

Course Overview
Scope and Sequence

Timeframe	Unit	Instructional Topics
Ongoing	Unit 1- Elements and Principles Design	1.1: Design and Production 1.2: Applications of Design 1.3: Culture and History
Ongoing	Unit 2- Visual Art Thinking	2.1: Art Critiques 2.2: Personal and Social Development
Ongoing	Unit 3- Materials and Tools	3.1: Drawing 3.2: Painting 3.3: Clay 3.4: Metals 3.5: Printmaking
Ongoing	Unit 4- Technology Integration	4.1: Media and Technology
Ongoing	Unit 5- Literacy Integration	5.1: Reading and Writing 5.2: Speaking, Listening, and Presenting 5.3: Tree Map 5.4: Logging with Words and Images 5.5: Flow Map 5.6: Double Bubble Map 5.7: Circle Map 5.8: Chaos to Categories 5.9: Bubble Map
Ongoing	Unit 6- Terminology	6.1: Kindergarten 6.2: Grade 1 6.3: Grade 2 6.4: Grade 3 6.5: Grade 4
Ongoing	Unit 7- Kindergarten Themes	7.1: September/October 7.2: November/December 7.3: January/February

		7.4: March/April 7.5: May/June
Ongoing	Unit 8- Grade 1 Themes	8.1: Five Senses 8.2: Night Sky 8.3: Whales 8.4: Weather 8.5: Dinosaurs 8.6: Birds 8.7: Green Scene
Ongoing	Unit 9- Grade 2 Themes	9.1: Friendship 9.2: Insects 9.3: Pioneer 9.4: Bears 9.5: Color 9.6: Rain Forest 9.7: Australia
Ongoing	Unit 10- Grade 3 Themes	10.1: Animals 10.2: Cultures 10.3: Human Body 10.4: Earth Science Unit
Ongoing	Unit 11- Grade 4 Themes	11.1: Working Together 11.2: Northeast- Simple Machines 11.3: Diversity- Southwest 11.4: West-Southwest- Courage- Survival 11.5: Wisconsin: Midwest

Academic Vocabulary

Please open the attachment below to view K-4 Cumulative Art vocabulary.

Reference each grade level theme for specific annual vocabulary.

UNIT 1: Elements and Principles of Design

Duration of Unit: Ongoing

Essential Questions and/or Enduring Understandings:

- 1.1: Design and Production
- 1.2: Applications of Design
- 1.3: Culture and History

ESSENTIAL Standards	Topics	Learning Targets
	1.1	Students will develop a visual dictionary of images, artists and works of art
		Students will design and produce original images and objects
		Students will develop basic skills to produce quality art
		Students will develop personal responsibility for being a creative learner
		Students will explain the difference between original, reproduction and copy
		Students will look at nature and other works of art as resources for design
		Students will study, reproduce, create original and examine objects of art
	1.2	Students will apply knowledge of people, places, ideas and the language of art to daily life
		Students will develop, refine and demonstrate problem solving skills related to general principles of art. Principles such as "form follows function," "less is more," balance, symmetry, and originality
		Students will share elements and evidence of art, art history and architecture in the community
	1.3	Students will begin to develop the reasons behind the purpose and function of art
		Students will explain why art is a basic way of thinking and communicating about the world

		Students will identify and discuss styles of art from various times
		Students will identify and share interesting facts about specific artists, styles and art techniques
		Students will identify locations in and around the community where art is seen. This concept is to help students realize that art is everywhere. Art is more than items in a museum. Art and design are found in everyday objects.
NICE TO KNOW Standards		Learning Targets

UNIT 2: Visual Art Thinking

Duration of Unit: Ongoing

Essential Questions and/or Enduring Understandings:

2.1: Art Critiques

2.2: Personal and Social Development

ESSENTIAL Standards	Topics	Learning Targets
	2.1	Students will discuss and write about artwork and design
		Students will know how to use art to express ideas
	2.2	Students will use art to communicate feelings and personal ideas
NICE TO KNOW Standards		Learning Targets

