experiences; distinguish fact from opinion; make inferences about setting, characters, events and support with evidence from artwork; observe explicit facts and infer implicit facts; recognize artist’s purpose; summarize main idea and supporting details</td>
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<tr>
<td>Line: contour</td>
<td>Habits of mind: Observation and visualization skills; Problems have more than one solution; Care in craftsmanship (whole is larger than the parts)</td>
<td>Self-evaluation: a) understanding learning goals for each art work, b) self-evaluating when the goals are reached</td>
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<tr>
<td>Shape: geometric / organic</td>
<td>Persistence – changing approach as needed</td>
<td>Evaluate work in progress and adjust as necessary</td>
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<td></td>
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<tr>
<td>Form: open / closed (5.8)</td>
<td>Elements in combination to create contrast (5.11)</td>
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<td></td>
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<tr>
<td>Texture: visual (implied) and tactile (actual) in 2-D shapes and 3-D</td>
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<tr>
<td>Space: 1 and 2 point linear perspective, atmospheric perspective (more/less detail, bright/dull color) overlapping, size variation, placement in picture plane; use of negative space, proportion as the relationship of one part to another or to the whole (5.2, 5.9, 5.10)</td>
<td>Proper care and safe use of art materials and tools (5.5)</td>
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<tr>
<td>Principles: variety, repetition, unity, balance, movement, emphasis (size, detail, placement), elements in combination to create contrast (5.11)</td>
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# SUGGESTED ESSENTIAL QUESTIONS

Grade level in parenthesis indicates when each question will be *introduced*. Questions will be *reinforced* in following grades.

## Art Making
- How do I communicate what I want to say visually (ideas/feelings), in two and three-dimensional media? (K)
- How do I develop the skill to capture what I see and want to communicate? (K)
- How do I improve my ability to communicate visually – find my voice as an artist – what I want to say through my art? (1)
- Why must an artist be knowledgeable in many branches of learning beyond art? (3)
- How do I improve my ability to communicate visually – find my voice as an artist – what I want to say through my art? (3)

## Art History
- What has man said with art throughout history? (2)
- Do all cultures have art? Why is art important in society? (2)
- How does art help us understand other cultures and times? (2)
- Why does art change over time and from culture to culture? (3)
- What are some cultural influences on art (art as part of society)? (4)

## Art Criticism
- What makes an artwork successful? (K)
- Do I honestly/consistently evaluate my artwork? How do I evaluate my own artwork? (1)
- How do I make meaning of artwork that is new to me? (1)
- What is art criticism? (2)
- Why is art criticism important to viewers of art? to working artists? (2)
- How do formal qualities (elements and principles) affect the content of artwork? (2)

## Aesthetics
- Why has/does humankind make art? Is creating art a basic need for humans? (1)
- What is beauty? Is all art beautiful? (3)
- What is aesthetics? (4)
- What is art? Is there one true definition of art? (K)
- Why is art important to my life? (K)
- What is the role of aesthetics in everyday life? Why are aesthetic experiences important in life? (4)
- Why study art? How does art make us better-rounded, productive human beings? What do I gain from studying art? (4)
- What role does art play in the contemporary world? What is the role of art in daily life? What is the role of art in my life? (4)
ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 1.4]
      1. personal experiences
      2. environment
      3. imagination/visualization
      4. careful observation of real objects
   B. Creates artwork inspired by natural connections with math, language arts, science, social studies

II. Uses formal qualities of art (elements and principles) to create unified composition and to communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork: [QCC K.2]
      1. Color: names colors (primary, secondary, neutral) [QCC K.6]
      2. Value: dark/light color
      3. Texture: smooth, rough [QCC K.10]
      4. Line characteristics: straight, curved, thick, thin, broken, vertical, horizontal, diagonal, wavy, zigzag, scalloped, spiral [QCC K.7]
      5. Shape: circle, square, triangle, rectangle, organic (free-form) [QCC K.8]
      6. Form: sphere, cube, pyramid, cone, cylinder [QCC K.9]
      7. Space: beside/overlapping, above/below, close/far, left/ right, top/bottom, side/center, front/back, over/under
      8. Pattern: identify, create, extend pattern

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create artwork, including but not limited to markers; paints; cut paper/mixed media/collage; clay – pinch construction, textured slab [QCC K.2, K.3]
   B. Follows two-part oral directions
   C. Demonstrates proper care and safe use of materials and tools [QCC K.4]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. visualization
      2. careful observation of real world
      3. care in craftsmanship (whole is larger than the parts)
4. self-evaluation; understands learning goals for each artwork; evaluates when goals are reached
5. evaluation of work-in-progress and adjusts approach as necessary

B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Recognizes and discusses selected western and non-western artwork, artists, styles to include a minimum of three artists for the year [QCC K-16]
   B. Finds clues in artwork that determine time and place [QCC K-17]

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Recognizes subjects, themes, and main ideas of artwork from diverse cultures [QCC K-12]
   B. Uses art vocabulary to talk about artwork; prints own name and teacher selected art words
   C. “Reads” art and connects the process to reading text; interpretation, characters, events, sequencing, retelling in own words, visualization in reading and writing; poses questions about and gathers information from artwork

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Expresses a preference for one artwork over others and offers a reason [QCC K-14]
   B. Explains ideas, thoughts, experiences and feelings expressed in artwork
   C. Offers ideas about: “What is art?” and “Who is an artist?” [QCC K-15]
INSTRUCTIONAL RESOURCES:

Student Text: SRA Art Connections Kindergarten

Teacher Edition Grade K: The Planning Guide at the beginning of each unit includes pacing, activity, materials and resources for unit lessons. Each unit contains: suggestions to integrate language arts and reading, math, science, social studies, and technology. Art history and cultural information is included, along with art criticism cues to assist students in evaluating their own work in the same way they evaluated the fine art in the lesson.

Differentiated instructional strategies for re-teaching, special needs students, and English language learners are included, as well as several options for assessment.

Art Journal activities are suggested to assist in developing student writing skills.

The For the Art Specialist section has more complex art activities geared towards the art teacher.

The Teacher’s Handbook in the back of book contains professional development information for the teacher, such as the stages of artistic development in children, information about brain-based learning and assessment in art. Pages T30-31 contain a scope and sequence chart that indicates which lessons stress specific elements and principles of art. The chart on pages T32-33 indicates lessons that use different media.

Artist Profiles: This book contains short biographies of the artists represented in the student text, as well as information about style and technique.

E-Presentation: This interactive CD-ROM contains all of the student text, along with video resources, a searchable gallery of more than 1,000 works of art, artist profiles, vocabulary words with definitions read aloud in English and Spanish, and video clips of Literature and Art and Artsource performances.

Home and After School Connections: This book contains reproducible family letters in English and Spanish, along with step-by-step instructions for art activities that students and their families can do together.

Reading & Writing Practice: This resource provides skills practice in standardized test format with content relating to lessons in the student edition. It encourages students to practice reading and writing skills by studying information about artists, art concepts and art history.

SRA Website: www.sraonline.com Teachers can visit the Art Connections © 2005 section for technology-based art activities, links to art-related websites, literature connections, an interactive color wheel, black line masters, state-specific content, and more.

Georgia Teacher’s Resource Book: This resource contains activities designed to connect the principles of art with other subject areas. The activities and resources have specific connections to the Georgia curriculum objectives.
## UNIT 1: Art Is A Language

### PACING:

| 10 classes |

### STANDARDS AND ELEMENTS:

### ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter  [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 1.4]
      4. careful observation of environment and real objects
   B. Creates artwork inspired by natural connections with math, language arts, science, social studies

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning  [National Std. 2]
   A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork: [QCC K.2]
      1. Color: names colors (primary, secondary, neutral) [QCC K.6]
      2. Value: dark/light color
      3. Texture: smooth, rough [QCC K.10]
      4. Line characteristics: straight, curved, thick, thin, broken, vertical, horizontal, diagonal, wavy, zigzag, scalloped, spiral [QCC K.7]
      5. Shape: circle, square, triangle, rectangle, organic (free-form) [QCC K.8]
      8. Pattern: identify, create, extend pattern

III. Understands and applies media, techniques, and processes  [National Std. 1]
   A. Uses a variety of materials/techniques to create artwork, including but not limited to markers; paints; cut paper/mixed media/collage; clay – pinch construction, textured slab [QCC K.2, K.3]
   B. Follows two-part oral directions
   C. Demonstrates proper care and safe use of materials and tools [QCC K.4]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      2. careful observation of real world
      3. care in craftsmanship (whole is larger than the parts)

### ART HISTORY

V. Understands the visual arts in relation to history and cultures  [National Std. 4, 6]
   A. Recognizes and discusses selected western and non-western artwork, artists, styles to include a minimum of three artists for the year [QCC K-16]
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   B. Uses art vocabulary to talk about artwork; prints own name and teacher selected art words

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   B. Explains ideas, thoughts, experiences and feelings expressed in artwork

SUGGESTED INSTRUCTIONAL STRATEGIES:

Design lessons that guide students to understand that making and “reading” (interpreting) art are parts of a visual language just as speaking, writing and reading are verbal language. Art is about making meaning and communicating that meaning. A large part of the “language” that artists use to communicate is:

Elements of Art: Line
   Color
   Shape
   Space
   Texture
   Value
   Form

Principles of Design: Pattern
   Rhythm
   Balance
   Proportion
   Emphasis
   Variety
   Movement
   Harmony
   Balance

Students should learn to identify these, use in their own work and discuss how they communicate different meanings to the viewer.

All unit topics are equally important. The time allocated to each unit [pacing] does not reflect the importance of the topic. The time allocations are simply a realistic approach to the pace of the elementary schedule. By the end of the school year, students should have a thorough understanding of each unit topic.

This curriculum includes writing at each grade level. Refer to page T19 in the teacher’s edition for suggestions on using writing to enhance the art curriculum.

The Fulton County Art Education Curriculum is a spiraling curriculum, reinforcing and deepening learning in subsequent grade levels. Each year students gain new and more complex information based on previously learned art skills. To enhance the spiraling curriculum:
   • begin each lesson with a review of learning from the previous class, including vocabulary, specific skills learned, etc.
• at the conclusion of each lesson, review skills/information learned and discuss how they will be used in the next class/lesson.
• plan lessons to build on previously learned skills and expect students to know, use and hone those skills throughout the year and from year to year.
• guide students to see how their skills and knowledge grow from unit to unit and year to year.

Focus on developing basic art making skills, vocabulary and a beginning understanding of the purpose of art as communication and telling a story. Discuss how art is a problem solving process, and relate it to meeting the requested criteria in artwork while still making the work your own. Discuss ways to solve technical problems such as: draw over mistakes, paste a shape over a mistake, use the mistake as part of the picture. Begin the discussion on how problem-solving skills learned in art carry over into daily life.

Be sure each studio lesson is “packed” with multiple learning objectives. Once a skill or concept is taught, expect students to use it in subsequent lessons and with different media so each lesson builds on all previous lessons. For example:

Lesson 1) Line Design: line, color, shape, texture, pattern, brush and painting technique. Study line, shape, texture, pattern and color value. Create a composition of shapes, lines to create texture and pattern, color areas of different darkness and lightness. Use the same language used in K math when teaching pattern: AB, AAB pattern, etc

Lesson 2) Use everything in Lesson 1 and add realistic drawing, self-portrait, foreground/background. View famous artworks depicting self-portraits and discuss why artists paint self-portraits. Point out the parts of the body and the shapes of each part. Teach students to visualize by “drawing in the air” around each part of their own body. Emphasize that each part is a shape; it takes an inside line and an outside line to draw shapes. Discuss different types of line and how they combine to create texture. Students draw, then watercolor their self-portrait in a landscape setting with foreground / background and create texture with line.

Use this type of sequential linking to continuously build toward higher skill and understanding. Lesson 3 might add warm and cool color, Lesson 4, primary / secondary color and color mixing. Each would include and expect students to use all that was learned in previous lessons.

Become familiar with Georgia Performance Standards in other core subjects, and connect with these when possible. Since art is about making meaning of our lives and a large part of children’s lives is school, learning in other subjects is a logical inspiration for artwork. Build connections with grade level teams so you know what students are learning in other subjects; help students connect their learning across subject matter.

Keep a Word Wall. As vocabulary is introduced, post the word. Refer to word wall words and use them to remind students of how everything they learn is a base for new learning as they develop stronger skills and new understandings.
The *Kindergarten Teacher Edition* of *SRA Art Connections* contains additional instructional strategies that address aesthetics, art criticism, art history, studio production and cross-curricular connections.

**SUGGESTED ASSESSMENTS:**

Checklist of student’s use and individual identification of concepts studied

Verbal questioning of students

Teacher observation and checklist as students work

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
KINDERGARTEN

UNIT 2: Art Takes Many Forms

PACING: 8 classes

STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 1.4]
      3. imagination/visualization
   B. Creates artwork inspired by natural connections with math, language arts, science, social studies

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork: [QCC K.2]
      3. Texture: smooth, rough [QCC K.10]
      6. Form: sphere, cube, pyramid, cone, cylinder [QCC K.9]
      7. Space: beside/overlapping, above/below, close/far, left/right, top/bottom, side/center, front/back, over/under

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create artwork, including but not limited to markers; paints; cut paper/mixed media/collage; clay – pinch construction, textured slab [QCC K.2, K.3]
   B. Follows two-part oral directions
   C. Demonstrates proper care and safe use of materials and tools [QCC K.4]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. visualization
      3. care in craftsmanship (whole is larger than the parts)

ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Recognizes and discusses selected western and non-western artwork, artists, styles to include a minimum of three artists for the year [QCC K-16]
   B. Finds clues in artwork that determine time and place [QCC K-17]
**ART CRITICISM**

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Recognizes subjects, themes, and main ideas of artwork from diverse cultures [QCC K-12]
   B. Uses art vocabulary to talk about artwork; prints own name and teacher selected art words

**AESTHETICS**

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   C. Offers ideas about: “What is art?” and “Who is an artist?” [QCC K-15]

**SUGGESTED INSTRUCTIONAL STRATEGIES:**

In this Unit, *Art Takes Many Forms*, plan lessons that expand student understanding of the many types of art, for example:

- 2-Dimensional: Drawing, Painting, Printing, Photography
- 3-Dimensional: Clay, Sculpture
- Mixed-media
- Collage
- Fiber Arts (ex. weaving, stitchery)
- Technology

Note that “clay – pinch construction, textured slab” is a required part of students experiences.

Teach students to reflect on own work and progress and make independent decisions about how to meet the goals of the “art problem”.

As you develop lessons for this unit, continue the sequential skill and understanding development described in Unit 1 Instructional Strategies. For example. A *Snow Scene* lesson would require students to use everything learned about line, texture, pattern, color value, brush use, detail in drawing, foreground and background and add the concept of telling a story, showing a season of the year [science connection], tints and oil pastel, mixed media.

In each lesson, build on skills from previous lessons. Introduce topics with examples from student experience and from life. For example:

   A continuation from the lesson above might be, *Vehicles of Transportation*, a lesson that would require students to use everything learned about line, texture, pattern, color value, detail in drawing, foreground /background and add the concept of telling a sequential story [language arts connection]—where the vehicle has been and where it is going. It could also add the concept of mixed media by using collage cut outs to a marker drawing or painting.

   Use examples from students’ experience to introduce sequence and demonstrate how students read clues to know what will happen next in a sequence of events. For instance, pick up a piece of chalk, and ask, “What will probably happen next?” Place hand on light switch and ask the same question. Study artworks that support this concept; guide students
in a discussion of the subject, theme, and main idea of the artwork, then ask students what might happen next, based on clues in the artwork. Students create a drawing that tells only part of the story of an event that took place in his/her personal life. Other students predict what happens next in the scene portrayed.

Guide students to discuss and reflect on aesthetic issues, such as, What distinguishes art from other things? What is art? Who makes art? Revisit these concepts throughout the unit and year.

Throughout the unit, incorporate discussions activities related to the unit’s art history, art criticism, aesthetics and habits of mind elements.

Relate “reading” an artwork to reading a story in a book. Discuss the idea that artists tell stories or show parts of life with their artwork. Practice inference. What does the artist want you to think about? How do you know? Work on sequencing skills. What came before? After? How do you know? Refer to the language arts curriculum and Kindergarten team for additional information. Ask students to share this concept of “reading art” with teachers and family.

