



Go Make Disciples

CATHOLIC SCHOOLS
ARCHDIOCESE OF OKLAHOMA CITY

Archdiocesan Curriculum PK-8 Art

*Team/Department Outcomes, Course Outcomes, Unit Concepts
and Unit Goals*

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Mission of the Archdiocese of Oklahoma City's Catholic School Office

We, the members of the Office of Catholic Schools of the Archdiocese of Oklahoma City are called together by the Spirit of God to reflect Christ's light and love by sharing our gifts, talents, and resources, to empower others to minister in the educational and spiritual development of students in the Archdiocese of Oklahoma City, so that the reign of God may flourish.

Curriculum of the Archdiocese of Oklahoma City's Catholic School Office

The Catholic Schools of the Archdiocese of Oklahoma City seek to offer excellent academic and co-curricular programs that are infused with religious truth and values reflecting Christ's Gospel call to love one another. We are committed to preparing students for life in today's Church and society. Therefore, our focus is grounded upon the development of the whole person of the student spiritually, intellectually, socially, and physically.

The curriculum of the Catholic Schools of the Archdiocese of Oklahoma City is rooted in the life and teachings of Jesus Christ and responds to His call to make disciples of all peoples. The Catholic Church – and particularly the Church in the United States – has long prioritized Catholic Schools as essential means for the formation of the whole person in the image and likeness of God, in the full freedom and dignity of His creation. The Archdiocese of Oklahoma City carries out this calling and essential function by supporting the Catholic identity of schools, through which the Christian development of each student is nurtured, and by providing guidelines for academic excellence in the context of our Catholic faith.

Now more than ever, these two aspects of Catholic schools go hand in hand. “Young people of the third millennium must be a source of energy and leadership in our Church and our nation. And therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (USCCB, 2005). The essential elements of the academically rigorous and doctrinally sound program described by the USCCB require a curriculum that is rigorous, relevant, research-based, and infused with Catholic faith and traditions. (*National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, 2012). The Curriculum developed by the Archdiocese of Oklahoma City Department of Catholic Education in collaboration with principals, teachers, and other Catholic educators responds to this call.

Summary of Archdiocesan Curriculum

1. Key facts about the curriculum are provided in the *Overview of the Archdiocesan Art Curriculum* below.
2. A description of the organization and terms used in the curriculum can be found in *Organization of the Archdiocesan Art Curriculum* on page **12**.
3. The curriculum is organized chronologically by grade. The page numbers for the beginning of the guidelines for each grade are located above.
4. Each grade (PK-8) includes *Course Outcomes*.
 - a. These are expectations that your students should meet after all instruction during the school year. They are long term (whole year) outcomes.
 - b. The Course Outcomes are **not** presented in chronological sequence.
5. Each grade (PK-8) also includes a *Unit Sequence*.
 - a. The units **are** presented in the order they are intended to be taught, with the exception of grades PK-2 where the order may be adjusted per teacher discretion to adjust for thematic, cross-curricular units.
6. Refer to the Team/Department Outcomes for your grade band (PK-2, 3-5, 6-8) for a list of the Art understandings and practices students are expected to master in the context of learning the content in the units over that three or four-year band.
7. All the curriculum documents you need including unit cover pages and unit planning templates, and additional resources can be found at www.sites.google.com/view/archokccurriculumworkspace.

Overview of the Archdiocesan Subject Curriculum

1. The PK-8 Archdiocesan Art Curriculum was developed in multiple stages by PK-12 teachers, a team of curriculum trainers from various Archdiocesan schools, and administrators from the Archdiocese of Oklahoma City Catholic School Office. The curriculum development process was initiated with feedback and support from ACE Collaborative Staff at the University of Notre Dame.
2. The PK-12 Archdiocesan Science Curriculum emphasizes depth of understanding, not breadth of coverage. **Students are expected to be able to thoroughly use the concepts, practices, and skills learned across multiple contexts.**
3. The Archdiocesan Curriculum is intended to set guidelines for the baseline, or "floor" of what students should know and be able to do. Individual teachers and schools can, should, and do go beyond these expectations in response to the learning needs and capability of their students.
4. The Archdiocesan Curriculum encourages teachers to work collaboratively and use a unit-planning approach to plan their instruction for the year.
5. There are 3 levels of the curriculum, each described below: Team/Department Outcomes; Course Outcomes; Unit Concepts, Goals, and Sequence.
6. At each level of outcome, the abbreviation SWBAT means "Students Will Be Able To".
7. The relevant national benchmark (Common Core State Standard) is provided for each outcome at all levels of outcomes.