UNIT 3: Materials and Tools

Duration of Unit: Ongoing

Essential Questions and/or Enduring Understandings:

- 3.1: Drawing
- 3.2: Painting
- 3.3: Clay
- 3.4: Metals
- 3.5: Printmaking

ESSENTIAL Standards	Topics	Learning Targets
	3.1	Students will demonstrate proper use of drawing materials and tools
	3.2	Students will demonstrate proper use of painting materials and tools
	3.2	Students will demonstrate proper use of clay materials and tools
	3.4	Students will demonstrate proper use of metal materials and tools
	3.5	Students will demonstrate proper use of printmaking materials and tools
NICE TO KNOW Standards		Learning Targets

UNIT 4: Technology Integration

Duration of Unit: Ongoing

Essential Questions and/or Enduring Understandings:

4.1: Media and Technology

ESSENTIAL Standards	Topics	Learning Targets
	4.1	Students will become critical viewers and producers of media images
		Students will interact with technology and apply to art activities
		Students will make simple media productions
NICE TO KNOW Standards		Learning Targets

UNIT 5: Literacy Integration

Duration of Unit: Ongoing

Essential Questions and/or Enduring Understandings:

- 5.1: Reading and Writing
- 5.2: Speaking, Listening, and Presenting
- 5.3: Tree Map
- 5.4: Logging with Words and Images
- 5.5: Flow Map
- 5.6: Double Bubble Map
- 5.7: Circle Map
- 5.8: Chaos to Categories
- 5.9: Bubble Map

ESSENTIAL Standards	Topics	Learning Targets
	5.1	Students will read simple maps, charts and plans
		Students will write notes, critiques, journal reflections, and/or responses to art questions
	5.2	Students will actively participate in discussions
		Students will listen to and comprehend oral directions or discussions
		Students will use all senses and emotions to develop and improve social behavior
		Students will work alone or with others to develop ideas and objects
	5.3	Students will construct a Tree Map to classify or sort main ideas from details.
	5.4	Students will record important concepts and continually evaluate their own understanding of content.
		Students will record the words, phrases, and pictures that come to mind as the understanding grows.
	5.5	Students will organize sequences, develop timelines and show chronological order.

	5.6	Students will compare and contrast using a double bubble map.
	5.7	Students will generate relevant information or seek context using a circle map.
	5.8	Students will develop thinking about relationships between concepts and solidify their understandings.
	5.9	Students will organize attributes, traits, properties or descriptions with a bubble map.
NICE TO KNOW Standards		Learning Targets

UNIT 6: Terminology

Duration of Unit: Ongoing

Essential Questions and/or Enduring Understandings:

- 5.1: Reading and Writing
- 5.2: Speaking, Listening, and Presenting
- 5.3: Tree Map
- 5.4: Logging with Words and Images
- 5.5: Flow Map
- 5.6: Double Bubble Map
- 5.7: Circle Map
- 5.8: Chaos to Categories
- 5.9: Bubble Map

ESSENTIAL Standards	Topics	Learning Targets
	6.1	Students will begin to identify and use common vocabulary terms in discussions
	6.2	Students will begin to identify and use common vocabulary terms in discussions

	6.3	Students will identify and use common and grade specific vocabulary terms in discussions
	6.4	Students will identify and use common and grade specific vocabulary terms in discussions
	6.5	Students will identify and use common and grade specific vocabulary terms in discussions
NICE TO KNOW Standards		Learning Targets

UNIT 7: Kindergarten Themes

Description: Fields of knowledge and disciplines are connected. The arts help students integrate knowledge and experiences to become thinkers, problem solvers, communicators and productive citizens.