Refer to Kindergarten Unit 1 and the SRA Art Connections: Kindergarten Teacher Edition for additional instructional strategies.

**SUGGESTED ASSESSMENTS:**

Question students as they work. Have they met the guidelines for the studio art problem? Have they done their best work?

Observe student work and use individual questioning to assess understanding of concepts; record on a checklist.

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
## UNIT 3: Art Is A Form of Creative Communication

### PACING: 5 classes

### STANDARDS AND ELEMENTS:

#### ART MAKING

**I. Creates artwork reflecting a range of concepts, ideas, subject matter** [National Std. 3, 6]
- A. Creates artwork inspired by: [QCC 1.4]
  1. imagination/visualization
  2. imagination/visualization
- B. Creates artwork inspired by natural connections with math, language arts, science, social studies

**II. Uses formal qualities of art (elements and principles) to create unified composition and to communicate meaning** [National Std. 2]
- A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork: [QCC K.2]

**III. Understands and applies media, techniques, and processes** [National Std. 1]
- A. Uses a variety of materials/techniques to create artwork, including but not limited to markers; paints; cut paper/mixed media/collage; clay – pinch construction, textured slab [QCC K.2, K.3]
- B. Follows two-part oral directions
- C. Demonstrates proper care and safe use of materials and tools [QCC K.4]

**IV. Self-evaluates art learning and develops habits of excellence**
- A. Recognizes and cultivates habits of mind necessary for artistic work:
  1. care in craftsmanship (whole is larger than the parts)
  2. evaluates of work-in-progress and adjust approach as necessary

#### ART HISTORY

**V. Understands the visual arts in relation to history and cultures** [National Std. 4, 6]
- A. Recognizes and discusses selected western and non-western artwork, artists, styles to include a minimum of three artists for the year [QCC K-16]
- B. Finds clues in artwork that determine time and place [QCC K-17]

#### ART CRITICISM

**VI. Reflects on and assesses characteristics and merits of artwork** [National Std. 5, 6]
- A. Uses art vocabulary to talk about artwork; prints own name and teacher selected art words
AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art  [National Std. 5, 6]

B. Explains ideas, thoughts, experiences and feelings expressed in artwork

SUGGESTED INSTRUCTIONAL STRATEGIES:

In this unit, *Art Is A Form of Creative Communication*, develop lessons in which students use their knowledge of art language and skills to produce original artwork that conveys personal experiences, expressions and ideas.

Design art history, aesthetic, criticism and production components of lessons to help students understand that art is about finding meaning in life and sharing that meaning through “visual language.”

Refer to Kindergarten Unit 1 and the *SRA Art Connections: Kindergarten Teacher Edition* for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
KINDERGARTEN

UNIT 4: Art Is A Personal Experience

PACING: 4 classes

STANDARDS AND ELEMENTS:

ART MAKING
I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 1.4]
      1. personal experiences

II. Uses formal qualities of art (elements and principles) to create unified composition and to communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork: [QCC K.2]

III. Understands and applies media, techniques, and processes [National Std. 1]
   B. Follows two-part oral directions
   C. Demonstrates proper care and safe use of materials and tools [QCC K.4]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      3. care in craftsmanship (whole is larger than the parts)
      4. self-evaluation; understands learning goals for each artwork; evaluates when goals are reached

ART HISTORY
V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Recognizes and discusses selected western and non-western artwork, artists, styles to include a minimum of three artists for the year [QCC K-16]
   B. Finds clues in artwork that determine time and place [QCC K-17]

ART CRITICISM
VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Recognizes subjects, themes, and main ideas of artwork from diverse cultures [QCC K.12]
   B. Uses art vocabulary to talk about artwork; prints own name and teacher selected art words
   C. “Reads” art and connects the process to reading text; interpretation, characters, events, sequencing, retelling in own words, visualization in reading and writing; poses questions about and gathers information from artwork
AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art  [National Std. 5, 6]
   A. Expresses a preference for one artwork over others and offers a reason [QCC K-14]
   B. Explains ideas, thoughts, experiences and feeling expressed in artwork
   C. Offers ideas about: “What is art?” and “Who is an artist?” [QCC K-15]

SUGGESTED INSTRUCTIONAL STRATEGIES:

Plan lessons in which students respond to artwork (own and others). Guide students to learn that viewing (reading) art is an active process where the viewer brings their own personal experiences to making meaning of the artwork.

Use Visual Thinking Strategies and emotional responses, to help students learn to (and enjoy) “reading” artwork.

See Kindergarten Unit 1 and the SRA Art Connections: Kindergarten Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
## KINDERGARTEN

### UNIT 5: Art Is A Universal Experience

| PACING: | 4 classes |

### STANDARDS AND ELEMENTS:

#### ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   - A. Creates artwork inspired by: [QCC 1.4]
     - 1. environment
   - B. Creates artwork inspired by natural connections with math, language arts, science, social studies

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   - A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork: [QCC K.2]

III. Understands and applies media, techniques, and processes [National Std. 1]
   - A. Use a variety of materials/techniques to create artwork, including but not limited to markers, paints, cut paper/mixed media/collage, clay – pinch construction; textured slab [QCC K.2, K.3]
   - B. Follows two-part oral directions
   - C. Demonstrates proper care and safe use of materials and tools [QCC K.4]

IV. Self-evaluates art learning and develops habits of excellence
   - A. Recognizes and cultivates habits of mind necessary for artistic work:
     - 3. care in craftsmanship (whole is larger than the parts)
     - 4. self-evaluation; understanding learning goals for each artwork; evaluating when goals are reached
     - 5. evaluation of work-in-progress and adjust approach as necessary
   - B. Links art terms and production with math, language arts, social studies, science curriculum

#### ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   - A. Recognizes and discusses selected western and non-western artwork, artists, styles to include a minimum of three artists [QCC K-16]
   - B. Finds clues in artwork that determine time and place [QCC K-17]
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Recognizes subjects, themes, and main ideas of artwork from diverse cultures [QCC K-12]
   B. Uses art vocabulary to talk about artwork; prints own name and teacher selected art words

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Expresses a preference for one artwork over others and offers a reason [QCC K-14]
   B. Explains ideas, thoughts, experiences and feelings expressed in artwork

SUGGESTED INSTRUCTIONAL STRATEGIES:

Focus lessons in this unit on art from varied cultures. Students should use their knowledge of art as a language and art as a personal experience (reading art) to explore, understand, and discuss creative forms of expression in various cultures.

Use Philip Yenawine’s Visual Thinking Strategies to help students make meaning of, and personally connect with, artwork.

Refer to Kindergarten Unit 1 and the SRA Art Connections: Kindergarten Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
CONTENT AREA: Elementary Art Education

GRADE: FIRST

MASTER LIST OF STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 1.4]
      1. personal experiences
      2. environment
      3. imagination/visualization
      4. careful observation of real objects
   B. Creates artwork inspired by natural connections with math, language arts, science, social studies

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities in artwork [QCC1.2];
      1. Color: mixes primary to create secondary, recognizes neutral, warm/cool, tint/shade [QCC 1.1, 1.7]
      2. Value: dark/light color
      3. Texture: actual/implied [QCC 1.12]
      4. Line: outline, edges of shape, identify line types and how they convey feeling [QCC 1.8]
      5. Shape: geometric (triangle, pentagon, hexagon), organic [QCC 1.9, 1.10]
      6. Form: sphere, cube, pyramid, cone, cylinder, [QCC 1.10]
      7. Space: create depth through size relationships, overlapping, horizon line; use both positive and negative space in compositions [QCC 1.11, 1.13]
      8. Pattern: identify as ordered repetition of color, line, shape, texture; create, extend pattern; in art, music, dance, math, poetry [QCC 1.14, 1.6]
      9. Balance: symmetrical/asymmetrical
     10. Emphasis: through size, placement, detail

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create artwork, including but not limited to drawing, painting, clay – modeling, pinch construction, printing, mixed media/collage [QCC 1.2, 1.3]
   B. Follows three-part oral directions
   C. Demonstrates proper care and safe use of materials and tools [QCC 1.5]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. visualization skills
      2. careful observation of real world
      3. care in craftsmanship (whole is larger than the parts)
4. self-evaluation; understands learning goals for each artwork; evaluates when goals are reached
5. evaluates work-in-progress and adjusts approach as necessary

B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Recognizes ways that art is part of daily life.
      1. student’s own life
      2. artists as part of our community, i.e. architects, landscape architects, product designers, photographers [QCC 1.21]
   B. Recognizes subjects and themes such as play, celebrations, communities, and nature in art from different cultures [QCC 1.20]
   C. Recognizes and associates a minimum of three selected artists with their individual works [QCC 1.22]

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Describes similarities and differences in pairs of artwork [QCC 1.16]
   B. Uses new art vocabulary in oral and written language
   C. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 1.19]
      1. identifies the main idea in artwork and provides supporting details
      2. asks and answers questions about characters, setting, events
      3. visualization and sequencing – what happened before and after the art’s image
      4. makes connections between the art and personal experiences
      5. retells important information in own words

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Discusses how art is different from other things [QCC 1.18]
   B. Distinguishes among, natural, man-made, and art objects and discusses aesthetic qualities in each [QCC 1.15]
   C. Discusses feelings about art and artwork – recognizes emotions communicated and analyzes how they are communicated [QCC 1.17]
   D. Discusses art in daily life, e.g., “Why do people make art”?
### INSTRUCTIONAL RESOURCES:

**Student Text:**  *SRA Art Connections Kindergarten*

**Teacher Edition Grade 1:** The *Planning Guide* at the beginning of each unit includes pacing, activity, materials and resources for unit lessons. Each unit contains: suggestions to integrate language arts and reading, math, science, social studies, and technology. Art history and cultural information is included, along with art criticism cues to assist students in evaluating their own work in the same way they evaluated the fine art in the lesson.

Differentiated instructional strategies for re-teaching, special needs students, and English language learners are included, as well as several options for assessment.

Art Journal activities are suggested to assist in developing student writing skills.

The *For the Art Specialist* section has more complex art activities geared towards the art teacher.

The *Teacher’s Handbook* in the back of book contains professional development information for the teacher, such as the stages of artistic development in children, information about brain-based learning and assessment in art. Pages T30-31 contain a scope and sequence chart that indicates which lessons stress specific elements and principles of art. The chart on pages T32-33 indicates lessons that use different media.

**Artist Profiles:** This book contains short biographies of the artists represented in the student text, as well as information about style and technique.

**E-Presentation:** This interactive CD-ROM contains all of the student text, along with video resources, a searchable gallery of more than 1,000 works of art, artist profiles, vocabulary words with definitions read aloud in English and Spanish, and video clips of *Literature and Art* and *Artsource* performances.

**Home and After School Connections:** This book contains reproducible family letters in English and Spanish, along with step-by-step instructions for art activities that students and their families can do together.

**Reading & Writing Practice:** This resource provides skills practice in standardized test format with content relating to lessons in the student edition. It encourages students to practice reading and writing skills by studying information about artists, art concepts and art history.

**SRA Website:**  [www.sraonline.com](http://www.sraonline.com) Teachers can visit the *Art Connections © 2005* section for technology-based art activities, links to art-related websites, literature connections, an interactive color wheel, black line masters, state-specific content, and more.

**Georgia Teacher’s Resource Book:** This resource contains activities designed to connect the principles of art with other subject areas. The activities and resources have specific connections to the Georgia curriculum objectives.
FIRST GRADE

UNIT 1: Art Is A Language

PACING: 8 classes

STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 1.4]
      3. imagination/visualization
      4. careful observation of real objects

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities in artwork [QCC1.2]:
      1. Color: mixes primary to create secondary, recognizes neutral, warm/cool, tint/shade [QCC 1.1, 1.7]
      2. Value: dark/light color
      3. Texture: actual/implied [QCC 1.12]
      4. Line: outline, edges of shape, identify line types and how they convey feeling [QCC 1.8]
      5. Shape: geometric (triangle, pentagon, hexagon), organic [QCC 1.9, 1.10]
      7. Space: create depth through size relationships, overlapping, horizon line; use both positive and negative space in compositions [QCC 1.11, 1.13]
      8. Pattern: identify as ordered repetition of color, line, shape, texture; create, extend pattern; in art, music, dance, math, poetry [QCC 1.14, 1.6]
      9. Balance: symmetrical/asymmetrical
     10. Emphasis: through size, placement, detail

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create artwork, including but not limited to drawing, painting, clay – modeling, pinch construction, printing, mixed media/collage [QCC 1.2, 1.3]
   B. Follows three-part oral directions
   C. Demonstrates proper care and safe use of materials and tools [QCC 1.5]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. careful observation of real world
      2. care in craftsmanship (whole is larger than the parts)
ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   B. Recognizes ways that art is part of daily life.
      1. student’s own life
      2. artists as part of our community, i.e. architects, landscape architects, product designers, photographers [QCC 1.21]

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   B. Uses new art vocabulary in oral and written language

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Discusses how art is different from other things [QCC 1.18]
   B. Distinguishes among, natural, man-made, and art objects and discusses aesthetic qualities in each [QCC 1.15]

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Language

Guide students to understand that making and “reading” (interpreting) art are parts of a visual language just as speaking, writing and reading are verbal language. Art is about making meaning and communicating that meaning. A large part of the “language” that artists use to communicate is:

Elements of Art:                      Principles of Art:
Line                                    Pattern
Color                                   Rhythm
Shape                                   Balance
Space                                    Proportion
Texture                                 Emphasis
Value                                    Variety
Form                                     Movement

Students should learn to identify these, use in their own work and discuss how they communicate different meanings to the viewer.

All unit topics are equally important. The time allocated to each unit [pacing] does not reflect the importance of the topic. The time allocations are simply a realistic approach to the elementary schedule. By the end of the school year, students should have a thorough understanding of each unit topic.
This curriculum includes writing at each grade level. Refer to page T19 in the teacher’s edition for suggestions of ways to use writing to enhance the art curriculum.

The *Fulton County Art Education Curriculum* is a spiraling curriculum, reinforcing and deepening learning in subsequent grade levels. Each year students gain new and more complex information based on previously learned art skills. To enhance the spiraling curriculum:

- begin each lesson with a review of learning from the previous class, including vocabulary, specific skills learned, etc.
- at the conclusion of each lesson, review skills/information learned and discuss how they will be used in the next class/lesson.
- plan lessons to build on previously learned skills and expect students to know, use and hone those skills throughout the year and from year to year.
- guide students to see how their skills and knowledge grow from unit to unit and year to year.

See the *First Grade Teacher Edition of SRA Art Connections* for additional instructional strategies in aesthetics, art criticism, art history, studio production and cross-curricular connections.

**SUGGESTED ASSESSMENTS:**

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
FIRST GRADE

UNIT 2: Art Takes Many Forms

PACING: 8 classes

STANDARDS AND ELEMENTS:

ART MAKING
I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 1.4]
      3. imagination/visualization
   B. Creates artwork inspired by natural connections with math, language arts, science, social studies

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities in artwork [QCC1.2]:
      3. Texture: actual/implied [QCC 1.12]
      5. Shape: geometric (triangle, pentagon, hexagon), organic [QCC 1.9, 1.10]
      6. Form: sphere, cube, pyramid, cone, cylinder, [QCC 1.10]

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create artwork, including but not limited to drawing, painting, clay – modeling, pinch construction, printing, mixed media/collage [QCC 1.2, 1.3]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. care in craftsmanship (whole is larger than the parts)
      5. evaluates work-in-progress and adjusts approach as necessary
   B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY
V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Recognizes ways that art is part of daily life.
      1. artists as part of our community, i.e. architects, landscape architects, product designers, photographers [QCC 1.21]
   C. Recognizes and associates a minimum of three selected artists with their individual works [QCC 1.22]
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Describes similarities and differences in pairs of artwork [QCC 1.16]

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Discusses how art is different from other things [QCC 1.18]
   B. Distinguishes among, natural, man-made, and art objects and discusses aesthetic qualities in each [QCC 1.15]
   C. Discusses art in daily life, e.g. “Why do people make art?”

