



HPS Scope & Sequence  
K-8 Grade Level Essential Skills  
Created: 2009-2011  
Published: Fall 2011

Grade Level: 5  
Subject: Art

Howell Public Schools (HPS) has studied the work of Dr. Robert Marzano and other educational consultants. In Marzano's book *What Works in Schools: Translating Research into Action*, the author points to the necessity of school districts having a "guaranteed and viable curriculum." Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan's Grade Level Content Expectations (GLCEs), as well as the new national Common Core Standards. The timeline of our Scope & Sequence development is as follows:

2008-09

Small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject "Essential Skills". Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at [http://www.michigan.gov/mde/0,1607,7-140-28753\\_33232---,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html)

Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight. These documents were then published in August 2009.

2009-2011

Teachers of the elective classes (Art, Music, Technology, Physical Education, Consumers Science, World Language, etc.) began creating Scope & Sequence documents for their subjects in 2009. The Michigan Department of Education (MDE) did not initially provide standards for most of these subjects, so these teachers looked to national standards as their guide. Later, as time went on, the MDE began releasing K-8 aligned standards that our teachers began incorporating. Finished documents began materializing in the spring of 2011, with a goal of each subject having a Scope & Sequence by the summer of 2012. Please Note: Elective teachers at the elementary see students approximately one day a week, so the Scope & Sequences for these subjects are relatively short compared to secondary elective teachers who see students daily for either a quarter, a semester or a year long experience.

## HPS Scope and Sequence of Essential Skills Grade 5

MDE Standard	K-5 MDE Visual Arts Standards	What this means... Student will...	Semester S1 - S2	# of Lessons	Art Vocabulary	Formative Assessments(s)
<b>5th grade Visual Arts</b>						
<b>Content Standard 1: All students will apply skills and knowledge to perform in the arts</b>						
ART.VA.I.EL.1	Use materials, techniques, media, technology, and processes to communicate ideas and experiences.	I.5.1 Use materials, techniques, media, technology, and processes to communicate ideas and experiences.	Year-Long		LINE, SHAPE, COLOR, VALUE, FORM, TEXTURE, SPACE, BALANCE, CONTRAST, PATTERN, CRAYON, PENCIL, SCISSORS, MARKER, GLUE, WATER COLOR, BRUSH, TEMPERA, COLORED PENCIL, OIL PASTEL, PASTELS, PRESENTATION	PERFORMANCE: *Projects /Performances *Portfolios *Group Discussions *Exhibitions- Galleries FORMATIVE: * "I Can Statements" SUMMATIVE: * Rubrics *Grading Systems
ART.VA.I.EL.2	Use art materials and tools safely and responsibly with environmental awareness.	I.5.2 Use art materials and tools safely and responsibly with environmental awareness.	Year-Long			
ART.VA.I.EL.3	Use elements of art and principles of design to communicate ideas.	I.5.3 Incorporate the elements of art and principles of design to communicate ideas.	Year-Long			
ART.VA.I.EL.4	Participate in the process and delivery of a final product for exhibition or presentation.	I.5.4 Participate in the process and delivery of a final project for exhibition or presentation.	Year-Long			
<b>Content Standard 2: All students will apply skills and knowledge to create in the arts.</b>						
ART.VA.II.EL.1	Apply knowledge of materials, techniques, and processes to create artwork.	II.5.1 Synthesize the knowledge of materials, techniques, and processes to create artwork.	Year-Long		CREATIVE EXPRESSION, PERSONAL CHOICE, SYMBOLS, INDIVIDUALITY	PERFORMANCE: *Projects /Performances *Portfolios *Group Discussions *Exhibitions- Galleries FORMATIVE: * "I Can Statements" SUMMATIVE: * Rubrics *Grading Systems
ART.VA.II.EL.2	Apply knowledge of how visual characteristics and organizational principles communicate ideas.	II.5.2 Apply knowledge of how visual characteristics and organizational principles are used to communicate ideas.	Year-Long			
ART.VA.II.EL.3	Explore and understand visual culture, global perspectives, ideas and symbols as it relates to works of art.	II.5.3 Explore and understand prospective subject matter, ideas, and symbols for works of art.	S1	3		
ART.VA.II.EL.4	Select and use subject matter, symbols, and ideas to communicate meaning.	II.5.4 Select and use subject matter, symbols and ideas to communicate meaning.	S1	4		
ART.VA.II.EL.5	Know different purposes of visual art to creatively and aesthetically convey ideas.	II.5.5 Analyze how art conveys ideas to express one's individuality.	S1	3		
ART.VA.II.EL.6	Explore and understand the impact of digital media and technology in the creation of artwork.	II.5.6 Explore and understand the impact of digital media and technology in the creation of artwork.	S2	1		