Archdiocese of Oklahoma City's Catholic School Office's Approach to Curriculum

"Go into the whole world and spread the good news. Go therefore, and make disciples of all peoples. Baptize them and teach them to carry out everything I have commanded you." (Mk. 16:15)

"Catholic schools afford the fullest and best opportunity to realize the fourfold purpose of Christian education, namely to provide an atmosphere in which the Gospel message is proclaimed, community in Christ is experienced, service to our sisters and brothers is the norm, and thanksgiving and worship of our God is cultivated." (US Conference of Catholic Bishops, 2005)

"Catholic schools provide young people with sound Church teaching through a broad-based curriculum, where faith and culture are intertwined in all areas of a school's life. By equipping our young people with a sound education, rooted in the Gospel message, the Person of Jesus Christ, and rich in the cherished traditions and liturgical practices of our faith, we ensure that they have the foundation to live morally and uprightly in our complex modern world." (USCCB, 2005)

Definition of Curriculum

Curriculum has many definitions among education professionals, and many more among the parents and students who experience it. For the purposes of this document, curriculum is most basically defined as “What we teach.” More specifically for this document, it is the concepts and skills that students are expected to understand and demonstrate in each grade and grade band.

Archdiocesan Curriculum

This document contains the *Archdiocesan Curriculum* for Art for all students in grades PK-8 in the Archdiocese of Oklahoma City. It provides the baseline of expectations for skills and content knowledge that all students should develop. It provides specific expectations for grade bands (called “Team/Department Outcomes” for PK-2, 3-5, 6-8), grades (called “Course Outcomes” for each grade from PK through 8), and units of study (called “Unit Sequence” for each grade or course). More detail on the specific meanings of those categories and their implications for classroom instruction and assessment are provided below.

The expectations provided in the Archdiocesan Curriculum are conveyed as a “floor” and not a “ceiling” of concepts and skills students should experience. It ensures a consistent, coherent, and guaranteed set of concepts and skills for all students in the Archdiocese of Oklahoma City Catholic Schools. A guaranteed and viable curriculum such as this, if implemented fully and consistently, is among the most significant school factors that affect learning (Marzano, 2003).

Classroom Curriculum

Consistent with the Catholic principle of subsidiarity, teachers are responsible for developing the classroom curriculum that their students will experience each day, week, and month throughout the school year. The *Classroom Curriculum* includes the specific activities, simulations, readings, and other content from which students will learn the concepts and skills in the Archdiocesan Curriculum. It also includes the instructional strategies that teachers use to teach the concepts and skills, as well as the assessment strategies used to guide instruction and evaluate student growth. Each teacher’s Classroom Curriculum should be developed under the leadership of the Principal and attend to the needs of his or her students, the expectations and priorities of parents, the teacher’s judgment about what is in the best interest of his or her students, and the particular traditions and charisms of the school

Organization of the Archdiocesan Art Curriculum

Team/Department Outcomes

Team/Department Outcomes are the broadest level of outcome. They describe what students should know or be able to do at the end of four phases of their education: PK-2, 3-5, 6-8, and 9-12. They are stated broadly as the highest priorities for outcomes for Archdiocese of Oklahoma City students.

They are named “Team/Department” outcomes because they are intended to be used by elementary, intermediate, and middle school planning and instructional teams (e.g., PK-2 teachers) or high school departments as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities.

Team/Department Outcomes should be used as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities. Teachers should therefore refer to the Team/Department Outcomes when planning instruction to ensure that these high-level outcomes are cultivated in units and courses.

Course Outcomes

Course outcomes describe what students should know and be able to do at the end of each grade (for grades PK-8) and each specific course (for grades 9-12). They are the highest priorities for outcomes for the Archdiocese of Oklahoma City students at each grade.

Course Outcomes should be used by individual teachers and teams of teachers at each school who teach the same grade. They should be used as a reference and periodic check to make sure that unit and lesson planning during the year is on track at a specific grade. They should also be used to ensure that the same content is not being taught at multiple grades.

Course Outcomes are not meant to have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction. They are not expected to be mastered in one unit.

Unit Concepts, Goals, and Sequence

Unit Concepts provide the specific concepts that should be the focus of each unit of instruction for each grade (grades PK-8) or course (grades 9-12). These are the “titles” of the units. **Unit Goals** provide the expectations for what students should be able to do with knowledge, skills, and practices related to the unit concept.

Unit Concepts and Unit Goals are meant to provide anchors for the development of units and lessons. They provide specific big ideas, practices, and skills that should be pursued through individual lessons and entire units.