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Takes Many Different Forms

Guide students to explore and understand the many 2-Dimensional (drawing, painting, printing, mixed-media, collage, technology, photography) and 3-Dimensional (clay, sculpture, fiber arts - weaving, stitchery) forms art can take. Stress that the commonality that makes each of these “art” is the communication of meaning and/or aesthetic experience through visual form.

Note that “clay – modeling, pinch construction” is a required part of student experiences.

Incorporate aesthetic discussions related to the unit’s aesthetic elements throughout the unit. Do the same with art history and criticism elements.

Refer to First Grade Unit 1 and SRA Art Connections: Grade 1 Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
# FIRST GRADE

## UNIT 3: Art Is A Form of Creative Communication

### PACING:
5 classes

### STANDARDS AND ELEMENTS:

#### ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 1.4]
      1. personal experiences
      3. imagination/visualization
      4. careful observation of real objects

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities in artwork [QCC1.2]:

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create artwork, including but not limited to drawing, painting, clay – modeling, pinch construction, printing, mixed media/collage [QCC 1.2, 1.3]

IV. Self-evaluates art learning and develops habits of excellence.
   B. Recognizes and cultivates habits of mind necessary for artistic work:
      1. visualization skills
      3. care in craftsmanship (whole is larger than the parts)
      5. evaluates work-in-progress and adjusts approach as necessary

#### ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Recognizes ways that art is part of daily life.
      1. student’s own life
      2. artists as part of our community, i.e. architects, landscape architects, product designers, photographers [QCC 1.21]
   B. Recognizes subjects and themes such as play, celebrations, communities, and nature in art from different cultures [QCC 1.20]
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Reads meaning in artwork and recognizes similarities between “reading” art and
      reading text [QCC 1.19]
      1. identifies the main idea in artwork and provides supporting details
      2. asks and answers questions about characters, setting, events
      3. visualization and sequencing – what happened before and after the art’s
         image
      4. makes connections between the art and personal experiences
      5. retells important information in own words

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for
      understanding and producing art [National Std. 5,6]
   C. Discusses feeling about art and artwork – recognizes emotions communicated and
      analyzes how they are communicated [QCC 1.17]
   D. Discusses art in daily life, e.g. “Why do people make art?”

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Form of Creative Communication

Develop lessons in which students use their knowledge of art language and skills to produce
artwork that conveys meaningful, personal experiences and ideas. They should also explore and
recognize the work of famous artists who focus on the expression of personal experiences and
ideas. Connect reading strategies in reading art to the strategies used to read text.

Design art history, aesthetic, criticism, habits of mind and production components of lessons to
help students understand that art is about finding meaning in life and sharing that meaning through
“visual language”.

See First Grade Unit 1 and SRA Art Connections: Grade 1 Teacher Edition for additional
instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques
to assess student progress on skills, concepts and processes. These include pre- and post-tests,
black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific
to the learning task and multiple-choice assessments.
FIRST GRADE

UNIT 4: Art Is A Personal Experience

PACING: 4 classes

STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 1.4]
      1. personal experience
      2. environment

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities in artwork [QCC1.2]:

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create artwork, including but not limited to drawing, painting, clay – modeling, pinch construction, printing, mixed media/collage [QCC 1.2, 1.3]
   B. Follows three-part oral directions

IV. Self-evaluates art learning and develops habits of excellence.
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      3. care in craftsmanship (whole is larger than the parts)
      4. self-evaluation; understands learning goals for each artwork; evaluates when goals are reached
      5. evaluates work-in-progress and adjusts approach as necessary

ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Recognizes ways that art is part of daily life.
      1. student’s own life
   C. Recognizes and associates a minimum of three selected artists with their individual works [QCC 1.22]

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Describes similarities and differences in pairs of artwork [QCC 1.16]
   C. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 1.19]
      1. identifies the main idea in artwork and provides supporting details
      2. asks and answers questions about characters, setting, events

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3. visualization and sequencing – what happened before and after the art’s image
4. makes connections between the art and personal experiences
5. retells important information in own words

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art  [National Std. 5, 6]
   A. Discusses how art is different from other things  [QCC 1.18]
   C. Discusses feelings about art and artwork – recognizes emotions communicated and analyzes how they are communicated [QCC 1.17]

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Personal Experience

Plan lessons in which students respond to artwork (own and others). Guide students to learn that viewing (reading) art is an active process where the viewer brings their own personal experiences to making meaning of the artwork. Students respond to (“read”) artwork through: Visual Thinking Strategies and emotional response.

Refer to First Grade Unit 1 and SRA Art Connections: Grade 1 Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
# First Grade

## UNIT 5: Art Is A Universal Experience

### PACING:
- 4 classes

### STANDARDS AND ELEMENTS:

#### ART MAKING

1. Creates artwork reflecting a range of concepts, ideas, subject matter  
   [National Std. 3, 6]
   - B. Creates artwork inspired by natural connections with math, language arts, science, social studies

2. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning  
   [National Std. 2]

3. Understands and applies media, techniques, and processes  
   [National Std. 1]
   - A. Uses a variety of materials/techniques to create artwork, including but not limited to drawing, painting, clay – modeling, pinch construction, printing, mixed media/collage  
   [QCC 1.2, 1.3]
   - B. Follows three-part oral directions

4. Self-evaluates art learning and develops habits of excellence.
   - A. Recognizes and cultivates habits of mind necessary for artistic work:
     - 3. care in craftsmanship (whole is larger than the parts)
     - 2. self-evaluation; understands learning goals for each artwork; evaluates when goals are reached
     - 5. evaluates work-in-progress and adjusts approach as necessary
   - B. Links art terms and production with math, language arts, social studies, science curriculum

#### ART HISTORY

5. Understands the visual arts in relation to history and cultures  
   [National Std. 4, 6]
   - B. Recognizes subjects and themes such as play, celebrations, communities, nature in art from different cultures  
   [QCC 1.20]
   - C. Recognizes and associates a minimum of three selected artists with their individual works  
   [QCC 1.22]

#### ART CRITICISM

6. Reflects on and assesses characteristics and merits of artwork  
   [National Std. 5, 6]
   - A. Describes similarities and differences in pairs of artwork  
   [QCC 1.16]
   - B. Uses new art vocabulary in oral and written language
C. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 1.19]
   1. identifies the main idea in artwork and provides supporting details
   2. asks and answers questions about characters, setting, events
   3. visualization and sequencing – what happened before and after the art’s image

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Distinguishes among, natural, man-made, and art objects and discusses aesthetic qualities in each [QCC 1.15]
   D. Discusses art in daily life, e.g., “Why do people make art?”

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit topic: Art Is A Universal Experience

Focus lessons in this unit on art from varied cultures. Students should use their knowledge of art as a language and art as a personal experience (reading art) to explore, understand, and discuss creative forms of expression in various cultures. Students should understand that all cultures create art and explore reasons why this is the case.

Use Philip Yenawine’s Visual Thinking Strategies to help students make meaning of, and personally connect with, artwork.

Refer to First Grade Unit 1 and *SRA Art Connections: Grade 1 Teacher Edition* for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
CONTENT AREA: Elementary Art Education

GRADE: SECOND

MASTER LIST OF STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [2.4, 2.7]
      1. close observation of familiar objects
      2. personal experiences
      3. visualization/imagination
      4. natural connections, extensions with math, language arts, science, social studies
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
    A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork:
       1. Color: primary, secondary, neutral, warm/cool [QCC 2.8]
       2. Value: tints and shades [QCC 2.1, 2.9]
       3. Texture: actual and implied
       4. Line: horizontal, vertical, diagonal and feelings they convey [QCC 2.10]
       5. Shape: geometric (triangle, pentagon, hexagon) and organic [QCC 2.3]
       6. Form: 3-D; sphere, cube, pyramid, cone, cylinder
       7. Space: overlapping; size, placement; foreground, middle ground, background, horizon line; positive and negative [QCC 2.11, 2.12]
       9. Repetition: to create unity; to create pattern in art, music, dance, mathematics, poetry [QCC 2.3]
      10. Movement: to create rhythm [QCC 2.14]

III. Understands and applies media, techniques, and processes [National Std. 1]
     A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to drawing, painting, clay – coil construction, sculpture, printmaking, fiber art, and mixed media [QCC 2.2, 2.3]
     B. Demonstrates proper care and safe use of materials and tools [QCC 2.5]

IV. Self-evaluates art learning and develops habits of excellence
    A. Recognizes and cultivates habits of mind necessary for artistic work:
       1. observation and visualization skills
       2. care in craftsmanship (whole is larger than the parts)
       3. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
       4. evaluates work-in-progress and adjusts approach as necessary
    B. Links art terms and production with math, language arts, social studies, science curriculum
ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Discusses functional art and functions of art in cultures related to social studies curriculum [QCC 2.19]
   B. Recognizes how culture and environment provide inspiration for creating artwork [QCC 2.6]
   C. Discusses uses of symbols and cultural icons in artwork [QCC 2.20]
   D. Recognizes and knows about selected famous artwork, artists, and art styles to include a minimum of three artists for the year

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Compares and contrasts artwork with same subject and different feelings [QCC 2.15]
   B. Uses new art vocabulary in oral and written language related to own and other’s artwork
   C. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 2.16]
      1. identifies the main idea in artwork and provides supporting details
      2. asks and answers questions about characters, setting, events
      3. visualization and sequencing – what happened before and after the art’s image
      4. makes connections between the art and personal experiences
      5. retells important information in own words

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Discusses “Where do artists get ideas for artwork?”
   B. Discusses art in daily life: “Why do people make art-- in our communities, in past societies?” [QCC 2.18]
   C. Explains preference for artwork using art vocabulary
   D. Compares own definition of art with others’ definitions [QCC 2.17]
INSTRUCTIONAL RESOURCES:

**Student Text:** *SRA Art Connections Grade 2*

**Teacher Edition Grade 2:** The *Planning Guide* at the beginning of each unit includes pacing, activity, materials and resources for unit lessons. Each unit contains suggestions to integrate language arts and reading, math, science, social studies, and technology. Art history and cultural information is included, along with art criticism cues to assist students in evaluating their own work in the same way they evaluated the fine art in the lesson.

Differentiated instructional strategies for re-teaching, special needs students, and English language learners are included, as well as several options for assessment.

Art Journal activities are suggested to assist in developing student writing skills. The *For the Art Specialist* section has more complex art activities geared towards the art teacher.

The *Teacher’s Handbook* in the back of book contains professional development information for the teacher, such as the stages of artistic development in children, information about brain-based learning and assessment in art. Pages T30-31 contains a comprehensive scope and sequence chart that indicates which lessons at each grade level deal with specific elements and principles of art. The chart on pages T32-33 indicates lessons at each grade level that deal with different media.

**Artist Profiles:** This book contains short biographies of the artists represented in the student text, as well as information about style and technique.

**E-Presentation:** This interactive CD-ROM contains all of the student text, along with video resources, a searchable gallery of more than 1,000 works of art, artist profiles, vocabulary words and definitions read aloud in English and Spanish and video clips of *Literature and Art* and *Artsource* performances.

**Home and After School Connections:** This book contains reproducible family letters in English and Spanish, along with step-by-step instructions for art activities that students and their families can do together.

**Reading & Writing Practice:** This resource provides skills practice in standardized test format with content relating to the corresponding lesson in the student editions. It encourages students to practice reading and writing skills by studying information about artists, art concepts and art history.

**SRA Website:** [www.sraonline.com](http://www.sraonline.com) Teachers can visit the *Art Connections © 2005* section for technology-based art activities, links to art-related websites, literature connections, an interactive color wheel, black line masters, state-specific content and more.

**Georgia Teacher’s Resource Book:** This resource contains activities designed to connect the principles of art with other subject areas. The activities and resources have specific connections to the Georgia curriculum objectives.
SECOND GRADE

UNIT 1: Art Is A Language

PACING: 10 classes

STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [2.4, 2.7]
      1. close observation of familiar objects
      2. visualization/imagination
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork:
      1. Color: primary, secondary, neutral, warm/cool [QCC 2.8]
      2. Value: tints and shades [QCC 2.1, 2.9]
      3. Texture: actual and implied
      4. Line: horizontal, vertical, diagonal and feelings they convey [QCC 2.10]
      5. Shape: geometric (triangle, pentagon, hexagon) and organic [QCC 2.3]
      7. Space: overlapping; size, placement; foreground, middle ground, background, horizon line; positive and negative [QCC 2.11, 2.12]
      9. Repetition: to create unity; to create pattern in art, music, dance, mathematics, poetry [QCC 2.3]
     10. Movement: to create rhythm [QCC 2.14]

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to drawing, painting, clay – coil construction, sculpture, printmaking, fiber art, and mixed media [QCC 2.2, 2.3]
   B. Demonstrates proper care and safe use of materials and tools [QCC 2.5]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. observation and visualization skills
      2. care in craftsmanship (whole is larger than the parts)

ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   D. Recognizes and knows about selected famous artwork, artists, and art styles to include a minimum of three artists for the year
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Compares and contrasts artwork with same subject and different feelings [QCC 2.15]
   B. Uses new art vocabulary in oral and written language related to own and other’s artwork

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   C. Explains preference for artwork using art vocabulary

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Language

Guide students to understand that making and “reading” (interpreting) art are parts of a visual language just as speaking, writing and reading are verbal language. Art is about making meaning and communicating that meaning. A large part of the “language” that artists use to communicate is:

<table>
<thead>
<tr>
<th>Elements of Art:</th>
<th>Principles of Art:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line</td>
<td>Pattern</td>
</tr>
<tr>
<td>Color</td>
<td>Rhythm</td>
</tr>
<tr>
<td>Shape</td>
<td>Balance</td>
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<tr>
<td>Space</td>
<td>Proportion</td>
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<tr>
<td>Texture</td>
<td>Emphasis</td>
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<td>Value</td>
<td>Variety</td>
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<tr>
<td>Form</td>
<td>Movement</td>
</tr>
<tr>
<td></td>
<td>Harmony</td>
</tr>
<tr>
<td></td>
<td>Unity</td>
</tr>
</tbody>
</table>

Second grade lessons should remind students of learning in previous years and build on that learning. Students should identify elements and principles of art, use in their own work and discuss how they communicate different meanings to the viewer.

All unit topics are equally important. The time allocated to each unit [pacing] does not reflect the importance of the topic. The time allocations are simply a realistic approach to the elementary schedule. By the end of the year, students should have a thorough understanding of each unit topic.

This curriculum includes writing at each grade level. Refer to page T19 in the teacher’s edition for suggestions of ways to use writing to enhance the art curriculum.

Students construct sketchbooks to use throughout the semester.

- One format: fold a 12x18 sheet of construction paper in half and staple copy paper inside for the pages (approx 10-12 or as desired.) Review the elements of art and have the students use lines, shapes, and colors to creatively write their name on the sketchbook cover. Stress compositional guidelines, center of interest and filling
Sketchbooks can be used at beginning of lesson to record new vocabulary or create warm-up drawings. Sketchbooks assignments can be worked on when students finish early.

Store sketchbooks so they are accessible to the students. For example, store on a labeled bookshelf. Color coordinate sketchbooks so students can identify their class’s books. Implement a code system at the beginning of the year to facilitate identification of sketchbooks and artwork (2-W, second grade on Wednesday.)

The Fulton County Art Education Curriculum is a spiraling curriculum, reinforcing and deepening learning in subsequent grade levels. Each year students gain new and more complex information based on previously learned art skills. To enhance the spiraling curriculum:

- begin each lesson with a review of learning from the previous class, including vocabulary, specific skills learned, etc.
- at the conclusion of each lesson, review skills/information learned and discuss how they will be used in the next class/lesson.
- plan lessons to build on previously learned skills and expect students to know, use and hone those skills throughout the year and from year to year.
- guide students to see how their skills and knowledge grow from unit to unit and year to year.

Connect with Georgia Performance Standards and Elements in other core subject areas. Review standards in other subjects, and form relationships with grade level teams so you know what students study and when. Connect vocabulary, concepts and subject matter to social studies, math, science, language arts.

Create a word wall. Introduce art terms and refer to them with every lesson; the word wall reinforces art vocabulary throughout the year. One method is to group words by lesson as the semester progresses. (Example: a portrait lesson might include portrait, still life, landscape, cityscape as subjects in art.)

