Art Syllabus 2026-2027

Bailey Phillips
Bryson Elementary
baphillips@greenvilleschools.us



SC Academic Standards for Visual Art

Each standard has different indicators for novice, intermediate and advanced levels. Levels are further divided into low, mid and high categories. However, the general content standards are as follows;

Artistic Processes: Creating- I can make artwork using a variety of materials, techniques and processes.

Anchor Standard 1: I can use the elements and principles of art to create artwork.
Anchor Standard 2: I can use different materials, techniques and processes to make art.

Artistic Processes: Presenting- I can choose and organize work that demonstrates related concepts, skills and/or media.

Standard 3: I can improve and complete artistic work using elements and principles.
Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

Artistic Processes: Responding- I can evaluate and communicate about the meaning in my artwork and the artwork of others.

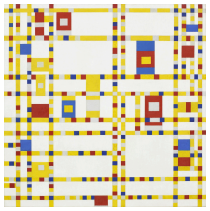
Standard 5: I can interpret and evaluate the meaning of an artwork.

Artistic Processes: Connecting- I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can identify and examine the role of visual arts through history and world cultures.

Standard 7: I can relate visual arts ideas to other arts disciplines, content areas and careers.

Power Standards
Anchor Standard 1: I can use the elements and principles of art to create artwork.
Anchor Standard 2: I can use different materials, techniques, and processes to make art.
Anchor Standard 6: I can identify and examine the role of visual arts through history and world cultures.



Unit 1

In this unit, students will look at and use some of the elements of art to create artwork. This unit focuses on line, shape, and color. Students are exposed to a variety of techniques such as painting, collage, sculpture and drawing. Artists such as Kandinsky, Mondrian, and Matisse are used for this area of study.



Unit 2

In this unit, students will explore the use of texture and space in their artwork. Students will continue to build upon their knowledge of lines, shapes, and color. Lessons emphasize Standards 3 and 5 helping students grow in their ability to improve and evaluate their work.



Unit 3

In Unit 3, students will learn to present and share their artwork. Students should

	present and reflect on these works and their use of the materials. Students will continue to use elements from previous units and add the use of form.

	**Unit 4**
	In Unit 4, students will experience how the arts are connected to other areas. Students should learn about careers in art such as architect, graphic designer, or fashion designer. Students will continue to explore a variety of mediums and elements of art.

Standards and Advocacy Online

2014 National Standards (voluntary) at http://nationalartsstandards.org/

2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts at https://ed.sc.gov/scdoe/assets/File/Second_Reading_SCVPA_Standards_(Approved_June_13_2017).pdf

Elliot Eisner's Ten Lessons the Arts Teach at http://www.arteducators.org/advocacy/10-lessons-the-arts-teach

National Art Education Association at http://www.arteducators.org/

Instructional Materials/ Resources/ Texts

Currently, we have the Art Connections series published by SRA/McGraw Hill Publishers. Other instructional materials include large art reproductions, art books and web resources. Interactive websites and web resources are utilized with students using a computer and a Promethean Board. 1st through fifth grade students also utilize Chromebooks and can bring them to art class when needed.

Evaluation of Student Progress

Students will be assessed on demonstrating achievement, using time wisely, general participation and use of art materials. Student records will be kept online in the PowerSchool gradebook. Kindergarten through fifth grade students are evaluated on a two letter scale: M for meeting standards or P for progressing towards standards. Curriculum units found on the district portal show the grouping of standards by grade level for each 9 weeks. Student progress will be monitored off of rubrics that align with those standards.

Rules and Procedures

Rules and procedures are discussed the first day of art class. Rules will be revisited throughout the school year as needed. Students are expected to respect themselves, others, and the school.

A- Always listen and follow directions.
R- Respect yourself, each other and art room materials.
T- Take time to clean up and Try your best!

Consequences
1. Warning 2. Time off Recess 3. Fix it Ticket 4. Parent Contact 5. Office

Discipline Procedures For Whole Group

Each class may earn either an Art Party Point and a Link Chain based on behavior during art class as a whole group. If the class has excellent and attentive behavior, the class earns both. If the class has some room for improvement but did a good job, they may earn only one of the incentives. If the class behavior needs a lot of improvement, do not earn either. Each class has a labeled clothespin at the front of the room clipped on a paint pallet to track art party points. Each classroom has a chain link and competes with other classes to get the highest number each quarter. Classes have the opportunity to earn a reward each quarter during the school year.

Parent Communication

Art room volunteers, written correspondence, phone calls home and teacher website.