Duration of Unit: Ongoing

Academic Vocabulary: 1. Arch, 2. Architect, 3. Architecture, 4. Background, 5. Clay, 6. Color, 7. Color wheel, 8. Cool colors, 9. Critique, 10. Drawing, 11. Firing, 12. Glaze, 13. Horizon line, 14. Horizontal, 15. Imagination, 16. Kiln, 17. Landscape, 18. Line, 19. Museum, 20. Outline, 21. Painting, 22. Pattern, 23. Primary colors, 24. Realistic, 25. Secondary colors, 26. Shape, 27. Texture, 28. Vertical, 29. Warm colors

Essential Questions and/or Enduring Understandings:

- 7.1: September/October
- 7.2: November/December
- 7.3: January/February
- 7.4: March/April
- 7.5: May/June

ESSENTIAL Standards	Topics	Learning Targets
	7.1	Students will learn through reading, drawing, and painting students will learn about Mary Cassatt while incorporating images of family and the emotion of caring.

	7.2	Students will learn through reading, drawing, painting, and observation, students will learn about landscapes and trees. They will explore various prints and study how other artists have depicted trees in their own art.
	7.3	Students will learn through reading, drawing, painting, and clay, students will learn about the season of winter and snow. They will explore various prints and study how other artists have depicted winter and snowmen in their own art.
	7.4	Students will learn through reading, drawing, painting, and paper, students will learn about architecture and maps. They will explore various prints and study how other artists have depicted castles in their own art. They will explore various maps and buildings and apply that information to their own work.
	7.5	Students will learn through reading, drawing, painting, and printmaking, students will learn about the garden, specifically carrots. They will explore the parts of a vegetable and study how other artists have depicted vegetables in their own art. They develop an understanding of lines and shapes.
NICE TO KNOW Standards		Learning Targets

UNIT 8: Grade 1 Themes

Description: Fields of knowledge and disciplines are connected. The arts help students integrate knowledge and experiences to become thinkers, problem solvers, communicators and productive citizens. Over the course of the year, students will work on a control of line path, shape combinations, texture, color, value, and spatial concepts. They will also develop an understanding of the importance of art history and criticism. They will also form an understanding of the art production process, an awareness of aesthetics, and a knowledge of terms through the integration of classroom units.

Duration of Unit: Ongoing

Academic Vocabulary: 1. Background, 2. Brayer, 3. Clay, 4. Color, 5. Color wheel, 6. Cool colors, 7. Creative, 8. Drawing, 9. Firing, 10. Foreground, 11. Glaze, 12. Horizon line, 13. Impressionists (Monet), 14. Kiln, 15. Landscape, 16. Line, 17. Museum, 18. Outline, 19. Painting, 20. Pastel, 21. Pattern, 22. Pinch method, 23. Primary colors
24. Secondary colors, 25. Shape, 26. Sketch, 27. Sketchbook, 28. Texture, 29. Warm colors

Essential Questions and/or Enduring Understandings:

- 8.1: Five Senses
- 8.2: Night Sky
- 8.3: Whales
- 8.4: Weather
- 8.5: Dinosaurs
- 8.6: Birds
- 8.7: Green Scene

ESSENTIAL Standards	Topics	Learning Targets
	8.1	Students will learn through drawing, oil pastel, reading, and observation, the students will explore the five senses in the art room by learning about Claude Monet. Students will study his technique, the subjects he painted, and his background while applying the senses.
	8.2	Students will learn through reading, drawing, painting, and collage, students will learn about the night sky while incorporating the techniques of Eric Carle and Vincent Van Gogh.
	8.3	Students will learn through drawing, painting, and collage, students will learn about a variety of whales. They will be engaged in many hands-on activities that allow them to compare and contrast, as well as, discover characteristics that are unique to whales.

	8.4	Students will learn through painting, coloring, and drawing, students will explore weather and its effects on them and their environment. They will explore various prints and study how other artists have depicted weather in their own art.
	8.5	Students will learn through drawing, painting, creating, and collage work, students will learn about dinosaurs. They will compare and contrast the characteristics among dinosaurs. Students will be expected to create a dinosaur(s) applying knowledge they have learned.
	8.6	Students will learn through drawing, painting, and clay, students will learn about a variety of birds. They will be engaged in many hands-on activities that allow them to compare and contrast, as well as, discover characteristics that are unique to birds.
	8.7	Students will learn through reading, drawing, and coloring, students will study all aspects of trees, including leaf shape, tree anatomy, pattern, symmetry. They will incorporate the concepts of analogous color and pattern into a final project.
NICE TO KNOW Standards		Learning Targets

UNIT 9: Grade 2 Themes

Description: Fields of knowledge and disciplines are connected. The arts help students integrate knowledge and experiences to become thinkers, problem solvers, communicators and productive citizens.