The Second Grade Teacher Edition of SRA Art Connections contains additional instructional strategies that address aesthetics, art criticism, art history, studio production and cross-curricular connections.

**SUGGESTED ASSESSMENTS:**

Rubric for teacher evaluation of student artwork

Students’ descriptive writings about chosen artworks. Students can write about themselves with a self-portrait and/or about the season with a seasonal landscape. Ask students to include a sentence or two explaining the element of art or principle of design they used to communicate their chosen message in the artwork.

The SRA Art Connections: Assessments and Test Preparation book provides a variety of assessments for skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, self-assessment rubrics specific to the learning task.
## SECOND GRADE

### UNIT 2: Art Takes Many Forms

| PACING: | 8 classes |

### STANDARDS AND ELEMENTS:

#### ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   - A. Creates artwork inspired by: [2.4, 2.7]
     - 3. visualization/imagination
     - 4. natural connections, extensions with math, language arts, science, social studies
   - B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   - A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork:
     - 3. Texture: actual and implied
     - 5. Shape: geometric (triangle, pentagon, hexagon) and organic [QCC 2.3]
     - 6. Form: 3-D; sphere, cube, pyramid, cone, cylinder

III. Understands and applies media, techniques, and processes [National Std. 1]
   - A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to drawing, painting, clay – coil construction, sculpture, printmaking, fiber art, and mixed media [QCC 2.2, 2.3]
   - B. Demonstrates proper care and safe use of materials and tools [QCC 2.5]

IV. Self-evaluates art learning and develops habits of excellence
   - A. Recognizes and cultivates habits of mind necessary for artistic work:
     - 2. care in craftsmanship (whole is larger than the parts)
     - 3. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
     - 4. evaluates work-in-progress and adjusts approach as necessary
   - B. Links art terms and production with math, language arts, social studies, science curriculum

#### ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   - A. Discusses functional art and functions of art in cultures related to social studies curriculum [QCC 2.19]
   - B. Recognize how culture and environment provide inspiration for creating artwork [QCC 2.6]
   - C. Discusses uses of symbols and cultural icons in artwork [QCC 2.20]
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   B. Uses new art vocabulary in oral and written language related to own and other’s artwork

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   B. Discusses art in daily life: “Why do people make art-- in our communities, in past societies?” [QCC 2.18]
   D. Compares own definition of art with others’ definitions [QCC 2.17]

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Takes Many Different Forms

Guide students to explore and understand the many 2-Dimensional (drawing, painting, printing, mixed media, collage, technology, photography) and 3-Dimensional (clay, sculpture, fiber arts-weaving, stitchery) forms art can take. Stress that the commonality that makes each of these “art” is the communication of meaning and/or aesthetic experience through visual form.

Note the required media and processes under Standard III, Element A.

Throughout the unit, incorporate discussions and activities related to the unit’s aesthetic, art criticism, art history and habits of mind elements.

Develop PowerPoint presentations to introduce works of art, images, concepts and information; the Internet is a quick source for information and images.

As you design assessments make sure you know what you want to assess (artwork, art knowledge, participation, etc.) and how the assessment you design will actually assess the learning. One example is using a daily checklist for participation, calling on each student or observing them as they work and recording a check, check plus or check minus for daily class participation. This is also a place to note problems that arise and keep a corresponding parent communication log. The same process can check for understanding of lesson concepts.

Pair students to help each other during lessons. Teach students to hold another student’s artwork for them at a distance so they can look at their work from a different perspective. Explain how you can evaluate and see more about an artwork and it’s composition from further away. Pairs of students can also work together to review concepts and terms and evaluate each other’s artwork.

Model constructive criticism and self-evaluation by using specific examples and questions when talking about a student’s artwork and asking, for example “Do you think that you have completed your artwork? Do you see anything missing? Did you follow all of the directions, (outlining,
painting in all areas, or anything specified in the instructions)? Is this your best work? Is there anything else you can do to enhance or complete your artwork?”

Refer to Second Grade Unit 1 and the *SRA Art Connections: Grade 2 Teacher Edition* for additional instructional strategies.

**SUGGESTED ASSESSMENTS:**

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
SECOND GRADE

UNIT 3: Art Is A Form of Creative Communication

PACING: 5 classes

STANDARDS AND ELEMENTS:

ART MAKING
I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [2.4, 2.7]
      2. personal experiences
      3. visualization/imagination
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork:

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to drawing, painting, clay – coil construction, sculpture, printmaking, fiber art, and mixed media [QCC 2.2, 2.3]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. observation and visualization skills
      2. care in craftsmanship (whole is larger than the parts)
      3. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
      4. evaluates work-in-progress and adjusts approach as necessary

ART HISTORY
V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   B. Recognizes how culture and environment provide inspiration for creating artwork [QCC 2.6]
   C. Discusses use of symbols and cultural icons artwork [QCC 2.20]
   D. Recognizes and knows about selected famous artwork, artists, and art styles to include a minimum of three artists for the year
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   C. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 2.16]
      1. identifies the main idea in artwork and provides supporting details
      3. visualization and sequencing – what happened before and after the art’s image
      5. retells important information in own words

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Discusses “Where do artists get ideas for artwork?”
   B. Discusses art in daily life: “Why do people make art--in our communities, in past societies?” [QCC 2.18]
   C. Explains preferences for artwork using art vocabulary

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Form of Creative Communication

Develop lessons in which students use their knowledge of art language and skills to produce artwork that conveys meaningful, personal experiences and ideas. They should also explore and recognize the work of famous artists who focus on the expression of personal experiences and ideas.

Design art history, aesthetic, criticism and production components of lessons to help students understand that art is about finding meaning in life and sharing that meaning through “visual language.”

Rubrics or checklists are more effective tools for self-evaluation when both the student and teacher use the same form and time is made to discuss differences between the two evaluations. Encourage writing by providing a space for comments and questions to be answered at the bottom of the evaluation.

Showing completed samples of artwork as art techniques and task requirements are explained helps students visualize the quality of work expected and learning. To support different learning styles, present directions in written, verbal and visual demonstration form.

Refer to Second Grade Unit 1 and the SRA Art Connections: Grade 2 Teacher Edition for additional instructional strategies.
**SUGGESTED ASSESSMENTS:**

Checklist for completion of objectives outlined by the teacher. Ask students to evaluate their participation and artwork by filling out the rubric themselves.

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
## SECOND GRADE

### UNIT 4: Art Is A Personal Experience

<table>
<thead>
<tr>
<th>PACING:</th>
<th>4 classes</th>
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### STANDARDS AND ELEMENTS:

#### ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter  
   [National Std. 3, 6]
   - A. Creates artwork inspired by: [2.4, 2.7]
     1. personal experiences
   - B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning  
   [National Std. 2]
   - A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork:

III. Understands and applies media, techniques, and processes  
     [National Std. 1]
     - A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to drawing, painting, clay – coil construction, sculpture, printmaking, fiber art, and mixed media  
       [QCC 2.2, 2.3]

IV. Self-evaluates art learning and develops habits of excellence
   - A. Recognizes and cultivates habits of mind necessary for artistic work:
     1. observation and visualization skills
     3. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
     4. evaluates work-in-progress and adjusts approach as necessary
   - B. Links art terms and production with math, language arts, social studies, science curriculum

#### ART HISTORY

V. Understands the visual arts in relation to history and cultures  
   [National Std. 4, 6]
   - D. Recognizes and knows about selected famous artwork, artists, and art styles to include a minimum of three artists for the year

#### ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork  
    [National Std. 5, 6]
    - A. Compares and contrasts artwork with same subject and different feelings  
      [QCC 2.15]
    - B. Uses new art vocabulary in oral and written language related to own and other’s artwork
C. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 2.16]
   1. identifies the main idea in artwork and provides supporting details
   2. asks and answers questions about characters, setting, events
   3. visualization and sequencing – what happened before and after the art’s image
   4. makes connections between the art and personal experiences

**AESTHETICS**

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   C. Explains preference for artwork using art vocabulary
   D. Compares own definition of art with others’ definitions [QCC 2.17]

**INSTRUCTIONAL STRATEGIES:**

Unit Topic: Art Is A Personal Experience

Plan lessons in which students respond to artwork (own and others). Guide students to learn that viewing (reading) art is an active process where the viewer brings their own personal experiences to making meaning of the artwork. Students respond to (“read”) artwork through: Visual Thinking Strategies and emotional response.

Develop an art room “library”; this can consist of a rug and bookcase with books about artists and high-quality picture books. Books can be used as a source of artwork ideas, written book reviews and examples of different media and techniques. Use your school and local library as a resource. For example, if the students are doing paintings of animals, check out animal books for reference.

Sketchbooks can be used for many purposes. Assessment exercises, preliminary sketches, writing assignments, and art criticism exercises are a few of many options.

Refer to Second Grade Unit 1 and the *SRA Art Connections: Grade 2 Teacher Edition* for additional instructional strategies.

**SUGGESTED ASSESSMENTS:**

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
SECOND GRADE

UNIT 5: Art Is A Universal Experience

PACING: 4 classes

STANDARDS AND ELEMENTS:

ART MAKING
I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [2.4, 2.7]
      4. natural connections, extensions with math, language arts, science, social studies
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork:

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to drawing, painting, clay – coil construction, sculpture, printmaking, fiber art, and mixed media [QCC 2.2, 2.3]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      2. care in craftsmanship (whole is larger than the parts)
      3. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
      4. evaluates work-in-progress and adjusts approach as necessary
   B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY
V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Discusses functional art and functions of art in cultures related to social studies curriculum [QCC 2.19]
   B. Recognizes how culture and environment provide inspiration for creating artwork [QCC 2.6]
   C. Discusses uses of symbols and cultural icons in artwork [QCC 2.20]

ART CRITICISM
VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
AESTHETICS

VIII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art  [National Std. 5, 6]
   B. Discusses art in daily life: “Why do people make art-- in our communities, in past societies?” [QCC 2.18]

INSTRUCTIONAL STRATEGIES:

Unit topic: Art Is A Universal Experience

Focus unit lessons on art from varied cultures. Students should use their knowledge of art as a language and art as a personal experience (reading art) to explore, understand, and discuss creative forms of expression in various cultures. Students should understand that all cultures create art and explore reasons why this is the case.

Use Philip Yenawine’s Visual Thinking Strategies to help students make meaning of, and personally connect with, artwork.

Refer to Second Grade Unit 1 and the SRA Art Connections: Grade 2 Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
CONTENT AREA: Elementary Art Education

GRADE: THIRD

MASTER LIST OF STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: (QCC 3.7)
      1. close observation of familiar objects
      2. personal experiences
      3. visualization/imagination
      4. natural connections, extensions with math, language arts, science, social studies
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork:
      1. Color: intermediate, complementary, analogous, warm/cool (QCC 3.4, 3.8)
      2. Value: tint/shade; darkness/lightness (QCC 3.4, 3.9)
      3. Line: expressive, descriptive, directional (QCC 3.4, 3.10)
      4. Shape: geometric/organic
      5. Form: 3-D; sphere, cube, pyramid, cone, cylinder
      6. Texture: visual (implied) and tactile (actual) in 2-D and 3-D art (QCC 3.3, 3.11)
      7. Space: foreground, middle ground, background; use of negative space; overlapping, size variation, placement in picture plane, more/less detail, bright/dull color (QCC 3.4, 3.12)
      8. Balance: symmetrical/asymmetrical/radial (QCC 3.4, 3.13)
      9. Repetition: to create unity
     10. Emphasis: size, detail, placement, center of interest (QCC 3.4, 3.14)

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media (QCC 3.1, 3.2, 3.4)
   B. Demonstrates proper care and safe use of materials and tools (QCC 3.6)

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. observation and visualization skills
      2. problems have more than one solution
      3. care in craftsmanship (whole is larger than the parts)
4. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
5. evaluates work-in-progress and adjusts approach as necessary
B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Discusses art as a historical record and explains work as characteristic of the period in which it was produced (QCC 3.19)
   B. Places artwork in chronological order based on clues within the artwork (QCC 3.20)
   C. Recognizes and associates selected artists (a minimum of three) and cultures with their artwork (QCC 3.18)
   D. Discusses influences of technology on art, e.g. photography, advertising, architecture, popular culture (QCC 3.21)

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Compares and contrasts artwork with same subject/different feelings and different subject matter/similar feelings
   B. Uses new art vocabulary in oral and written language related to own and other’s artwork
   C. Formulates and defends interpretations of artwork based on evidence within the artwork
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text (QCC 3.17)
      1. identifies the main idea in artwork and provides supporting details
      2. asks and answers questions about characters, setting, events
      3. visualization and sequencing – what happened before and after the art’s image
      4. makes connections between the art and personal experiences
      5. retells important information in own words
      6. supports interpretation with evidence in artwork

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Discusses value and aesthetics of original artwork verses reproductions (QCC 3.15)
   B. Explains purposes and functions of art in today’s world and past cultures and discusses functional art (QCC 3.16)
   C. Discusses the relationship between beauty and function in art from current and past cultures
   D. Discusses how criteria for valuing art vary from person to person and culture to culture; discusses other individuals’ reasons for preferences in artwork (QCC3.17)

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Third Grade
INSTRUCTIONAL RESOURCES:

**Student Text:**  SRA Art Connections Grade 3

**Teacher Edition Grade 3:** The Planning Guide at the beginning of each unit includes pacing, activity, materials and resources for unit lessons. Each unit contains suggestions to integrate language arts and reading, math, science, social studies, and technology. Art history and cultural information is included, along with art criticism cues to assist students in evaluating their own work in the same way they evaluated the fine art in the lesson.

Differentiated instructional strategies for re-teaching, special needs students, and English language learners are included, as well as several options for assessment.

Art Journal activities are suggested to assist in developing student writing skills. The *For the Art Specialist* section has more complex art activities geared towards the art teacher.

The *Teacher’s Handbook* in the back of book contains professional development information for the teacher, such as the stages of artistic development in children, information about brain-based learning and assessment in art. Pages T30-31 contains a comprehensive scope and sequence chart that indicates which lessons at each grade level deal with specific elements and principles of art. The chart on pages T32-33 indicates lessons at each grade level that deal with different media.

**Artist Profiles:** This book contains short biographies of the artists represented in the student text, as well as information about style and technique.

**E-Presentation:** This interactive CD-ROM contains all of the student text, along with video resources, a searchable gallery of more than 1,000 works of art, artist profiles, vocabulary words and definitions read aloud in English and Spanish and video clips of *Literature and Art* and *Artsource* performances.

**Home and After School Connections:** This book contains reproducible family letters in English and Spanish, along with step-by-step instructions for art activities that students and their families can do together.

**Reading & Writing Practice:** This resource provides skills practice in standardized test format with content relating to the corresponding lesson in the student editions. It encourages students to practice reading and writing skills by studying information about artists, art concepts and art history.

**SRA Website:** [www.sraonline.com](http://www.sraonline.com) Teachers can visit the *Art Connections © 2005* section for technology-based art activities, links to art-related websites, literature connections, an interactive color wheel, black line masters, state-specific content and more.