The Units are expected to be taught in the sequence in which they are provided in the Archdiocesan curriculum. Within each unit, Lesson Concepts (see below) can be determined and taught in the sequence determined by the teacher to be most effective for his or her class. Likewise, the approach used to teach each unit and lesson is to be determined by the teacher, considering the content, skills, and practices involved; the resources available; and the needs of his/her students. A broad range of instructional strategies and resources should be considered when designing units and lessons to help students achieve the Unit Goals.

Students are expected to thoroughly **know and be able to use** the concepts, practices, and skills across multiple contexts. Therefore, all lessons and instruction in a given unit should be linked back to the Unit Goal. While it is important to establish factual content knowledge that knowledge should always be learned in the service of the performances students are expected to demonstrate, as articulated in the Unit Goals.

Primary Grades

PK-2 Art

PK-2 Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** PK-2 experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the PK-2 faculty of a school meet in professional learning communities or grade level meetings.

PK-2 Art Team/Department Outcomes

Team/Department Outcomes		Standards
1	SWBAT exhibit understanding and applying media, techniques , and processes.	
2	SWBAT apply knowledge of the elements and principles of design.	
3	SWBAT analyze a range of subject matter, symbols, and potential ideas in the visual arts.	
4	SWBAT understand the visual arts in relation to history and culture.	
5	SWBAT reflect upon and assess the characteristics and merits of their work and the works of others	
6	SWBAT make connections between visual arts and other disciplines	

Pre-Kindergarten Course Outcomes

- The highest priorities for Pre-Kindergarten Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **Pre-Kindergarten**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

Pre-Kindergarten Art Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT experiment with art materials used in creating visual arts.	
2	SWBAT use with scaffolding different materials to imitate various outcomes.	
3	SWBAT utilize age appropriate tools and materials in a safe and responsible manner.	
4	SWBAT manipulate shapes, colors, and lines to produce a work of art.	
5	SWBAT re-create, with scaffolding, symbols and ideas in their artwork.	

Pre-Kindergarten Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

Pre-Kindergarten Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
<u>1</u>		What are Art Concepts?	SWBAT identify various forms of art.	Basics of art, personal expression, and feelings and thoughts		
<u>2</u>		Observing Art	SWBAT describe what is observed when viewing art with scaffolding.	Looking at Art from the Masters, talking about the different techniques the artists use (Pointillism, Expressionism, etc.)		
<u>3</u>		Experiment with Creative Process	SWBAT experiment with a range of subject matter using a variety of media and processes.	Mixing colors, shapes & lines, proper use and care of media and tools		

Kindergarten Course Outcomes

- The highest priorities for Kindergarten Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **Kindergarten**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

Kindergarten Art Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT identify art materials & techniques used in creating visual arts.	
2	SWBAT utilize with scaffolding different materials, and techniques to produce various outcomes and responses.	
3	SWBAT utilize age appropriate tools and materials in a safe and responsible manner.	
4	SWBAT identify lines, shapes, and colors in a piece of art.	
5	SWBAT re-create, with scaffolding, symbols, subject matter, and ideas in their artwork.	
6	SWBAT identify master artists and their work.	
7	SWBAT collaborate with peers concerning art.	

Kindergarten Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

Kindergarten Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
1		Basic Elements of Art	SWBAT identify various elements of art.	Basic Elements of Art, Identification of Subject and Medium.		
2		Describing Art	SWBAT describe what is observed when viewing art with scaffolding.	Observation Skills		
3		Creative Process	SWBAT create art with a multiple step processwith scaffolding.	Combining lines to make shapes Proper use of art tools		
4		Art Around Us	SWBAT recognize that their environment contains art.	Art is everywhere and in many forms.		

1st Grade Course Outcomes

- The highest priorities for 1st Grade Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **1st Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

1st Grade Art Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT identify different art materials, techniques, and processes used in creating visual arts.	
2	SWBAT identify different art materials, techniques, and processes used in creating visual arts.	
3	SWBAT utilize with scaffolding different materials, and techniques to produce various outcomes and responses.	
4	SWBAT utilize age appropriate tools and materials in a safe and responsible manner.	
5	SWBAT manipulate the Elements of Art to produce work of art.	
6	SWBAT re-create, with scaffolding, symbols, subject matter, and ideas in their artwork.	
7	SWBAT identify specific works, period styles, and artists	
8	SWBAT engage with peers concerning art recognizing that people have different preferences.	