Duration of Unit: Ongoing

Academic Vocabulary: 1. Background, 2. Brayer, 3. Clay, 4. Color, 5. Color wheel, 6. Cool colors, 7. Drawing, 8. Firing, 9. Glaze, 10. Horizontal, 11. Kiln, 12. Landscape, 13. Line, 14. Painting, 15. Pastel, 16. Pattern, 17. Primary colors, 18. Print, 19. Printmaking, 20. Sculpture, 21. Secondary colors, 22. Shape, 23. Sketch, 24. Sketchbook, 25. Symmetrical balance, 26. Symmetry, 27. Texture, 28. Three-dimensional, 29. Two-dimensional, 30. Vertical, 31. Warm colors

Essential Questions and/or Enduring Understandings:

- 9.1: Friendship
- 9.2: Insects
- 9.3: Pioneer
- 9.4: Bears
- 9.5: Color
- 9.6: Rain Forest
- 9.7: Cultures

ESSENTIAL Standards	Topics	Learning Targets
	9.1	Students will read, research, and create artwork about frogs and toads, as well as, compare and contrast their characteristics through observation of these creatures. Students will view examples of camouflage as a form of protection. Discussion of frogs and toads in their natural habitat takes place and is created within the students' work.
	9.2	Students will investigate the world of insects as they create 3-Dimensional and 2-Dimensional work. The students plan and construct an insect. They also create a rubbing of an insect and its habitat. As symmetry is discussed in art class, the students create, draw, and color an insect to show this characteristic.
	9.3	Students will study the lifestyles of the pioneer people and become aware of the crafts that were associated with the time. The students compare life now and then, as well as, recognize the idea of modern day pioneers

	9.4	Students will create a painted landscape of a bear and a clay bear. They will utilize technology and other resources to gather information about bears. The students discover bear characteristics, habitat, food, protection and environmental impact.
	9.5	Students will learn through painting, coloring, and paper, students will explore color and its effects on them and their environment. They will explore Sir Isaac Newton, demonstrate knowledge of the color wheel, and study how other artists have depicted color in their own art.
	9.6	Students will learn through the use of collage, oil pastel, drawing, and paint, the students will learn about the variety of plants and animals living in the four layers of rainforest (forest floor, understory, canopy, and emergent layer). They will apply their knowledge of landscape design to accomplish a complete picture.
	9.7	Egypt will be the focus during the culture unit in the art room. The students will research and read about the Egyptians to develop background knowledge about its culture and images.
NICE TO KNOW Standards		Learning Targets

UNIT 10: Grade 3 Themes

Description: Fields of knowledge and disciplines are connected. The arts help students integrate knowledge and experiences to become thinkers, problem solvers, communicators and productive citizens.

Duration of Unit: Ongoing

Academic Vocabulary: 1. Abstract, 2. Brayer, 3. Color wheel, 4. Contrast, 5. Cool colors, 6. Cross-hatching, 7. Cultural style, 8. Detail, 9. Drawing, 10. Firing, 11. Glaze, 12. Geometric, 13. Horizon line, 14. Horizontal, 15. Landscape, 16. Pastel, 17. Pattern., 18. Portrait, 19. Proportion, 20. Realism, 21. Realistic, 22. Sculpture, 23. Self-portrait, 24. Shading, 25. Slab, 26. Technique, 27. Texture, 28. Vertical, 29. Warm colors, 30. Weavings

Essential Questions and/or Enduring Understandings:

