

CCPS Visual Art
Grade 6 - Grade 8
Scope and Sequence

This document is a suggested scope and sequence of new concepts to help structure the middle school art program. It reflects a balanced program of instruction which allows for interpretation in order to differentiate for individual learners (UDL). Art concepts inherently build upon one another and require constant synthesizing of skills. The review and use of previously taught concepts is an essential component of the scope and sequence and should be inferred as you plan for instruction. Elementary art focused on skill-based processes involving the art elements and principals of design whereas middle school art moves toward application and conceptual understanding, preparing students to develop their personal voice.

We do not have a prescriptive curriculum based on previously designed units and set days. We address artistic concepts, technical skill, and the creative process through teacher created units based on progression and student development.

Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
<p>N/A Depends on school schedule and rotation</p>	<p>Working with OBSERVATION</p>	<p>Anchor Standard 1: Investigate, Plan, Make</p> <p>Anchor Standard 2: Investigate, Organize, Develop</p> <p>Anchor Standard 3: Reflect, Refine, Continue</p>	<p>-How will you Identify different views of the same object</p> <p>-Show accurate proportion</p> <p>-How will you depict multiple objects showing space</p> <p>- How will you create highlights and shadows from an</p>

			identifiable light source
N/A Depends on school schedule and rotation	Working with Design and Composition	Anchor Standard 1: Investigate, Plan, Make Anchor Standard 9: Analyze Anchor Standard 2: Investigate, Organize, Develop Anchor Standard 3: Reflect, Refine, Continue	-identify the elements of art and principals of design in artworks -How will you interpret relationships within and between art elements and principals of design -How will you apply the elements of art and principals of design with intention
N/A Depends on school schedule and rotation	Working with Themed Meaning	Anchor Standard 2: Investigate, Organize, Develop Anchor Standard 9: Analyze Anchor Standard 7: Perceive Anchor Standard 8: Interpret	-recognizing commonalities between artworks -identify and apply how stylistic elements convey a universal message. -How will you use selected design concepts to convey ideas, thoughts, and feelings.
N/A Depends	Working with Media and	Anchor Standard 1: Investigate, Plan, Make	-selecting and using a variety of tools and materials -utilizing and demonstrating a

on school schedule and rotation	Processes	Anchor Standard 10: Synthesize Anchor Standard 3: Reflect, Refine, Continue Anchor Standard 8: Interpret	variety of processes and techniques -experiences involving drawing, painting, sculpture, and mixed media
N/A Depends on school schedule and rotation	Working with Personal Expression	Anchor Standard 6: Share Anchor Standard 11: Relate Anchor Standard 7: Perceive Anchor Standard 10: Synthesize	-communicating beliefs, customs, and/or values of a society (or social group) -communicating beliefs that express a personal identity
N/A Depends on school schedule and rotation	Working with Critical Analysis and Reflection	Anchor Standard 4: Select Anchor Standard 9: Analyze Anchor Standard 5: Analyze Anchor Standard 7: Perceive	-How will you build the capacity to communicate personal responses to artworks -How will you apply a set of criteria for assessing personal artwork -Demonstrate using oral or written critiques to defend works of art