**Georgia Teacher’s Resource Book:** This resource contains activities designed to connect the principles of art with other subject areas. The activities and resources have specific connections to the Georgia curriculum objectives.
THIRD GRADE

UNIT 1: Art Is A Language

PACING: 10 classes

STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: (QCC 3.7)
      1. close observation of familiar objects
      2. visualization / imagination
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities(elements and principles) in artwork:
      1. Color: intermediate, complementary, analogous, warm / cool (QCC 3.4, 3.8)
      2. Value: tint/shade; darkness/lightness (QCC 3.4, 3.9)
      3. Line: expressive, descriptive, directional (QCC 3.4, 3.10)
      4. Shape: geometric / organic
      6. Texture: visual (implied) and tactile (actual) in 2-D and 3-D art (QCC 3.3, 3.11)
      7. Space: foreground, middle ground, background; use of negative space; overlapping, size variation, placement in picture plane, more/less detail, bright/dull color (QCC 3.4, 3.12)
      8. Balance: symmetrical /asymmetrical / radial (QCC 3.4, 3.13)
      9. Repetition: to create unity
      10. Emphasis: size, detail, placement, center of interest (QCC 3.4, 3.14)

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media (QCC 3.1, 3.2, 3.4)
   B. Demonstrates proper care and safe use of materials and tools (QCC 3/6)

IV. Self-evaluates art learning and develops habits of excellence.
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. observation and visualization skills
      3. care in craftsmanship (whole is larger than the parts)
   B. Links art terms and production with math, language arts, social studies, science curriculum
ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   C. Recognizes and associates selected artists (a minimum of three) and cultures with their artwork (QCC 3.18)

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Compares and contrasts artworks with same subject/different feelings and different subject matter/similar feelings
   B. Uses new art vocabulary in oral and written language related to own and other’s artwork
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text (QCC 3.17)
      1. identifies the main idea in artwork and provides supporting details
      2. asks and answers questions about characters, setting, events

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Discusses value and aesthetics of original artworks verses reproductions (QCC 3.15)

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Language

Guide students to understand that making and “reading” (interpreting) art are parts of a visual language just as speaking, writing and reading are verbal language. Art is about making meaning and communicating that meaning. A large part of the “language” that artists use to communicate is:

<table>
<thead>
<tr>
<th>Elements of Art:</th>
<th>Principles of Art:</th>
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<tbody>
<tr>
<td>Line</td>
<td>Pattern</td>
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<tr>
<td>Color</td>
<td>Rhythm</td>
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<td>Harmony</td>
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<td>Unity</td>
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Third grade lessons should remind students of learning in previous years and build on that learning. Students should identify elements and principles of art, use in their own work and discuss how they communicate different meanings to the viewer.
All unit topics are equally important. The time allocated to each unit [pacing] does not reflect the importance of the topic. The time allocations are simply a realistic approach to the elementary schedule. By the end of the school year, students should have a thorough understanding of each unit topic.

This curriculum includes writing at each grade level. Refer to page T19 in the teacher’s edition for suggestions of ways to use writing to enhance the art curriculum.

The *Fulton County Art Education Curriculum* is a spiraling curriculum, reinforcing and deepening learning in subsequent grade levels. Each year students gain new and more complex information based on previously learned art skills. To enhance the spiraling curriculum:

- begin each lesson with a review of learning from the previous class, including vocabulary, specific skills learned, etc.
- at the conclusion of each lesson, review skills/information learned and discuss how they will be used in the next class/lesson.
- plan lessons to build on previously learned skills and expect students to know, use and hone those skills throughout the year and from year to year.
- guide students to see how their skills and knowledge grow from unit to unit and year to year.

Work with CST’s and classroom teachers to connect art with other core content areas. Review the Georgia Performance Standards and Elements in language arts, reading, social studies, science, math to find natural connection points.

The *Third Grade Teacher Edition* of *SRA Art Connections* contains instructional strategies that address aesthetics, art criticism, art history, studio production and cross-curricular connections.

**SUGGESTED ASSESSMENTS:**

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
THIRD GRADE

UNIT 2: Art Takes Many Forms

PACING: 8 classes

STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: (QCC 3.7)
      1. personal experiences
      2. visualization / imagination
      3. natural connections, extensions with math, language arts, science, social studies
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork:
      5. Form: 3-D; sphere, cube, pyramid, cone, cylinder
      6. Texture: visual (implied) and tactile (actual) in 2-D and 3-D art (QCC 3.3, 3.11)

III. Understands and applies media, techniques, and processes [National Std. 1]
   B. Demonstrates proper care and safe use of materials and tools (QCC 3/6)

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. observation and visualization skills
      3. care in craftsmanship (whole is larger than the parts)
   B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Discusses art as a historical record and explains work as characteristic of the period in which it was produced (QCC 3.19)
   B. Places artworks in chronological order based on clues within the artwork (QCC 3.20)
**ART CRITICISM**

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   B. Uses new art vocabulary in oral and written language related to own and other’s artwork

**AESTHETICS**

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   B. Explains purposes and functions of art in today’s world and past cultures and discusses functional art (QCC 3.16)
   C. Discusses the relationship between beauty and function in art from current and past cultures

**SUGGESTED INSTRUCTIONAL STRATEGIES:**

**Unit Topic: Art Takes Many Different Forms**

Guide students to explore and understand the many 2-Dimensional (drawing, painting, printing, mixed media, collage, technology, photography) and 3-Dimensional (clay, sculpture, fiber arts-weaving, stitchery) forms art can take. Stress that the commonality that makes each of these “art” is the communication of meaning and/or aesthetic experience through visual form.

Note the required media and processes under Standard III, Element A.

Throughout the unit, incorporate discussions and activities related to the unit’s aesthetic, art criticism, art history and habits of mind elements.

Schedule the computer lab or mobile lab to give students experience in using the computer as an art tool. As in all lessons, integrate aesthetics, art criticism, art history and habits of mind. Stress the concept that the computer is simply another media for creating art.

Continue to use a word wall; work to develop vocabulary and to link art vocabulary with other curriculum areas.

Refer to Third Grade Unit 1 and the *SRA Art Connections, Grade 1 Teacher Edition* for additional instructional strategies.

**SUGGESTED ASSESSMENTS:**

The *Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
### THIRD GRADE

**UNIT 3: Art Is A Form of Creative Communication**

- **PACING:** 5 classes

### STANDARDS AND ELEMENTS:

#### ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter  [National Std. 3, 6]
   - A. Creates artworks inspired by: (QCC 3.7)
     - 2. personal experiences
     - 3. visualization/imagination
     - 4. natural connections, extensions with math, language arts, science, social studies
   - B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning  [National Std. 2]
   - A. Identifies and emphasizes formal qualities(elements and principles) in artwork:

III. Understands and applies media, techniques, and processes  [National Std. 1]
   - A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media (QCC 3.1, 3.2, 3.4)

IV. Self-evaluates art learning and develops habits of excellence.
   - A. Recognizes and cultivates habits of mind necessary for artistic work:
     - 2. problems have more than one solution
     - 3. care in craftsmanship (whole is larger than the parts)
     - 4. self-evaluation; understanding learning goals for each artwork; self-evaluating when goals are reached
     - 5. evaluates work-in-progress and adjust approach as necessary

#### ART HISTORY

V. Understands the visual arts in relation to history and cultures  [National Std. 4, 6]
   - C. Recognizes and associates selected artists (a minimum of three) and cultures with their artwork (QCC 3.18)
   - D. Discusses influences of technology on art, e.g. photography, advertising, architecture, popular culture (QCC 3.21)
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]

   A. Compares and contrasts artworks with same subject/different feelings and different subject matter/similar feelings
   C. Formulates and defends interpretations of artwork based on evidence within the artwork
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text (QCC 3.17)
      1. identifies the main idea in artwork and provides supporting details
      3. visualization and sequencing – what happened before and after the art’s image
      5. retells important information in own words

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]

   A. Discusses value and aesthetics of original artworks verses reproductions (QCC 3.15)
   D. Discusses how criteria for valuing art vary from person to person and culture to culture; discusses other individuals’ reasons for preferences in artwork (QCC3.17)

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Form of Creative Communication

Develop lessons in which students use their knowledge of art language and skills to produce artwork that conveys meaningful, personal experiences and ideas. They should explore and recognize the work of famous artists who focus on the expression of personal experiences and ideas.

Design art history, aesthetics, criticism and production components of lessons to help students understand that art is about finding meaning in life and sharing that meaning through “visual language.”

Use various types of cooperative learning to help students evaluate their artwork, master new material and reinforce previous learning. For example, pair students during parts of lessons to review processes, evaluate each other’s artwork or apply new vocabulary. Having an art buddy can help students master learning and focus on the task at hand.

Refer to Third Grade Unit 1 and the SRA Art Connections, Grade 1 Teacher Edition for additional instructional strategies.
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<tr>
<td>The <em>Assessments and Test Preparation</em> book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.</td>
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</tbody>
</table>
THIRD GRADE

UNIT 4:  Art Is A Personal Experience

PACING:  4 classes

STANDARDS AND ELEMENTS:

ART MAKING
I.  Creates artwork reflecting a range of concepts, ideas, subject matter  [National Std. 3, 6]
   A.  Creates artworks inspired by: (QCC 3.7)
       4.  natural connections, extensions with math, language arts, science, social studies
   B.  Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning  [National Std. 2]

III. Understands and applies media, techniques, and processes  [National Std. 1]
    A.  Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media (QCC 3.1, 3.2, 3.4)
    B.  Demonstrates proper care and safe use of materials and tools (QCC 3/6)

IV. Self-evaluates art learning and develops habits of excellence
   A.  Recognizes and cultivates habits of mind necessary for artistic work:
       3.  care in craftsmanship (whole is larger than the parts)
       4.  self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
       5.  evaluates work-in-progress and adjusts approach as necessary
   B.  Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY
V.  Understands the visual arts in relation to history and cultures  [National Std. 4, 6]
    B.  Places artwork in chronological or historical order based on clues within the artwork (QCC 3.20)

ART CRITICISM
VI. Reflects on and assesses characteristics and merits of artwork  [National Std. 5, 6]
    A.  Compares and contrasts artwork with same subject / different feelings and different subject matter / similar feelings
    B.  Uses new art vocabulary in oral and written language related to own and other’s artwork
C. Formulates and defends interpretations of artwork based on evidence within the artwork
D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text (QCC 3.17)
   1. identifies the main idea in artwork and provide supporting details
   2. asks and answers questions about characters, setting, events
   3. visualization and sequencing – what happened before and after the art’s image
   4. makes connections between the art and personal experiences
   5. supports interpretation with evidence in artwork

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Discusses value and aesthetics of original artwork verses reproductions (QCC 3.15)
   D. Discusses how criteria for valuing art vary from person to person and culture to culture; discusses other individuals’ reasons for preferences in artwork (QCC3.17)

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Personal Experience

Guide students to understand how each of us brings personal experiences to interacting with artwork and how doing so helps us grow as individuals.

Plan lessons in which students respond to artwork (own and others). Guide students to learn that viewing (reading) art is an active process where the viewer brings their own personal experiences to making meaning of the artwork. Students respond to (“read”) artwork through Visual Thinking Strategies.

Design opportunities for students to reflect and self-evaluate their progress on both long and short term learning goals. How do I know if my artwork is successful? How do I do my best? What do I need to do to grow as a person and an artist?

Rubric or criteria-based self-evaluation is more effective when both student and teacher use the same form and time is made for discussion of differences between the two evaluations. An effective self-evaluation can be as simple as asking students to answer the questions, What was the best part of my artwork? What would I change if I could? and What I really want you to know about this artwork is…

Refer to Third Grade Unit 1 and the SRA Art Connections, Grade 1 Teacher Edition for additional instructional strategies.
**SUGGESTED ASSESSMENTS:**

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
THIRD GRADE

UNIT 5: Art Is A Universal Experience

PACING: 4 classes

STANDARDS AND ELEMENTS:

ART MAKING
I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artworks inspired by: (QCC 3.7)
      4. natural connections, extensions with math, language arts, science, social studies
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media (QCC 3.1, 3.2, 3.4)
   B. Demonstrates proper care and safe use of materials and tools (QCC 3.6)

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      3. care in craftsmanship (whole is larger than the parts)
      4. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
      5. evaluates work-in-progress and adjusts approach as necessary
   B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY
V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Discusses art as a historical record and explains work as characteristic of the period in which it was produced (QCC 3.19)
   B. Places artwork in chronological order based on clues within the artwork (QCC 3.20)
   C. Recognizes and associates selected artists (a minimum of three) and cultures with their artwork (QCC 3.18)
   D. Discusses influences of technology on art, e.g. photography, advertising, architecture, popular culture (QCC 3.21)
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   C. Formulates and defends interpretations of artwork based on evidence within the artwork
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text (QCC 3.17)
      6. supports interpretation with evidence in artwork

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   B. Explains purposes and functions of art in today’s world and past cultures and discusses functional art (QCC 3.16)
   C. Discusses the relationship between beauty and function in art from current and past cultures
   D. Discusses how criteria for valuing art vary from person to person and culture to culture; discusses other individuals’ reasons for preferences in artwork (QCC3.17)

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit topic: Art Is A Universal Experience

Focus lessons in this unit on art from varied cultures. Students should use their knowledge of art as a language and art as a personal experience (reading art) to explore, understand, and discuss creative forms of expression in various cultures. Students should understand that all cultures create art and explore reasons why this is the case.

Use Philip Yenawine’s Visual Thinking Strategies to help students make meaning of, and personally connect with, artwork.

Refer to Third Grade Unit 1 and the SRA Art Connections: Grade 1 Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes. These include pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the learning task and multiple-choice assessments.
CONTENT AREA: Elementary Art Education

GRADE: FOURTH

MASTER LIST OF STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 4.6, 4.9]
      1. close observation of familiar objects
      2. current life and world
      3. research of regional history/themes, ideas of art from the past
      4. natural connections, extensions with math, language arts, science, social studies
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork: [QCC 4.5]
      1. Color: color properties (hue, value, intensity), color schemes (analogous, monochromatic, complementary, neutral) [QCC 4.1, 4.2, 4.10, 4.11]
      2. Value: to model form; to create contrast [QCC 4.4, 4.12]
      3. Line: contour, expressive, descriptive, directional [QCC 4.4]
      4. Shape: geometric/organic
      5. Form: 3-D; sphere, cube, pyramid, cone, cylinder
      6. Texture: visual (implied) and tactile (actual) in 2-D and 3-D art
      7. Space: linear perspective, atmospheric perspective (color hue and intensity, detail), overlapping, size variation, placement in picture plane, use of positive and negative space [QCC 4.4, 4.13, 4.14]
      8. Principles: repetition, unity, balance (symmetrical/asymmetrical/radial), movement (mobiles, gesture, action painting, line quality), contrast, emphasis (size, detail, placement to create center of interest) [QCC 4.4, 4.15]

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – slab construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media [QCC 4.6, 4.7]
   B. Draws from observation using: contour line, value to model form, abstraction based on observation, movement/gesture, thumbnail sketches to document thinking and plan work [QCC 4.12]
   C. Uses point of view (close-up, far away, below, above) in own artwork [QCC 4.3, 4.17]
   D. Demonstrates proper care and safe use of materials and tools [QCC 4.8]
IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. observation and visualization skills
      2. problems have more than one solution
      3. care in craftsmanship (whole is larger than the parts)
      4. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
      5. evaluates work-in-progress and adjusts approach as necessary
   B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Interprets visual clues from artwork; matches description of culture with artwork representative of that culture; makes accurate statements about functions (purposes) of particular artwork and the culture that produced them [QCC 4.20, 4.21]
   B. Discusses relationships between artists and their cultures (geographic, political, religious, economic) [QCC 4.22]
   C. Recognizes cultural diversity in contemporary artwork
   D. Recognizes selected famous artwork, artists, styles to include a minimum of three artists for the year
   E. Categorizes artwork by subject matter, e.g. narrative, portrait, still-life, seascape, cityscape [QCC 4.16]

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Compares and contrasts pairs of artwork including representational, abstract and non-objective art
   B. Adjusts writing about art for purpose and audience; captures feeling in artwork in words.
   C. Understands the similarity between planning and revising artwork and the writing process – develop, evaluate, revise
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 3.17]
      1. identifies and infers main idea and supporting details within the artwork
      2. generates questions about characters and/or setting to improve interpretation
      3. distinguishes fact from opinion
      4. makes inferences about setting, characters, events and supports them with evidence in the artwork; observes explicit facts and infers implicit facts
      5. makes connections between art and personal experiences
      6. recognizes the artist’s purpose
      7. summarizes artwork’s content/meaning
   E. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion
AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art  [National Std. 5, 6]
   A. Discusses how personal experiences influence responses to and preferences for art; develops and applies criteria for personal decisions about artwork  [QCC 4.18]
   B. Discusses theories of art and artists’ intent: Does the intent of the artwork seem to be to imitate? (Realism) Is the artwork primarily concerned with design or composition? (Formalism) Is the artwork trying to express a feeling or emotion? (Expressionism) [QCC 4.19]
### INSTRUCTIONAL RESOURCES:

**Student Text:** *SRA Art Connections*
Digital images (on e-Presentation CD), reproductions of artwork by artists studied in the units

**Teacher Edition Grade 4:** The Planning Guide at the beginning of each unit includes pacing, activity, materials, and resources for each unit. Each unit contains cross-curricular suggestions to integrate language arts and reading, math, science, social studies, and technology. Art history and cultural information is included, along with art criticism cues to assist students in evaluating their own work in the same way they evaluated the fine art in the lesson.

