

## Art and English Connections

Use these suggestions to help make connections between art lessons and grade-level English/ language arts content. Check the full text of the VDOE English SOLs [here](#).

### Kindergarten

- Oral communication skills (K.1)
- Identify common signs and logos (K.5a)
- Read/explain own writing and drawings (K.5c)
- Use vocabulary from other content areas (K.7c)
- Use adjectives to describe location, size, color, and shape (K.7g)
- Identify roles of an author and illustrator (K.8a)

### 1st

- Oral communication skills (1.1)
- Use vocabulary from other content areas (1.7c)
- Write in a variety of forms including narrative, descriptive, opinion (1.12)
- Conduct research using available resources (1.14)

### 2nd

- Oral communication skills (2.1)
- Use vocabulary from other content areas (2.6f)
- Transition to cursive (2.9)
- Write in a variety of forms including narrative, descriptive, opinion, expository (2.10)
- Conduct research using available resources (2.12)

### 3rd

- Use effective communication skills in a variety of settings (3.1)
- Use vocabulary from other content areas (3.4f)
- Write legibly in cursive (3.7)
- Write in a variety of forms including narrative, descriptive, opinion, expository (3.8)
- Demonstrate comprehension of information resources to research a topic (3.10), including avoiding plagiarism (3.10e) and ethical use of the internet (3.10f)

### 4th

- Use effective communication skills in a variety of settings (4.1)
- How media messages are constructed and for what purpose (4.3)
- Develop and use general and specialized vocabulary (4.4e)
- Write in a variety of forms including narrative, descriptive, opinion, expository (4.7)
- Demonstrate comprehension of information resources to create a research product (4.9), including avoiding plagiarism (4.9e) and ethical use of the internet (4.9f)

### 5th

- Use effective oral communication skills in a variety of settings (5.1)
- How media messages are constructed and for what purpose (5.3)
- Develop and use general and specialized content area vocabulary (5.4f)
- Write in a variety of forms including narrative, descriptive, opinion, expository (5.7)
- Find, evaluate, and select appropriate resources to create a research product (5.9), including avoiding plagiarism (5.9e) and ethical use of the internet (5.9f)

## Art and History/ Social Science Connections

Use these suggestions to help make connections between art lessons and grade-level history/ social science content. The focus of the content is indicated next to the grade level.

Check the full text of the VDOE History/ Social Science SOLs [here](#).

*\*\*\*\*Please remember that teaching about a culture and appreciating their artwork should not lead to appropriating the culture. Students can be inspired by the style or process, but should not be copying directly from a culture, where many art objects have deeper meanings or sacred connotations.\*\*\*\**

### Kindergarten - Community

- Using basic map skills to understand community (K.1b); awareness of maps and globes show view from above, things in smaller size, and position of objects (K.6)
- Comparing/contrasting people, places, and events (K.1e)
- Making connections between past and present (K.1g); recognizing things changes over time (K.3)
- Community expression of patriotism through events and symbols (K.11), including American flag (K.11a) and recognizing holidays/people associated with the holiday: Thanksgiving Day, Martin Luther King Jr., Day, George Washington Day/ Presidents' Day, and Independence Day/ Fourth of July (K.11d)

### 1st - Commonwealth of Virginia

- Virginia history (1.2), including: Jamestown settlement (1.2a); famous Virginians who helped found nation: George Washington, Thomas Jefferson (1.2b)
- Influential people in Virginia history and their contributions to the Commonwealth: Powhatan, Pocahontas, Christopher Newport, Maggie L. Walker, Arthur R. Ashe, Jr. (1.3)
- Major holidays: George Washington/ Presidents' Day, Independence Day/ Fourth of July, Martin Luther King, Jr. Day
- Develop map skills (1.5), including constructing simple maps (1.5e)
- Recognize symbols/ practices of patriotism in the United States (1.11)
- Recognize symbols/ traditional practices that honor the Commonwealth (1.12), including Virginia state flag, state bird, and state flower (1.12a)

### 2nd - United States of America

- Lives/ contributions of American Indian cultures of the past and present (2.3), emphasis on: Powhatan of Eastern Woodlands (2.3a), Lakota of the Plains (2.3b), Pueblo peoples of the Southwest (2.3c)
- Contributions of individuals that changed American lives (2.4), emphasis on: Christopher Columbus, Benjamin Franklin, Abraham Lincoln George Washington Carver, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Martin Luther King, Jr.
- Why major holidays are celebrated (2.5)
- Develop map skills (2.6), including continents and oceans (2.6a)
- Symbols/ traditional practices of patriotism in the United States (2.13), including: American flag, bald eagle, Washington Monument, Statue of Liberty (2.13a)

### 3rd - Ancient World Cultures

- Ancient China and Egypt: architecture, inventions, calendar, written language (3.2)
- Ancient Greece and Rome: architecture, government, sports (3.3)
- West African empire of Mali: oral tradition/ storytelling, kings, trade (3.4)
- Develop map skills locating major ancient world cultures (3.5)
- Americans as people of diverse ethnic origins/ customs/ traditions united by basic principles of republican form of government/ respect for individual rights (3.13)

