

K-5 ART *Fine & Performing Arts Scope & Sequence of Priority Standards by Grade Level*

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1: Creative Expression Thru Production <i>Students create, perform, exhibit, or participate in the arts.</i>	4.1.A.5 [4.1.A.1] Use art materials and tools in a safe & responsible manner 4.1.A.1 Create and revise original art to express ideas, experiences or stories 4.1.A.3 Apply the identified elements and principles to their artwork (<i>line, shape, color, texture</i>)	4.1 A.6 [4.1.A.1] Complete and share artwork. 4.1.A.1 Create and revise original art to express ideas, experiences or stories 4.1.A.3 Apply the identified elements and principles to their artwork (<i>line, shape, color, texture</i>)	4.1.A.1 Create and revise original art to express ideas, experiences or stories 4.1.A.3 Apply the identified elements and principles to their artwork (<i>line, shape, color, texture</i>)	4.1.A.2 [4.1.A.3] Investigate & apply art media, resources, technologies, and/or processes to communicate experiences and ideas 4.1.A.4 4.1.A.3] Collaborate with others in creative artistic processes: <i>problem solve pairs/small/large group</i> 4.1.A.3 Apply the identified elements and principles to their artwork (<i>line, shape, color, texture</i>) 4.1.A.1 Create and revise original art to express ideas, experiences or stories	4.1.A.1 Create and revise original art to express ideas, experiences or stories 4.1.A.3 Apply the identified elements and principles to their artwork (<i>line, shape, color, texture</i>)	8.1.A.1 Create & revise original art to express ideas, experiences and stories 8.1.A.3 Analyze the elements and principles to design their artwork (<i>color, shape, line, form</i>)
Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S2: Aesthetic Perception <i>Students respond to, analyze, and make informed judgments about the arts.</i>		4.2.A.1 [4.2.A.3] Observe and describe in detail physical properties of works of art	4.2.A.4 [4.2.A.2] Explain their preferences for specific works	4.2.A.2 Respond using content vocabulary describing subjects (in artwork), themes, or symbols (form, sign, emblem) that represent an idea or emotion 4.2.A.3 Describe works of art using the language of artistic elements and principles	4.2.A.2 Respond using content vocabulary describing subjects (in artwork), themes, or symbols (form, sign, emblem) that represent an idea or emotion 4.2.A.3 Describe works of art using the language of artistic elements and principles	8.2.A.1 Observe and describe in detail the physical properties of works of art
Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S3: Historical and cultural context <i>Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society</i>	4.3 A.3 Understand that history, environment, culture, and the visual arts can influence each other	4.3 A.3 Understand that history, environment, culture, and the visual arts can influence each other (WYO)	4.3 A.1 Know that the visual arts have both a history and specific relationships to various cultures (WYO) 4.3 A.3 Understand that history, environment, culture, and the visual arts can influence each other	4.3 A.3 Understand that history, environment, culture, and the visual arts can influence each other	4.3.A.2 Identify specific works of art as belonging to particular cultures, times, and environments 4.3 A.3 Understand that history, environment, culture, and the visual arts can influence each other	8.3.A.1 Know, identify and compare the characteristics of works of art from various environments, eras, and cultures
Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S4: Artistic Connections <i>Students relate the arts to other disciplines, careers and everyday life</i>	4.4.A.1 Make connections between the visual arts and other subject areas through discussion and/ or production.	4.4.A.4 Demonstrate appropriate behavior in a variety of art settings 4.4.A.1 Make connections between the visual arts and other subject areas through discussion and/ or production.	4.4.A.1 Make connections between the visual arts and other subject areas through discussion and/ or production.	4.4.A.1 Make connections between the visual arts and other subject areas through discussion and/ or production.	4.4.A.1 Make connections between the visual arts and other subject areas through discussion and/ or production. 4.4.A.2 Identify visual art careers through examples of different careers: illustrators, artists, designers. 4.4.A.3 Recognize that artists have a role outside the art room and how these artists create their work. (<i>i.e. discussion</i>)	8.4.A.4 Demonstrate appropriate behavior in a variety of art settings
Legend Color-Coded Status	Green = <i>Introduction of level 2 concepts and vocabulary per proficiency scale</i> Red = <i>Mastered & Common Assessment of priority (full) standard</i> Yellow = <i>Developing thru Formative Assessment of supporting/feeder standards</i> Blue = <i>Standard to review in support of another priority standard (already assessed)</i> Purple = <i>5=8 Grade Level Band</i>					