10.1: Animals
10.2: Cultures

10.3: Human Body
10.4: Earth Science Unit

ESSENTIAL Standards	Topics	Learning Targets
	10.1	Students will read, observe, print, create sculptures and draw various mammals, birds, fish, reptiles, and amphibians. They will be able to identify the characteristics of animals, learn the skill of printmaking, demonstrate an understanding of proportion, shading techniques, color mixing, and blending, differentiate between abstract and realism, and attain an appreciation of a different culture. Students will become involved in two different techniques of printmaking; one technique involves the background of the Japanese culture and the other uses the technique of printing real fish (Gyotaku).
		Students will research the desired animal they will use in their artwork and write its characteristics. They will become aware of how to create a finished look to their artwork (i.e. Frame, signing)
	10.2	Egypt will be the focus during the culture unit in the art room. The students will research and read about the Egyptians to develop background knowledge about its culture and images. They will study and use Hieroglyphics, gain an understanding of the use of patterns that are prevalent in their artwork, and draw King Tut in the style that an Egyptian would do.
		Students will create a 3-Dimensional Egyptian form using copper tooling. They will acquire skills for proper tool use when working with copper.
		Students will also create an Egyptian vessel through the technique of coil building. The vessel will demonstrate knowledge of Egyptian pottery containing geometric patterns.
	10.3	Students will read, draw, create, explore and investigate the human body through art. Students will learn how different artists express the look of the human form through various media. They will learn the difference between realism and abstraction.
		Students will explore the different feelings and emotions expressed within artwork. When creating students will be activating prior knowledge and will apply demonstrated techniques to the work. They will become aware of how to create a finished look to their artwork.
	10.4	Students will write and draw about traveling into space. They will brainstorm ideas pertaining to space exploration: What are the planets' characteristics? Will their space suits need special elements to survive their space adventure? What will their space shuttle be like? Each child is to have a planet

		chosen to travel to. This planet MUST be one of the existing planets. The space shuttle and suit can be as imaginative as possible.
		Students will also be expected to create an oil pastel drawing that represents himself or herself as a space traveler.
		Students will use resources to look at the shape and proportions of an astronaut. They will also review the components of the color wheel, which they must somehow re-create within the oil pastel of the astronaut. The students are also expected to incorporate a flag from the country that they represent. The drawings will be displayed and stories read.
NICE TO KNOW Standards		Learning Targets

UNIT 11: Grade 4 Themes

Description: Fields of knowledge and disciplines are connected. The arts help students integrate knowledge and experiences to become thinkers, problem solvers, communicators and productive citizens.

Duration of Unit: Ongoing

Academic Vocabulary: 1. Brayer, 2. Collage, 3. Composition, 4. Cultural Style, 5. Elements of art, 6. Firing, 7. Glaze, 8. Landscape, 9. Loom, 10. Mosaic, 11. Negative space, 12. One-point perspective, 13. Photography, 14. Positive Space, 15. Principles of design, 16. Print , 17. Printmaking, 18. Proportion, 19. Realism, 20. Sculpture, 21. Self-portrait, 22. Sketch, 23. Slab, 24. Symmetrical balance, 25. Three-dimensional, 26. Two-dimensional, 27. Vanishing point, 28. Warp, 29. Weaving, 30. Weft

Essential Questions and/or Enduring Understandings:

- 11.1: Working Together
- 11.2: Northeast- Simple Machines
- 11.3: Diversity- Southwest
- 11.4: West-Southwest- Courage- Survival
- 11.5: Wisconsin: Midwest

ESSENTIAL Standards	Topics	Learning Targets
	11.1	Students will develop an awareness of the environment, reducing environmental waste, and re-creating materials into useful items.
	11.2	Students will develop an awareness of the environment, by reducing environmental waste, and re-creating materials into useful items.
	11.3	Students will learn about the immigration of the African people to America. They will explore the art, culture, and people of different backgrounds.
	11.4	Students will learn about the Navaho culture through clay and weaving.
	11.5	Students will learn digital photography; how the use the camera and composition. The students will learn to create with clay while imprinting images of Wisconsin.
NICE TO KNOW Standards		Learning Targets