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<b>5th grade Visual Arts</b>						
<b>Content Standard 3: All students will analyze, describe and evaluate works of art.</b>						
ART.VA.III.EL.1	Generalize about the effects of visual structures and functions and reflect upon these effects in personal artwork.	III.5.1 Validate the effects of visual structures and functions and reflect upon these effects in personal work.	S1	2	SELF REFLECTION, AESTHETICS, PERSONAL CONNECTION, OPINION	PERFORMANCE: *Projects /Performances *Portfolios *Group Discussions *Exhibitions-Galleries FORMATIVE: * "I Can Statements" SUMMATIVE: * Rubrics *Grading Systems
ART.VA.III.EL.2	Identify various purposes for creating works of visual art.	III.5.2 Identify and defend various purposes for creating works of visual art.	S1	2		
ART.VA.III.EL.3	Understand and respect that there are different responses to specific art works.	III.5.3 Understand and respect that there are different responses to specific art works in a global community.	S2	1		
ART.VA.III.EL.4	Describe and compare the characteristics of personal artwork.	III.5.4 Analyze the characteristics of personal artwork.	S2	2		
ART.VA.III.EL.5	Understand how personal experiences can influence the development of artwork.	III.5.5 Develop a sensitivity and understanding of how personal experiences can influence the development of artwork.	S1	1		
<b>Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</b>						
ART.VA.IV.EL.1	Know that the visual arts have a history and specific relationships to various cultures.	IV.5.1 Defend the history of visual arts and specific relationships to various cultures and times.	S2	2	CULTURE, CUSTOMS, HISTORY OF ART	PERFORMANCE: *Projects /Performances *Portfolios *Group Discussions *Exhibitions-Galleries FORMATIVE: * "I Can Statements" SUMMATIVE: * Rubrics *Grading Systems
ART.VA.IV.EL.2	Identify works of art as belonging to particular cultures, times, and places.	IV.5.2 Compare and contrast works of art as belonging to particular cultures, times, and places.	S2	2		
ART.VA.IV.EL.3	Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art.	IV.5.3 Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art.	S2	2		

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<b>5th grade Visual Arts</b>						
<b>Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</b>						
ART.VA.V.EL.1	Explain how visual arts have inherent relationships to everyday life.	V.5.1 Explain how visual arts have inherent relationships to everyday life.	S1	3	VISUAL ARTS CAREER, ILLUSTRATOR/ DESIGNER, COMPARE & CONTRAST	PERFORMANCE: *Projects /Performances *Portfolios *Group Discussions *Exhibitions- Galleries FORMATIVE: * "I Can Statements" SUMMATIVE: * Rubrics *Grading Systems
ART.VA.V.EL.2	Identify various careers in the visual arts.	V.5.2 Identify various careers in the visual arts.	S2	1		
ART.VA.V.EL.3	Understand and use comparative characteristics of the visual arts and other arts disciplines.	V.5.3 Understand and use comparative characteristic of the visual arts and other arts disciplines.	S2	1		
ART.VA.V.EL.4	Make connections between the visual arts and other disciplines in the curriculum through student artwork.	V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.	S2	6		



Notes: