

**SCOPE AND SEQUENCE
UPPER ELEMENTARY**

Ability Areas	The Student Shall:
Personal Expression in Art Making	Identify and draw upon a range of experiences to express personal meaning in their art making.
Sensory Perception for Art	Compare the relationships within the visual, tactile, spatial, and temporal elements in the natural and built environment.
Inquiring about Art	Generate questions to guide their investigations about art as they search for information from artworks, experts, print and electronic publications, and other sources.
Encounters with Art	Compare the experience of viewing original artworks with the experience of viewing reproductions.
Ideas for Art Making	Consider purposes of art such as communicating, persuading, recording, celebrating, embellishing, and designing in developing ideas for their art making.
Organization of Visual Elements in Art Making	Develop a plan to organize visual elements for expressive purposes as they make art.
Flexibility in Art Making	Demonstrate flexibility when faced with unexpected changes in their art making and make adjustments when appropriate.
Materials and Technologies in Art Making	Pursue control and safe use of a variety of art materials and technologies in their art making.
Presentation and Critique in Art Making	Select, present, and evaluate their artworks using established criteria.
Art Makers' Roles and Influences	Compare the roles of art makers in different cultures and times.
Historical and Cultural Contexts of Art	Explain how the natural environment has affected how people make and understand art. Give examples of purposes that art serves in different cultures and times.
Ability Areas	The Student Shall:
Historical and Cultural Understanding of Artworks	Describe how the intended viewer, patron, or user of an artwork might understand and appreciate a particular artwork. Seek information about the intentions of people who have made art in other times and cultures.
Styles, Influences and Themes in Art	Describe individual, cultural, and historical styles in art.
Interpretations of Artworks	Communicate interpretations of artworks supported with reasons.
Art and Community	Identify what people do with art in their homes and communities, such as make it, collect it, use it, buy it, sell it, trade it, study it, interpret it, display it, etc
Judgments in Art	Recognize interpretations that are well supported. Identify what they believe makes some artworks better than others.
Issues and Viewpoints about Art	Compare their opinions about philosophical topics & issues associated with art with those of their peers.

Valuing Art

Compare their values about art with those of others in their community as well as in different cultures & times.

**SCOPE AND SEQUENCE
LOWER ELEMENTARY**

Ability Areas	The Student Shall:
Personal Expression in Art Making	Express ideas & feelings about their world when they make art.
Sensory Perception for Art	Examine the visual, tactile, spatial, & temporal elements in the world around them.
Inquiring about Art	Generate questions about artworks, art making, & art makers & identify sources for information.
Encounters with Art	Identify natural, hand-made, machine-made, & other objects, as well as original artworks & reproductions.
Ideas for Art Making	Use observations of people, places, objects, & events as sources of ideas for art making.
Organization of Visual Elements in Art Making	Manipulate and explore the expressive potential of different combinations & arrangements of visual elements.
Flexibility in Art Making	Use both spontaneous & deliberate approaches in their art making
Materials and Technologies in Art Making	Demonstrate the appropriate & safe use of a variety of art materials and technologies.
Presentation and Critique in Art Making	Use simple techniques for collecting, displaying, exhibiting, preserving, & evaluating their artwork
Art Makers' Roles and Influences	Identify what art makers do, such as get ideas, make decisions, work with materials, and decide when their work is finished.
Historical and Cultural Contexts of Art	Describe life in different geographic regions & at different times where & when art has been made.
Historical and Cultural Understanding of Artworks	Look for meaning in artworks from various times and places.
Styles, Influences and Themes in Art	Describe and categorize many artworks from various times and places by considering subject matter, visual elements, materials, and art forms.
Ability Areas	The Student Shall:
Interpretations of Artworks	Communicate their ideas about their own and others artwork.
Art and Community	Give examples of art they see in their own homes and communities.
Judgments in Art	Identify differences between initial impressions and informed responses.
Issues and Viewpoints about Art	Form and support opinions about art—what art is, who makes it, & why it is important.
Valuing Art	Describe what they like and think is important about art.

SCOPE AND SEQUENCE
Middle School

Ability Areas	The Student Shall:
Personal Expression in Art Making	Identify subjects and themes that reflect their personal thoughts and give new directions to their art making.
Sensory Perception for Art	Articulate judgments about the impact of the visual, tactile, spatial, and temporal elements on their experience with the natural and built environment.
Inquiring about Art	Generate questions about art from perspectives representing various fields of inquiry such as art history, art making, art criticism, aesthetics, anthropology, chemistry, etc. Draw upon observations and interpretations of artworks to generate questions about artworks and the contexts in which they were produced and perceived.
Encounters with Art	Describe their experience of viewing artworks in various physical environments and under different circumstances.
Ideas for Art Making	Draw upon personal and cultural values and concerns as subjects and themes for their art making.
Organization of Visual Elements in Art Making	Develop alternative plans for organizing visual elements for expressive purposes and refine their ideas as they make art.
Flexibility in Art Making	Readily apply combinations of spontaneous and deliberate approaches to achieve expressive aims in their art making.
Materials and Technologies in Art Making	Plan and organize art making materials, technologies and workspace in a safe, efficient, and effective way to make their art.
Presentation and Critique in Art Making	Set personal and group goals for collecting, presenting, preserving, and assessing their artworks.
Ability Areas	The Student Shall:
Art Makers' Roles and Influences	Describe the ways art makers have been influenced by their contemporaries.
Historical and Cultural Contexts of Art	Investigate art-related ideas, values, and activities within selected cultures and times. Compare multiple, overlapping art-related values and activities within one culture.
Historical and Cultural Understanding of Artworks	Give examples of how artworks can reflect or challenge dominant tastes and values of a culture. Construct interpretations that are appropriate for the cultural-historical context in which artworks were made. Give examples of how a culture's artworks have been influenced by contact with another culture.
Styles, Influences and Themes in Art	Explain how art makers have been influenced by the art of their predecessors.

Interpretations of Artworks	Communicate interpretations of artworks, supported by what they see (visual elements, organization, use of media), and relevant contextual information, & their own experiences & points of view.
Art and Community	Describe ways to participate in the art-related activities of their community. Express informed, reflective views on current events in the arts.
Judgments in Art	Judge the possibility of interpretations offered by themselves & others. Generate and apply criteria for judging the merit and significance of artworks.
Issues and Viewpoints about Art	Articulate multiple viewpoints about philosophical issues associated with art.
Valuing Art	Identify a variety of ways people value art & describe possible consequences of those values.

SCOPE AND SEQUENCE
High School

Ability Areas	The Student Shall:
Personal Expression in Art Making	Reflect on their life experiences & artworks they have made in the past to give meaning and direction to their art making.
Sensory Perception for Art	Propose how changing the visual, tactile, spatial, and temporal elements might influence the way people experience the natural and built environment.
Inquiring about Art	Plan a strategy to generate questions to seek information and lead to conclusions about artworks. Draw upon observations, interpretations & judgements of artworks to generate insightful questions about artworks, the contexts in which they were perceived and their relevance to individuals and society.
Encounters with Art	Make choices and develop strategies for encountering & experiencing art.
Ideas for Art Making	Critically examine trends in their choices of ideas for art making as a basis for future work.
Organization of Visual Elements in Art Making	Select and apply combinations of visual elements and organizing principles to achieve their expressive purposes in art making.
Flexibility in Art Making	Set, pursue, and readily adjust their art making goals by recognizing and judging new possibilities as they emerge.
Materials and Technologies in Art Making	Demonstrate a comprehensive understanding and usage of art making materials and technologies. Develop innovative ways to exploit the potential of materials and technologies.
Presentation and Critique in Art Making	Plan, prepare, and reflect on presentations of their artworks to demonstrate personal growth and guide future directions.

Ability Areas	The Student Shall:
Art Makers' Roles and Influences	Identify the effects of earlier artwork, art training, patronage, etc. on the work of selected art makers from various times and cultures.
Historical and Cultural Contexts of Art	Identify cultures that do not formally distinguish art-related values and activities from the culture at large.
Historical and Cultural Understanding of Artworks	<p>Explain how artworks have had an impact on the cultures in which they were made.</p> <p>Analyze social and cultural influences on their own perception and understanding of artworks from various times and cultures.</p> <p>Discuss how the meaning and value of an object or artwork can change when it is moved from one culture to another or viewed at a later time.</p>
Styles, Influences and Themes in Art	Identify major human concerns or recurring themes that have been addressed in art across cultures and through time.
Interpretations of Artworks	Communicate well-supported & persuasive interpretations of artworks, showing a point of view and consistent attention to audience.
Art and Community	<p>Describe how art skills can be applied to a variety of careers.</p> <p>Articulate a principle of artistic freedom and its significance in a democratic society.</p> <p>Describe how art-related values & activities within cultures have included or excluded certain social groups & forms of art making based on such factors as racial and gender discrimination.</p>
Ability Areas	The Student Shall:
Judgments in Art	<p>Judge the possibility & pervasiveness of interpretations offered by themselves & others.</p> <p>Judge the merit and significance of artworks, using standards from individual and socio-cultural beliefs, values, purposes, and traditions, in conjunction with an informed interpretation of the artworks in question.</p>
Issues and Viewpoints about Art	<p>Compare and contrast characteristics of various theories of art.</p> <p>Express and explain a definition or concept of art.</p>
Valuing Art	Explain how choices in their lives have been influenced by the way they value art.