Differentiated instructional strategies for re-teaching, special needs students, and English language learners are included, as well as several options for assessment.

Art Journal activities are suggested to assist in developing student writing skills.

The *For the Art Specialist* section has more complex art activities geared towards the art teacher.

The *Teacher’s Handbook* in the back of book contains professional development information for the teacher, such as the stages of artistic development in children, information about brain-based learning, and assessment in art. Pages T30-31 contain a comprehensive scope and sequence chart that indicates which lessons stress specific elements and principles of art. The chart on pages T32-33 indicates lessons at each grade level that use different media.

**Artist Profiles:** This book contains short biographies of artists represented in the student text, as well as information about style and technique.

**E-Presentation:** This interactive CD-ROM contains all of the student text along with video resources, a searchable gallery of more than 1,000 works of art, artist profiles, vocabulary words and definitions read aloud in English and Spanish, and video clips of *Literature and Art* and *Artsource* performances.

**Home and After School Connections:** This book contains reproducible family letters in English and Spanish, along with step-by-step instructions for art activities that students and their families can do together.

**Reading & Writing Practice:** This resource provides skills practice in standardized test format with content relating to the corresponding lesson in the student text. Students practice reading and writing skills by studying information about artists, art concepts, and art history.

**SRA Website:** [www.sraonline.com](http://www.sraonline.com) – teachers can visit the Art Connections @2005 section for technology-based art activities, links to art-related websites, literature connections, an interactive color wheel, black line masters, state-specific content, and more.

**Georgia Teacher’s Resource Book:** This book contains activities designed to connect the art with other subject areas. The activities and resources have specific connections to Georgia curriculum objectives.
## UNIT 1: Art Is A Language

### PACING:

| 10 classes |

### STANDARDS AND ELEMENTS:

## ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter  
   [National Std. 3, 6]
   - A. Creates artwork inspired by:  
     [QCC 4.6, 4.9]
       1. close observation of familiar objects
   - B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning  
   [National Std. 2]
   - A. Identifies and emphasizes formal qualities (elements and principles) in artwork:
     [QCC 4.5]
       1. Color: color properties (hue, value, intensity), color schemes (analogous, monochromatic, complementary, neutral)  
          [QCC 4.1, 4.2, 4.10, 4.11]
       2. Value: to model form; to create contrast  
          [QCC 4.4, 4.12]
       3. Line: contour, expressive, descriptive, directional  
          [QCC 4.4]
       4. Shape: geometric/organic
       5. Texture: visual (implied) and tactile (actual) in 2-D and 3-D art
       6. Space: linear perspective, atmospheric perspective (color hue and intensity, detail), overlapping, size variation, placement in picture plane, use of positive and negative space  
          [QCC 4.4, 4.13, 4.14]
       7. Principles: repetition, unity, balance (symmetrical/asymmetrical/radial), movement (mobiles, gesture, action painting, line quality), contrast, emphasis (size, detail, placement to create center of interest)  
          [QCC 4.4, 4.15]

III. Understands and applies media, techniques, and processes  
    [National Std. 1]
    - B. Draws from observation using: contour line; value to model form, abstraction based on observation, movement/gesture; thumbnail sketches to document thinking and plan work  
       [QCC 4.12]
    - C. Uses point of view (close-up, far away, below, above) in own artwork  
       [QCC 4.3, 4.17]
    - D. Demonstrates proper care and safe use of materials and tools  
       [QCC 4.8]

IV. Self-evaluates art learning and develops habits of excellence
   - A. Recognizes and cultivates habits of mind necessary for artistic work:
     1. observation and visualization skills
     2. care in craftsmanship (whole is larger than the parts)
   - B. Links art terms and production with math, language arts, social studies, science curriculum
ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Interprets visual clues from artworks; matches description of culture with artwork representative of that culture; makes accurate statements about functions (purposes) of particular artworks and the culture that produced them [QCC 4.20, 4.21]
   D. Recognizes selected famous artworks, artists, styles to include a minimum of three artists for the year
   E. Categorizes artwork by subject matter, e.g. narrative, portrait, still-life, seascape, cityscape [QCC 4.16]

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Compares and contrasts pairs of artworks including representational, abstract and non-objective art

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   B. Discusses theories of art and artists’ intent: Does the intent of the artwork seem to be to imitate? (Realism) Is the artwork primarily concerned with design or composition? (Formalism) Is the artwork trying to express a feeling or emotion? (Expressionism) [QCC 4.19]

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Language

Guide students to understand that making and “reading” (interpreting) art are parts of a visual language just as speaking, writing and reading are verbal language. Art is about making meaning and communicating that meaning. A large part of the “language” that artists use to communicate is:

<table>
<thead>
<tr>
<th>Elements of Art:</th>
<th>Principles of Art:</th>
</tr>
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<tbody>
<tr>
<td>Line</td>
<td>Pattern</td>
</tr>
<tr>
<td>Color</td>
<td>Rhythm</td>
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<tr>
<td>Shape</td>
<td>Balance</td>
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<td>Space</td>
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<td>Texture</td>
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<td>Variety</td>
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<td></td>
<td>Harmony</td>
</tr>
<tr>
<td></td>
<td>Unity</td>
</tr>
</tbody>
</table>

Fourth grade lessons should remind students of learning in previous years and build on that learning. Students should identify elements and principles of art, use in their own work and discuss how they communicate different meanings to the viewer.
All unit topics are equally important. The time allocated to each unit [pacing] does not reflect the importance of the topic. The time allocations are simply a realistic approach to the elementary schedule. By the end of the school year, students should have a thorough understanding of all unit topics.

This curriculum includes writing at each grade level. Refer to page T19 in the teacher’s edition for suggestions of ways to use writing to enhance the art curriculum.

The *Fulton County Art Education Curriculum* is a spiraling curriculum, reinforcing and deepening learning in subsequent grade levels. Each year students gain new and more complex information based on previously learned art skills. To enhance the spiraling curriculum:

- begin each lesson with a review of learning from the previous class, including vocabulary, specific skills learned, etc.
- at the conclusion of each lesson, review skills/information learned and discuss how they will be used in the next class/lesson.
- plan lessons to build on previously learned skills and expect students to know, use and hone those skills throughout the year and from year to year.
- guide students to see how their skills and knowledge grow from unit to unit and year to year.

Use a word wall to help introduce and reinforce art vocabulary and to strengthen writing assignments.

The *Fourth Grade Teacher Edition* of *SRA Art Connections* contains additional instructional strategies that address aesthetics, art criticism, art history, studio production and cross-curricular connections.

**SUGGESTED ASSESSMENTS:**

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
FOURTH GRADE

UNIT 2: Art Takes Many Forms

PACING: 8 classes

STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 4.6, 4.9]
      1. close observation of familiar objects
      3. research of regional history/themes, ideas of art from the past
      4. natural connections, extensions with math, language arts, science, social studies
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork:
      [QCC 4.5]
      5. Form: 3-D; sphere, cube, pyramid, cone, cylinder
      6. Texture: visual (implied) and tactile (actual) in 2-D and 3-D art

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – slab construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media [QCC 4.6, 4.7]
   B. Draws from observation using: contour line, value to model form, abstraction based on observation, movement/gesture, thumbnail sketches to document thinking and plan work [QCC 4.12]
   D. Demonstrates proper care and safe use of materials and tools [QCC 4.8]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. observation and visualization skills
      2. problems have more than one solution
      3. care in craftsmanship (whole is larger than the parts)
      4. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
      5. evaluates work-in-progress and adjusts approach as necessary
   B. Links art terms and production with math, language arts, social studies, science curriculum
ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Interprets visual clues from artworks; matches description of culture with artwork representative of that culture; makes accurate statements about functions (purposes) of particular artworks and the culture that produced them [QCC 4.20, 4.21]
   B. Discusses relationships between artists and their cultures (geographic, political, religious, economic) [QCC 4.22]

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 3.17]
      5. makes connections between art and personal experiences
      6. recognizes the artist’s purpose
   E. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   B. Discusses theories of art and artists’ intent: Does the intent of the artwork seem to be to imitate? (Realism) Is the artwork primarily concerned with design or composition? (Formalism) Is the artwork trying to express a feeling or emotion? (Expressionism) [QCC 4.19]

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Takes Many Different Forms

Guide students to explore and understand the many 2-Dimensional (drawing, painting, printing, mixed media, collage, technology, photography) and 3-Dimensional (clay, sculpture, fiber arts) forms art can take. Stress that the commonality that makes each of these “art” is the communication of meaning and/or aesthetic experience through visual form.

Note the required media and processes under Standard III, Element A.

Incorporate aesthetic activities and discussions related to the unit’s aesthetic, art history, art criticism and habits of mind.

Review fourth grade Georgia Performance Standards in social studies, science, math and language arts. Create artwork that uses themes, ideas and art forms inspired by students’ studies in these other core areas.

Reinforce writing skills by asking students to write “artist statements” to accompany their artwork. These can focus on different concepts depending on the goals of the lesson.
Show samples of strong, acceptable and unacceptable solutions to art problems. The goal is to help students understand what constitutes quality work. Reinforce this with rubrics that students use for in-process self-evaluation of their work.

Refer to Fourth Grade Unit 1 and the *SRA Art Connections: Grade 4 Teacher Edition* for additional instructional strategies.

**SUGGESTED ASSESSMENTS:**

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
FOURTH GRADE

UNIT 3: Art Is A Form of Creative Communication

PACING: 5 classes

STANDARDS AND ELEMENTS:

ART MAKING
I. Creates artwork reflecting a range of concepts, ideas, subject matter  [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 4.6, 4.9]
      1. current life and world
      3. research of regional history/themes, ideas of art from the past
      4. natural connections, extensions with math, language arts, science, social studies
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities of art (elements and principles) in artwork

III. Understands and applies media, techniques, and processes [National Std. 1]
   B. Draws from observation using: contour line, value to model form, abstraction based on observation, movement/gesture, thumbnail sketches to document thinking and plan work [QCC 4.12]
   C. Uses point of view (close-up, far away, below, above) in own artwork [QCC 4.3, 4.17]
   D. Demonstrates proper care and safe use of materials and tools [QCC 4.8]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      2. problems have more than one solution
      3. care in craftsmanship (whole is larger than the parts)
      4. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
      5. evaluates work-in-progress and adjust approach as necessary

ART HISTORY
V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   D. Recognizes selected famous artworks, artists, styles to include a minimum of three artists
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Adjusts writing about art for purpose and audience; captures feeling in artwork in words.
   B. Understands the similarity between planning and revising artwork and the writing process – develop, evaluate, revise
   C. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 3, 17]
   5. makes connections between art and personal experiences
   D. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Discusses how personal experiences influence response to and preferences for art; develops and applies criteria for personal decisions about artwork [QCC 4.18]
   B. Discusses theories of art and artists’ intent: Does the intent of the artwork seem to be to imitate? (Realism) Is the artwork primarily concerned with design or composition? (Formalism) Is the artwork trying to express a feeling or emotion? (Expressionism) [QCC 4.19]

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Form of Creative Communication

Develop lessons in which students use their knowledge of art language and skills to produce artwork that conveys meaningful, personal experiences and ideas. They should also explore and recognize the work of famous artists who focus on the expression of personal experiences and ideas.

Design art history, aesthetic, criticism and production components of lessons to help students understand that art is about finding meaning in life and sharing that meaning through “visual language.”

Sketchbooks can be used for written assignments as well as artwork. For example, have students complete several art criticism activities throughout the year in their sketchbooks. At the end of the year have them write a reflection on the year. Include topics such as, What was their favorite personal artwork, favorite art reproduction viewed? Explain one new art technique or concept that they learned.

Guide students in comparing and contrasting abstract, non-objective and representational artwork. Work on “reading” art work and understanding reading skills such as inferring meaning, observable facts vs. implied meaning, distinguishing between fact and opinion. Discuss how these same skills, practiced in reading art, transfer to reading text.
Refer to Fourth Grade Unit 1 and the *SRA Art Connections: Grade 4 Teacher Edition* for additional instructional strategies.

**SUGGESTED ASSESSMENTS:**

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
FOURTH GRADE

UNIT 4: Art Is A Personal Experience

PACING: 4 classes

STANDARDS AND ELEMENTS:

ART MAKING
I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 4.6, 4.9]
      3. research of regional history/themes, ideas of art from the past
      4. natural connections, extensions with math, language arts, science, social studies
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork: [QCC 4.5]

III. Understands and applies media, techniques, and processes [National Std. 1]

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
      5. evaluates work-in-progress and adjusts approach as necessary
   B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY
V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   D. Recognizes selected famous artwork, artists, styles to include a minimum of three artists
   E. Categorizes artwork by subject matter, e.g. narrative, portrait, still-life, seascape, cityscape [QCC 4.16]

ART CRITICISM
VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Compares and contrasts pairs of artwork including representational, abstract and non-objective art
   B. Adjusts writing about art for purpose and audience; captures feeling in artwork in words.
   C. Understands the similarity between planning and revising artwork and the writing process – develop, evaluate, revise
D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 3.17]
   1. identifies and infers main idea and supporting details within the artwork
   2. generates questions about characters and/or setting to improve interpretation
   3. distinguishes fact from opinion
   4. makes inferences about setting, characters, events and supports with evidence in the artwork; observes explicit facts and infers implicit facts
   5. makes connections between art and personal experiences
   6. recognizes the artist’s purpose
   7. summarizes artwork’s content/meaning

E. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5.6]
   A. Discusses how personal experiences influence responses to and preferences for art; develops and applies criteria for personal decisions about artwork [QCC 4.18]
   B. Discusses theories of art and artists’ intent: Does the intent of the artwork seem to be to imitate? (Realism) Is the artwork primarily concerned with design or composition? (Formalism) Is the artwork trying to express a feeling or emotion? (Expressionism) [QCC 4.19]

INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Personal Experience

Plan lessons in which students respond to artwork (own and others). Guide students to learn that viewing (reading) art is an active process where the viewer brings their own personal experiences to making meaning of the artwork.

Refer to Fourth Grade Unit 1 and the SRA Art Connections: Grade 5 Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
FOURTH GRADE

UNIT 5:  Art Is A Universal Experience

PACING:  4 classes

STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artwork inspired by: [QCC 4.6, 4.9]
      3. research of regional history/themes, ideas of art from the past
      4. natural connections, extensions with math, language arts, science, social studies

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork: [QCC 4.5]

III. Understands and applies media, techniques, and processes [National Std. 1]

IV. Self-evaluates art learning and develops habits of excellence
   B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Interprets visual clues from artwork; matches description of culture with artwork representative of that culture; makes accurate statements about functions (purposes) of particular artwork and the culture that produced them [QCC 4.20, 4.21]
   B. Discusses relationships between artists and their cultures (geographic, political, religious, economic) [QCC 4.22]
   C. Recognizes cultural diversity in contemporary artwork

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [QCC 3.17]
      1. identifies and infers main idea and supporting details within the artwork
      2. generates questions about characters and/or setting to improve interpretation
      3. distinguishes fact from opinion
      4. makes inferences about setting, characters, events and supports them with evidence in the artwork; observes explicit facts and infers implicit facts
5. makes connections between art and personal experiences
6. recognizes the artist’s purpose
7. summarizes artwork’s content/meaning
E. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion

**AESTHETICS**

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]

B. Discusses theories of art and artists’ intent: Does the intent of the artwork seem to be to imitate? (Realism) Is the artwork primarily concerned with design or composition? (Formalism) Is the artwork trying to express a feeling or emotion? (Expressionism) [QCC 4.19]

**INSTRUCTIONAL STRATEGIES:**

Unit topic: Art Is A Universal Experience

Focus lessons in this unit on art from varied cultures. Students should use their knowledge of art as a language and art as a personal experience (reading art) to explore, understand, and discuss creative forms of expression in various cultures. Students should understand that all cultures create art and explore reasons why this is the case.

Use Philip Yenawine’s Visual Thinking Strategies and the four-step process of art criticism to help students make meaning of, and personally connect with, artwork.