### 4th - Virginia Studies

- Relationship between physical geography and lives of native peoples, past and present, including regions of Virginia (VS.2)
- Jamestown as first permanent English settlement (VS.3) and life in Virginia colony before (VS.4) and during American Revolution (VS.5)
- Virginia's role in establishing new American nation (VS.6)
- Virginia during the Civil War (VS.7) and Reconstruction (VS.8)
- Virginia during twentieth century - present (VS.9)

### 5th - US History to 1865

- Understanding development of early cultures in North America, including Cactus Hill in Virginia; Inuit, Kwakiutl, Lakota, Pueblo, Iroquois peoples (US 1.3)
- European exploration in North America and West Africa - Ghana, Mali, Songhai (US 1.4)
- Describing colonial life in America, including perspective of artisans (US 1.5d)
- Causes/ results of American revolution (US1.6) and challenges faced by new nation (US1.7)
- Westward expansion and reform in America pre-Civil War (US1.8)
- Understanding causes, major events, and effects of the Civil War (US1.9)

## Art and Math Connections

Use these suggestions to help make connections between art lessons and grade-level math content. Check the full text of the VDOE Math SOLs [here](#).

### Kindergarten

- Length, height, volume (K.9)
- Shapes: circle, square, triangle, rectangle (K.10a)
- Compare size of shapes (K.10b)
- Location of objects in space: above, below, next to (K.10c)
- Patterns (K.13)

### 1st

- Represent/ name fractions for halves and fourths (1.4b)
- Nonstandard units of measurement (1.10)
- Identify/sort shapes by sides: triangle, square, rectangle, circle (1.11a)
- Identify/extend/create growing and repeating patterns (1.14)

### 2nd

- Estimate/measure length to nearest inch (2.8a)
- Line of symmetry (2.12a)
- Identify/ create at least one line of symmetry (2.12b)
- Identify/describe/compare/ contrast plane and solid figures: circles/spheres, squares/cubes, rectangles/rectangular prisms (2.13)
- Create/extend patterns in objects, pictures, numbers (2.16)

### 3rd

- Length to nearest  $\frac{1}{2}$  inch, foot, yard, centimeter, meter (3.7a)
- Identify/ draw points, lines, segments, rays, and angles (3.11)
- Identify/ name polygons with 10/fewer sides (3.12b)
- Create/extend patterns found in objects, pictures, numbers, and tables (3.16)

### 4th

- Estimate/ measure length (4.8a)
- Identify/ describe points, lines/line segments, rays, and angles (4.10a)
- Describe intersecting, parallel, and perpendicular lines (4.10b)
- Classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids (4.12)
- Identify/create/extend patterns found in objects, pictures, numbers, and tables (4.15)

### 5th

- Identify/ describe diameter, radius, chord, circumference of a circle (5.10)
- Classify/measure right, acute, obtuse, straight angles (5.12)
- Classify triangles as right/acute/obtuse and equilateral/ scalene/ isosceles (5.13a)
- Recognize/ apply transformations like translation, reflection, rotation (5.14a)
- Identify/create/extend number patterns (5.18)

## Art and Science Connections

Use these suggestions to help make connections between art lessons and grade-level science content. Check the full text of the VDOE Science SOLs [here](#).

### Kindergarten

- Physical properties of an object: color (K.3a), shapes and forms (K.3b), textures and feel (K.3c), relative sizes/weights (K.3d)
- Plant and animal life cycles (K.7b)
- Daily weather (K.9a), seasonal changes (K.9b), and day and night (K.9c)
- Recycling materials (K.11b)

### 1st

- Plant structures (1.4b) and classification by characteristics (1.4c)
- Animal habitats (1.5a), physical characteristics (1.5b), classification by characteristics (1.5c)
- Relationships between daily weather and seasons (1.7b)
- Natural resources (1.8a)
- Recycling conserves natural resources (1.8c)

### 2nd

- Gravity and magnetism (2.2b)
- Solids, liquids, gasses (2.3b)
- Plant life cycles (2.4a) and animal life cycles (2.4b)
- Habitat (2.5b)
- Weather patterns and seasonal changes (2.7)

### 3rd

- Use tools/materials to design/build a device to solve a specific problem (3.1b)
- Develop and use models (3.1d)
- Simple machines (3.2c)
- How materials interact in water (3.3)
- Animal adaptations and fossils (3.4)
- Aquatic/ terrestrial ecosystems (3.5)
- Soil (3.6)
- Water cycle (3.7)

### 4th

- Use tools/materials to design/build a device to solve a specific problem (4.1b)
- Develop and use models (4.1e)
- Photosynthesis (4.2a)
- Weather conditions/ phenomena, extreme weather, climate (4.4)
- Planets (4.5)
- Ocean environment (4.6)
- Virginia natural resources (4.7)

### 5th

- Use tools/materials to design/build a device to solve a specific problem (5.1b)
- Develop and use models (5.1e)
- Energy (5.2)
- Electricity (5.4)
- Sound (5.5)
- Visible Light (5.6), including visible spectrum (5.6b)
- Matter (5.7)
- Earth changes, including rock cycle (5.8c) and fossils (5.8e)
- Conservation of energy resources (5.9)