Refer to Fourth Grade Unit 1 and the *SRA Art Connections: Grade 4 Teacher Edition* for additional instructional strategies.

**SUGGESTED ASSESSMENTS:**

The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
CONTENT AREA: Elementary Art Education

GRADE: FIFTH

MASTER LIST OF STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artworks inspired by: (QCC 5.1, 5.6)
      1. close observation of familiar objects
      2. current life and world
      3. research of history
      4. symbols to communicate meaning
      5. natural connections, extensions with math, language arts, science, social studies
   B. Creates artwork that a) imitates nature (Realism); b) is concerned with design and composition (Formalism); c) expresses a feeling or emotion (Expressionism) (QCC 5.4)
   C. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork:
      1. Color: to express emotion; properties (hue, value, intensity); color schemes (analogous, monochromatic, complementary) (QCC 5.2, 5.7)
      2. Value: to model form; to create contrast (QCC 5.2)
      3. Line: contour
      4. Shape: geometric/organic
      5. Form: open/closed (QCC 5.8)
      6. Texture: visual (implied) and tactile (actual) in 2-D and 3-D art
      7. Space: 1 and 2-point linear perspective, atmospheric perspective (more/less detail, bright/dull color), overlapping, size variation, placement in picture plane, use of positive and negative space; proportion as the relationship of one part to another or to the whole (QCC 5.2, 5.9, 5.10)
      8. Principles: variety, repetition, unity, balance, movement, emphasis (size, detail, placement to create center of interest), elements in combination to create contrast, (QCC 5.11)

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – combination of slab and/or pinch, digital media, linear and atmospheric perspective, painting/mixed media, sculpture (open and closed form), (QCC 5.2, 5.3, 5.10)
   B. Draws from observation using: contour line, value to model form, proportion, thumbnail sketches to document thinking and plan work (QCC 5.2, 5.10)
   C. Demonstrates proper care and safe use of materials and tools (QCC 5.5)
IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. persistence – changing approach as needed
      2. observation and visualization skills
      3. problems have more than one solution
      4. care in craftsmanship (whole is larger than the parts)
      5. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
      6. evaluates work-in-progress and adjusts approach as necessary
   B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY
V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Interprets art from selected periods based on historical facts, theories and other information compiled by art historians (QCC 5.17)
   B. Describes similarities and differences (compare and contrast) between two artworks of same style produced by two different artists such as Picasso and Braque (QCC 5.18)
   C. Recognizes selected famous artworks, artists, styles to include a minimum of three artists
   D. Discusses technological advances that changed the way artists work, e.g. steel and architecture, computer and graphic designer/architect, digital cameras and photographer, camera and painter (QCC 5.19)

ART CRITICISM
VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Identifies media and techniques used to produce artworks (QCC 5.12)
   B. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.
   C. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, revise
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text (QCC 5.13)
      1. identifies and infers main idea and supports with evidence in the artwork
      2. generates questions about characters and/or setting to improve interpretation
      3. distinguishes fact from opinion
      4. makes inferences about setting, characters, events and supports with evidence in the artwork; observes explicit facts and infers implicit facts
      5. makes connections between art and personal experiences
      6. recognizes the artist’s purpose
      7. summarizes artwork’s content/meaning
   E. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion
   F. Interprets art using Feldman’s process (description, analysis, interpretation, evaluation) (QCC 5.14, 5.15)
AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Develops personal answers to big questions about art such as: “Why are certain objects considered art while others are not?” “Must art be beautiful?” “Does art have to be functional?” (QCC 5.16)
   B. Discusses how personal experiences influence responses to and preferences for art
INSTRUCTIONAL RESOURCES:

**Student Text:** *SRA Art Connections*
Digital images (on e-Presentation CD), reproductions of artwork by artists studied in the units

**Teacher Edition Grade 5:** The *Planning Guide* at the beginning of each unit includes pacing, activity, materials, and resources for each unit. Each unit contains cross-curricular suggestions to integrate language arts and reading, math, science, social studies, and technology. Art history and cultural information is included, along with art criticism cues to assist students in evaluating their own work in the same way they evaluated the fine art in the lesson.

Differentiated instructional strategies for re-teaching, special needs students, and English language learners are included, as well as several options for assessment.

Art Journal activities are suggested to assist in developing student writing skills.

The *For the Art Specialist* section has more complex art activities geared towards the art teacher.

The *Teacher’s Handbook* in the back of book contains professional development information for the teacher, such as the stages of artistic development in children, information about brain-based learning, and assessment in art. Pages T30-31 contain a comprehensive scope and sequence chart that indicates which lessons stress specific elements and principles of art. The chart on pages T32-33 indicates lessons at each grade level that use different media.

**Artist Profiles:** This book contains short biographies of artists represented in the student text, as well as information about style and technique.

**E-Presentation:** This interactive CD-ROM contains all of the student text along with video resources, a searchable gallery of more than 1,000 works of art, artist profiles, vocabulary words and definitions read aloud in English and Spanish, and video clips of *Literature and Art* and *Artsource* performances.

**Home and After School Connections:** This book contains reproducible family letters in English and Spanish, along with step-by-step instructions for art activities that students and their families can do together.

**Reading & Writing Practice:** This resource provides skills practice in standardized test format with content relating to the corresponding lesson in the student text. Students practice reading and writing skills by studying information about artists, art concepts, and art history.

**SRA Website:** [www.sraonline.com](http://www.sraonline.com) – teachers can visit the Art Connections @2005 section for technology-based art activities, links to art-related websites, literature connections, an interactive color wheel, black line masters, state-specific content, and more.

**Georgia Teacher’s Resource Book:** This book contains activities designed to connect the art with other subject areas. The activities and resources have specific connections to Georgia curriculum objectives.
FIFTH GRADE

UNIT 1: Art Is A Language

PACING: 10 classes

STANDARDS AND ELEMENTS:

ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artworks inspired by: (QCC 5.1, 5.6)
      1. close observation of familiar objects
   B. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork:
      1. Color: to express emotion; properties (hue, value, intensity); color schemes (analogous, monochromatic, complementary) (QCC 5.2, 5.7)
      2. Value: to model form; to create contrast (QCC 5.2)
      3. Line: contour
      4. Shape: geometric/organic
      6. Texture: visual (implied) and tactile (actual) in 2-D and 3-D art
      7. Space: 1 and 2-point linear perspective, atmospheric perspective (more/less detail, bright/dull color), overlapping, size variation, placement in picture plane, use of positive and negative space, proportion as the relationship of one part to another or to the whole (QCC 5.2, 5.9, 5.10)
      8. Principles: variety, repetition, unity, balance, movement, emphasis (size, detail, placement to create center of interest), elements in combination to create contrast, (QCC 5.11)

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – combination of slab and/or pinch, digital media, linear and atmospheric perspective, painting/mixed media, sculpture (open and closed form), (QCC 5.2, 5.3, 5.10)
   B. Draws from observation using: contour line, value to model form, proportion, thumbnail sketches to document thinking and plan work (QCC 5.2, 5.10)
   C. Demonstrates proper care and safe use of materials and tools (QCC 5.5)

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      2. observation and visualization skills
      4. care in craftsmanship (whole is larger than the parts)
   B. Links art terms and production with math, language arts, social studies, science curriculum
ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   C. Recognizes selected famous artworks, artists, styles to include a minimum of three artists

ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Identifies media and techniques used to produce artworks (QCC 5.12)

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Language

Guide students to understand that making and “reading” (interpreting) art are parts of a visual language just as speaking, writing and reading are verbal language. Art is about making meaning and communicating that meaning. A large part of the “language” that artists use to communicate is:

<table>
<thead>
<tr>
<th>Elements of Art:</th>
<th>Principles of Art:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line</td>
<td>Pattern</td>
</tr>
<tr>
<td>Color</td>
<td>Rhythm</td>
</tr>
<tr>
<td>Shape</td>
<td>Balance</td>
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<td>Space</td>
<td>Proportion</td>
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<td>Form</td>
<td>Movement</td>
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<td></td>
<td>Harmony</td>
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<tr>
<td></td>
<td>Unity</td>
</tr>
</tbody>
</table>

Fifth grade lessons should remind students of learning in previous years and build on that learning. Students should identify elements and principles of art, use in their own work and discuss how they communicate different meanings to the viewer.

All unit topics are equally important. The time allocated to each unit [pacing] does not reflect the importance of the topic. The time allocations are simply a realistic approach to the elementary schedule. By the end of the school year, each student should have a thorough understanding of all unit topics.

This curriculum includes writing at each grade level. Refer to page T19 in the teacher’s edition for suggestions of ways to use writing to enhance the art curriculum.
The *Fulton County Art Education Curriculum* is a spiraling curriculum, reinforcing and deepening learning in subsequent grade levels. Each year students gain new and more complex information based on previously learned art skills. To enhance the spiraling curriculum:

- begin each lesson with a review of learning from the previous class, including vocabulary, specific skills learned, etc.
- at the conclusion of each lesson, review skills/information learned and discuss how they will be used in the next class/lesson.
- plan lessons to build on previously learned skills and expect students to know, use and hone those skills throughout the year and from year to year.
- guide students to see how their skills and knowledge grow from unit to unit and year to year.

Starting the year with journal making is one way to set the foundation for exploration, reflection and assessment in the art classroom.

- Students are ready to invest themselves in a new art project and hungry for tactile connection at the beginning of the year. This is an opportunity for everyone to determine how to work cooperatively to achieve both personal and common goals of creating and learning about art in the fifth grade.
- One way to achieve these goals is through paste paper painting. The end results of beautiful, durable sheets of textured paper, can become (or decorate) student’s sketchbook/journal covers. Paste paper can also be used for collage, mixed media work and simply to hang as a painting.
- Classroom procedures can be established at this time: where artwork is kept, where supplies being used are found, how to clean up, how to enter and leave the art room, etc. It is important to set these guidelines early in the year, so that an environment of respect, responsibility and trust is established.

Use journals as a yearlong record of student thoughts and learning. They can be used to review elements and principles, with one page being used to draw examples of each item. They can be repositories for assignments and rubrics: students can glue them into their journals, collage with scraps of paste paper around them, or draw around them. Journals can be used to record vocabulary, work out designs with thumbnail sketches, do warm-up and contour line drawings, write poetry, analyze a work of art, make lists, brainstorm ideas…

The *Fifth Grade Teacher Edition* of *SRA Art Connections* contains additional instructional strategies that address aesthetics, art criticism, art history, studio production and cross-curricular connections.

**SUGGESTED ASSESSMENTS:**

Rubrics, including both student and teacher evaluation.

Students’ descriptive writings about chosen artworks.

Teacher observation of independent and cooperative work habits.
The *SRA Art Connections: Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
## FIFTH GRADE

### UNIT 2: Art Takes Many Forms

<table>
<thead>
<tr>
<th>PACING:</th>
<th>8 classes</th>
</tr>
</thead>
</table>

### STANDARDS AND ELEMENTS:

#### ART MAKING

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   - A. Creates artworks inspired by: (QCC 5.1, 5.6)
     1. natural connections, extensions with math, language arts, science, social studies
   - B. Creates artwork that a) imitates nature (Realism); b) is concerned with design and composition (Formalism); c) expresses a feeling or emotion (Expressionism) (QCC 5.4)
   - C. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   - A. Identifies and emphasizes formal qualities (elements and principles) in artwork:
     1. Form: open/closed (QCC 5.8)
     2. Texture: visual (implied) and tactile (actual) in 2-D and 3-D art
     3. Principles: variety, repetition, unity, balance, movement, emphasis (size, detail, placement to create center of interest), elements in combination to create contrast, (QCC 5.11)

III. Understands and applies media, techniques, and processes [National Std. 1]
   - A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – combination of slab and/or pinch, digital media, linear and atmospheric perspective, painting/mixed media, sculpture (open and closed form), (QCC 5.2, 5.3, 5.10)
   - B. Demonstrates proper care and safe use of materials and tools (QCC 5.5)

IV. Self-evaluates art learning and develops habits of excellence
   - A. Recognizes and cultivates habits of mind necessary for artistic work:
     1. persistence – changing approach as needed
     2. observation and visualization skills
     3. care in craftsmanship (whole is larger than the parts)
     4. evaluates work-in-progress and adjusts approach as necessary

#### ART HISTORY

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   - D. Discusses technological advances that changed the way artists work, e.g. steel and architecture, computer and graphic designer/architect, digital cameras and photographer, camera and painter (QCC 5.19)
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Identifies media and techniques used to produce artworks (QCC 5.12)

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Develops personal answers to big questions about art such as: “Why are certain objects considered art while others are not?” “Must art be beautiful?” “Does art have to be functional?” (QCC 5.16)
   B. Discusses how personal experiences influence responses to and preferences for art

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Takes Many Different Forms

Guide students to explore and understand the many 2-Dimensional (drawing, painting, printing, mixed media, collage, technology, photography) and 3-Dimensional (clay, sculpture, fiber arts) forms art can take. Stress that the commonality that makes each of these “art” is the communication of meaning and/or aesthetic experience through visual form.

Note the required media and processes under Standard III, Element A.

Students can use their journals throughout this unit, researching and copying symbols from other cultures; sketching ideas towards developing their own symbols; researching animals, trees and other life forms, creating corresponding drawings and sketches; designing masks. Journals might include: reflective writings, research notes (symbol designs), assignments and reviews (color wheel), thumbnail sketches and designs, how-to informational notes.

Incorporate aesthetics, art history, art criticism and habits of mind discussions and activities throughout all units.

Refer to Fifth Grade Unit 1 and the SRA Art Connections: Grade 5 Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
**FIFTH GRADE**

**UNIT 3: Art Is A Form of Creative Communication**

**PACING:** 5 classes

**STANDARDS AND ELEMENTS:**

**ART MAKING**

I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artworks inspired by: (QCC 5.1, 5.6)
      1. current life and world
      2. symbols to communicate meaning
   B. Creates artwork that a) imitates nature (Realism); b) is concerned with design and composition (Formalism); c) expresses a feeling or emotion (Expressionism) (QCC 5.4)
   C. Keeps a journal/sketchbook with visual and verbal reflections

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork

III. Understands and applies media, techniques, and processes [National Std. 1]
   A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – combination of slab and/or pinch, digital media, linear and atmospheric perspective, painting/mixed media, sculpture (open and closed form), (QCC 5.2, 5.3, 5.10)
   B. Draws from observation using: contour line, value to model form, proportion, thumbnail sketches to document thinking and plan work (QCC 5.2, 5.10)
   C. Demonstrates proper care and safe use of materials and tools (QCC 5.5)

IV. Self-evaluates art learning and develops habits of excellence
   A. Recognizes and cultivates habits of mind necessary for artistic work:
      1. persistence – changing approach as needed
      2. problems have more than one solution
      3. care in craftsmanship (whole is larger than the parts)
      4. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached
      6. evaluates work-in-progress and adjusts approach as necessary

**ART HISTORY**

V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   B. Describes similarities and differences (compare and contrast) between two artworks of same style produced by two different artists such as Picasso and Braque (QCC 5.18)
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   A. Identifies media and techniques used to produce artwork (QCC 5.12)
   B. Adjusts writing about art for purpose and audience; captures feeling in artworks in words
   C. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, revise
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text (QCC 5.13)
      2. generates questions about characters and/or setting to improve interpretation
      6. recognizes the artist’s purpose
      7. summarizes artwork’s content/meaning

AESTHETICS

VII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   A. Develops personal answers to big questions about art such as: “Why are certain objects considered art while others are not?” “Must art be beautiful?” “Does art have to be functional?” (QCC 5.16)

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Form of Creative Communication

Develop lessons in which students use their knowledge of art language and skills to produce artwork that conveys meaningful, personal experiences and ideas. They should also explore and recognize the work of famous artists who focus on the expression of personal experiences and ideas.

Help students focus on discovering ways of expressing interior thoughts and feelings, and investigating means by which these are communicated.

Design art history, aesthetics, criticism, habits of mind and production components of lessons to help students understand that art is about finding meaning in life and sharing that meaning through “visual language.”

Refer to Fifth Grade Unit 1 and the SRA Art Connections: Grade 5 Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, 4 step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
<table>
<thead>
<tr>
<th><strong>FIFTH GRADE</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>UNIT 4: Art Is A Personal Experience</strong></td>
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<tr>
<td><strong>PACING:</strong></td>
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<tr>
<td><strong>STANDARDS AND ELEMENTS:</strong></td>
</tr>
<tr>
<td><strong>ART MAKING</strong></td>
</tr>
<tr>
<td>I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]</td>
</tr>
<tr>
<td>A. Creates artworks inspired by: (QCC 5.1, 5.6)</td>
</tr>
<tr>
<td>2. current life and world</td>
</tr>
<tr>
<td>3. research of history</td>
</tr>
<tr>
<td>5. natural connections, extensions with math, language arts, science, social studies</td>
</tr>
<tr>
<td>II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]</td>
</tr>
<tr>
<td>A. Identifies and emphasizes formal qualities (elements and principles) in artwork:</td>
</tr>
<tr>
<td>III. Understands and applies media, techniques, and processes [National Std. 1]</td>
</tr>
<tr>
<td>A. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – combination of slab and/or pinch, digital media, linear and atmospheric perspective, painting/mixed media, sculpture (open and closed form), (QCC 5.2, 5.3, 5.10)</td>
</tr>
<tr>
<td>IV. Self-evaluates art learning and develops habits of excellence.</td>
</tr>
<tr>
<td>A. Recognizes and cultivates habits of mind necessary for artistic work:</td>
</tr>
<tr>
<td>4. care in craftsmanship (whole is larger than the parts)</td>
</tr>
<tr>
<td>5. self-evaluation; understands learning goals for each artwork; self-evaluates when goals are reached</td>
</tr>
<tr>
<td>6. evaluates work-in-progress and adjusts approach as necessary</td>
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<tr>
<td><strong>ART HISTORY</strong></td>
</tr>
<tr>
<td>V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]</td>
</tr>
<tr>
<td>B. Describes similarities and differences (compare and contrast) between two artworks of same style produced by two different artists such as Picasso and Braque (QCC 5.18)</td>
</tr>
<tr>
<td>C. Recognizes selected famous artworks, artists, styles to include a minimum of three artists</td>
</tr>
<tr>
<td>D. Discusses technological advances that changed the way artists work, e.g. steel and architecture, computer and graphic designer/architect, digital cameras and photographer, camera and painter (QCC 5.19)</td>
</tr>
</tbody>
</table>
ART CRITICISM

VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   B. Adjusts writing about art for purpose and audience, captures feeling in artworks in words.
   C. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, revise
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text (QCC 5.13)
      1. identifies and infers main idea and supports with evidence in the artwork
      3. distinguishes fact from opinion
      4. makes inferences about setting, characters, events and supports with evidence in the artwork; observes explicit facts and infers implicit facts
      5. makes connections between art and personal experiences
      6. recognizes the artist’s purpose
      7. summarizes artwork’s content/meaning
   E. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion
   F. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, evaluation) (QCC 5.14, 5.15)

AESTHETICS

VIII. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]
   B. Discusses how personal experiences influence responses to and preferences for art

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit Topic: Art Is A Personal Experience

Guide students to develop understanding of how each of us brings personal experiences to interacting with artwork and how doing so helps us grow as individuals.

Plan lessons in which students respond to artwork (own and others). Guide students to learn that viewing (reading) art is an active process where the viewer brings their own personal experiences to making meaning of the artwork. “Read” artwork through Visual Thinking Strategies and the four-step process of art criticism.

Refer to Fifth Grade Unit 1 and the SRA Art Connections: Grade 5 Teacher Edition for additional instructional strategies.
<table>
<thead>
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The *Assessments and Test Preparation* book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
FIFTH GRADE

UNIT 5: Art Is A Universal Experience

PACING: 4 classes

STANDARDS AND ELEMENTS:

ART MAKING
I. Creates artwork reflecting a range of concepts, ideas, subject matter [National Std. 3, 6]
   A. Creates artworks inspired by: (QCC 5.1, 5.6)
      1. current life and world
      2. research of history
      3. symbols to communicate meaning
      4. natural connections, extensions with math, language arts, science, social studies

II. Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning [National Std. 2]
   A. Identifies and emphasizes formal qualities (elements and principles) in artwork:

III. Understands and applies media, techniques, and processes [National Std. 1]

IV. Self-evaluates art learning and develops habits of excellence
   B. Links art terms and production with math, language arts, social studies, science curriculum

ART HISTORY
V. Understands the visual arts in relation to history and cultures [National Std. 4, 6]
   A. Interprets art from selected periods based on historical facts, theories and other information compiled by art historians (QCC 5.17)
   B. Describes similarities and differences (compare and contrast) between two artworks of same style produced by two different artists such as Picasso and Braque (QCC 5.18)

ART CRITICISM
VI. Reflects on and assesses characteristics and merits of artwork [National Std. 5, 6]
   D. Reads meaning in artwork and recognizes similarities between “reading” art and reading text (QCC 5.13)
      1. identifies and infers main idea and supports with evidence in the artwork
      2. generates questions about characters and/or setting to improve interpretation
      3. distinguishes fact from opinion
AESTHETICS

VI. Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art [National Std. 5, 6]

A.
Develops personal answers to big questions about art such as: “Why are certain objects considered art while others are not?” “Must art be beautiful?” “Does art have to be functional?” (QCC 5.16)

SUGGESTED INSTRUCTIONAL STRATEGIES:

Unit topic: Art Is A Universal Experience

Develop lessons that guide students to understand, explore, and discuss creative forms of expression in various cultures. Students use their knowledge of art as a language and art as a personal experience (reading art) to explore, understand, and discuss creative forms of expression in various cultures. Students should understand that all cultures create art and explore reasons why this is the case.

Focus lessons in this unit on art from other cultures.

Use Philip Yenawine’s Visual Thinking Strategies and the four-step process of art criticism to help students make meaning of, and personally connect with, artwork.

Refer to Fifth Grade Unit 1 and the SRA Art Connections: Grade 5 Teacher Edition for additional instructional strategies.

SUGGESTED ASSESSMENTS:

The SRA Art Connections: Assessments and Test Preparation book provides a variety of techniques to assess student progress on skills, concepts and processes, including pre- and post-tests, black line masters for each lesson in English and Spanish, four-step self-assessment rubrics specific to the activity, and multiple-choice assessment at the end of each unit.
The June 2004 Board Grading and Reporting System Procedure revision will change grade reporting for K-5 Art Education.

A. REPORTING PROGRESS – SYMBOLS FOR SUBJECT & CONDUCT GRADES IN ART: K-5

General guidelines for subject grades kindergarten – grade 5 are explained in item B; guidelines for conduct grades in item C. Grades will be reported at 9, 18, 27 and 36 weeks.

SYMBOLS & KEYS:

<table>
<thead>
<tr>
<th>For Kindergarten &amp; 1st grades:</th>
<th></th>
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<tbody>
<tr>
<td>Academic Symbols</td>
<td>Non-Academic Symbols (Conduct)</td>
</tr>
<tr>
<td>S  Satisfactory</td>
<td>S  Satisfactory</td>
</tr>
<tr>
<td>N  Needs to Improve</td>
<td>N  Needs to Improve</td>
</tr>
<tr>
<td>U  Unsatisfactory</td>
<td>U  Unsatisfactory</td>
</tr>
<tr>
<td>NG No Grade</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For grades 2 – 5:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Symbols</td>
<td>Non-Academic Symbols (Conduct)</td>
</tr>
<tr>
<td>A  Excellent - 90 and above</td>
<td>S  Satisfactory</td>
</tr>
<tr>
<td>B  Satisfactory - 80-89</td>
<td>N  Needs to Improve</td>
</tr>
<tr>
<td>C  Needs to Improve - 70-79</td>
<td>U  Unsatisfactory</td>
</tr>
<tr>
<td>F  Failing - below 70</td>
<td></td>
</tr>
<tr>
<td>NG  No Grade</td>
<td></td>
</tr>
</tbody>
</table>

Three points excerpted from ADMINISTRATIVE PROCEDURES for Board policy IHA, GRADING AND REPORTING SYSTEM, effective June 10, 2004, are stated as follows:

ELEMENTARY SCHOOLS (PRE-K – 5)

A. Grading Practices
   2. Kindergarten-5: Students receive ... a report card at the end of each nine weeks.
   3. The minimum number of grades used to determine the final grade should be nine per semester, per subject area.
   4. Numeric grades do not appear on report cards ...but teachers may maintain them in gradebooks to help them to determine letter grades.

Art specialists should communicate with a parent/guardian if a child may be at risk of getting an “N” or below (K, 1), a “C” or below (2-5), or an “N” in conduct by the 6th week.

When a child is at risk of a “U” in conduct (any report period, any grade), the art specialist must document communication with parent/guardian, and should discuss the problem with the classroom teacher and/or a school administrator.
B. GENERAL GUIDELINES FOR THE SUBJECT GRADE IN ART:

1. Elementary art specialists are allotted 45 minutes of instructional time for each class once a week for 18 weeks per semester. In reality, there are usually less than 18 lessons for each class because of assemblies, holidays and testing schedules.

2. A semester grade for elementary art education is based on a minimum of nine (9) grades. These grades assess content learning by indicating the degree to which the student has fulfilled the intent of the objectives addressed in the art class. The following guidelines must be used and tailored appropriately for K-1 and 2-5:

a. At least three of nine grades should be based on verbal assessments that help the teacher determine how well students have learned the art content. A verbal assessment involves language – oral or written – and may take forms such as:
   - quizzes and tests correlated to our curriculum and instructional resources
   - teacher-made quizzes and tests
   - critique sheets
   - essay formats
   - rubrics
   - orally presented or written role-play, debate, report, or book review
   - oral or written responses to questions based on slides or reproductions
   - participation in guided class discussions designed for assessment.

b. Up to three grades may be based on non-verbal forms of assessment, such as:
   - teacher observation
   - student demonstration (performance assessment)
   - class participation
   - sketchbooks
   - portfolios (assessment may be simple or complex, formal or informal)
   - extra projects, readings, writings, reporting.

c. Up to three grades may be based on art teacher judgment:

   Begin with the assumption that every child has three “A” grades for this category, dropping each “A” only by exception. These grades must be related to art learning and participation (do not confuse them with symbols used for conduct [S, N or U]). Criteria for lowering and/or restoring to “A” either of the three judgment grades may involve the following, either in a positive or negative way:
   - respecting art as a subject, evidenced by use of knowledge about art
   - caring for and responsible use of tools and materials
   - following directions, when the process is indicative of content knowledge
• completing/following through on homework assignments
• distinguishing self in contributing to group work and discussions
• distinguishing self in questioning and responding orally
• doing extra work, or making extra effort beyond the art class
• [teacher] observing for student understanding
• [teacher] “interviewing” individuals or small groups for comprehension.

3. **K-1: Use ACADEMIC SYMBOLS: S, N, U, or NG.**
   No plus or minus signs are used with the symbols. Begin with the assumption that every child is "satisfactory" (S); use “needs to improve” (N or U) only when clearly defensible in the grade book. NG is used only if the student has been in art fewer than four classes over a 9-week report period.

4. **2-5: Use ACADEMIC SYMBOLS: A, B, C, F or NG.**
   No numeric grades are used. No plus or minus signs are used with the symbols.

5. Regardless of how many or how few (**no less than 9**), grades are actually recorded in the grade book - EVERY ART TEACHER MUST BE ABLE TO JUSTIFY THE REPORT CARD GRADE OF EVERY STUDENT, EVEN IF THE GRADE IS AN “A.” THE ART TEACHER MUST MAINTAIN A GRADE BOOK.

6. While a clear oral explanation of grading procedures for students is sufficient, art teachers are encouraged to provide information to parents regarding grading procedures. [See attached sample letter to parents.]

7. Teachers cannot use grades as reward or punishment, nor can grades be awarded for behaviors not related to subject objectives. The conduct grade distinguishes concerns of behavior from assessment of art learning.

C. **GUIDELINES FOR THE CONDUCT GRADE IN ART**  **[K – 5: S, N or U]**

Rules of conduct for in-class behavior should be established the first time the teacher meets with each class. Rules, or expectations, must be clearly defined, few in number, and stated clearly and concisely. Make sure that students (a) understand each rule and (b) understand that you can and will enforce each rule and its associated consequences. Discuss with students the **terms** used in a rule to make sure that they understand them (ex: explain what "orderly manner" means to you). You may wish to address the following considerations as you formulate art room rules:

a. **How students are to enter and leave the room:**
   Examples: Enter and leave the room in an orderly manner.
   Enter the room and take your seats.
   Do not leave the room without a hall pass.
b. *The noise level you consider to be acceptable during work time:*
   Examples: NO talking during work time.
   Work quietly.
   Talk in a whisper.

c. *The general rules of common courtesy you expect:*
   Examples: Do not touch any one else's artwork without permission.
   Raise your hand if you wish to speak.
   Do not disturb others.
   Use “please” and “thank you.”
   Always speak positively to classmates, teacher, visitors

d. *General procedural rules:*
   Examples: Pencils must be sharpened before class.
   Only 3 students at the sink at one time.
   Ask permission to leave your seat.
   Begin clean-up 5 minutes before the end of class.

Classroom rules of conduct are most effective when students have input. Fourth and fifth graders, in particular, develop a vested interest in rules when they have “negotiated” their wording, terms, and consequences. Students learn quickly to disregard rules that are rarely or inconsistently enforced. Be sure you have **consistent** and **enforceable** consequences.

The sample letter that follows is designed to explain the elementary art education program to parents. It is also a summary of our grading procedures, as well as the goals and intentions of the program. Feel free to tailor it to your school.
Dear Parents:

I am ______________, your child's art teacher. I would like to explain to you how your child is graded in art. Children will receive both a subject grade and a conduct grade in art 4 times a year.

Art Education in Fulton County Schools is based on an approach known as *Discipline-Based Art Education* (DBAE). Locally adopted instructional materials support our elementary art education curriculum and we have access to hundreds of supplementary resources through the Art Education Department. I would be pleased to show you the materials and resources we use!

It is important to understand that we do not grade children's artwork, rather, we grade children's *art learning*. I will explain what we learn in art, that is, what we mean by “art learning.” Discipline-based art education draws its content from four areas of instruction, as follows:

1. **ART PRODUCTION** *(making art)*  
   Purposeful hands-on experience, using ideas, art tools and materials, is very important to our art education program. However, art making is placed into a broader context by a DBAE approach.

2. **ART HISTORY** *(exploring the artistic heritage of many cultures)*  
   The study of art works, artists, styles, and the events that influenced them connect art to historical and cultural understandings. In every culture across space and throughout time art is a revealing and significant achievement of humankind. As our student population is made up of many ethnic groups, art history helps us appreciate diversity and the multi-cultural society in which we are participants.

3. **ART CRITICISM** *(analyzing the qualities and features of art)*  
   As students learn the language of art and how to critique art, they learn to support and defend their likes and dislikes with *reasons* rather than opinions – *reasons* that are based on knowledge and understanding.

4. **AESTHETICS** *(thinking about art and making well-reasoned judgments about art)*  
   When children learn, think, and talk about aesthetics questions they begin to understand and generate their own ideas about art, culture, and the human condition. An example of an aesthetics question: “Why do you think so many people love and even fight wars about the *Mona Lisa*?” There are rarely “right” answers for questions like that, but talk involves challenging levels of thinking.

Evaluating progress in art education is complex. Evaluating growth in artistic expression, art knowledge gained, skills mastered, and attitudes enriched, as well as conduct and social behavior in the art class, can provide a profile of your child's total progress in art and help me guide him/her to further growth. We use a variety of ways to assess progress at the elementary level, such as tests, quizzes, demonstration, discussion, sketchbooks, role-play, debate, and my own observations. I will record a minimum of nine grades each semester. If I see that your child runs the risk of an art grade lower than a “B” (for grades 2-5), “N” (for K - 1), or a conduct grade of “U” on a progress report, you will receive a note or call from me.

It is important to keep in mind that it is not your child's artwork that is being graded, but your child's progress in art learning. Should you have any questions about our art education program throughout the school year, please do not hesitate to call me at school.

Sincerely,

DATE

FNL Elem Grdg Guidlns K-5 6-04  Grading Procedures- Elementary Art Education  D. Jennings
rvsd June, 2004