1st Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

1st Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
<u>1</u>		Subject and Medium of Art	SWBAT describe subject and medium of an art work.	Basic Elements of Art, Identification of Subject and Medium.		
<u>2</u>		Observing art	SWBAT describe what is observed when viewing art.	Identify elements of art when viewing various works of art.		
<u>3</u>		Exploring art in history and culture	SWBAT recognize various time periods and Master Artist’s works.	How has art changed throughout the centuries		
<u>4</u>		Express ideas through creative processes	SWBAT utilize art materials to express an idea with scaffolding.	Talk about the process an artist goes through to create art. Discuss how we can create art.		
<u>5</u>		Art connections	SWBAT recognize how and where art is used throughout other subjects.	Cross curriculum teaching		

2nd Grade Course Outcomes

- The highest priorities for 2nd Grade Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **2nd Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

2nd Grade Art Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT distinguish between art materials, techniques, and processes used in creating visual arts.	
2	SWBAT utilize with scaffolding different materials, and techniques to produce various outcomes and responses.	
3	SWBAT utilize age appropriate tools and materials in a safe and responsible manner.	
4	SWBAT combine the Elements of Art to produce work of art.	
5	SWBAT integrate, with scaffolding, symbols, subject matter, and ideas in their artwork.	
6	SWBAT identify specific works, period styles, and artists	
7	SWBAT engage with peers concerning art recognizing that people have different preferences.	
8	SWBAT discuss similarities and connections between concepts and subject matter found in visual arts and other art disciplines.	

2nd Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

2nd Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
<u>1</u>		Color, Value and Texture	SWBAT begin using Color, Value and Texture in art.	Using care and quality in their own work, while learning to recognize it in others work.		
<u>2</u>		Making art connections	SWBAT recognize how and where art is used throughout other subjects.	Cross-curriculum teaching		
<u>3</u>		Self-expression and Evaluation	SWBAT utilize art materials to express and evaluate an idea.	Imitate the process an artist goes through to create art.		
<u>4</u>		Art in History	SWBAT create an original work of art influenced by a Master Artist.	How art reflects changes in history.		

Intermediate Grades

3-5 Art

3-5 Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** 3-5th grade experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the 3rd-5th grade faculty of a school meet in professional learning communities or grade level meetings.

3-5 Art Team/Department Outcomes

Team/Department Outcomes		Standards
1	SWBAT exhibit understanding and applying media, techniques , and processes.	
2	SWBAT apply knowledge of the elements and principles of design.	
3	SWBAT analyze a range of subject matter, symbols, and potential ideas in the visual arts.	
4	SWBAT understand the visual arts in relation to history and culture.	
5	SWBAT reflect upon and assess the characteristics and merits of their work and the works of others.	
6	SWBAT make connections between visual arts and other disciplines.	

3rd Grade Course Outcomes

- The highest priorities for 3rd Grade Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **3rd Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

3rd Grade Art Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT use a variety of age appropriate tools and materials in a safe and responsible manner.	
2	SWBAT recognize the difference between materials, techniques, and processes.	
3	SWBAT use the Elements of Art to communicate their ideas.	
4	SWBAT imitate subject matter, symbols, and art elements to create an original work of art.	
5	SWBAT identify how history, culture and the visual arts can influence each other.	
6	SWBAT recognize how people's experiences can influence the development of art.	
7	SWBAT recognize connections between the visual arts and other subjects across in the curriculum.	

3rd Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

3rd Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
<u>1</u>		Space and Form	SWBAT begin using space and form in art.	Utilize the elements (color, line, texture, space, value, shape/form) of art to communicate their ideas and gain different responses.		
<u>2</u>		Making Religious and Cultural Art Connections	SWBAT recognize how and where art is used throughout religion and cultures.	-Introducing signs and symbols used in Religious and cultural art.		
<u>3</u>		Self-expression Art Evaluation	SWBAT utilize art materials to express and evaluate idea with a guided process.	-art is a form of communication: match emotions with color, line, shape, value, texture in personal artwork -understand art is a creative process that takes time and practice -exploring the use of different media for self-expression -discuss artwork constructively		
<u>4</u>		Exploring Artists Past and Present	SWBAT create a piece of work inspired by a Master Artist in a major historical period.	How art reflects changes in History.		

4th Grade Course Outcomes

- The highest priorities for 4th Grade Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **4th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

4th Grade Art Course Outcomes

Course Outcomes

1	SWBAT use a variety of tools and materials in a safe and responsible manner.
2	SWBAT recognize the difference between materials, techniques, and processes and effectively use them to communicate and enhance their ideas.
3	SWBAT demonstrate expressive features through visual characteristics to communicate their ideas and gain different responses.
4	SWBAT understand and use subject matter, symbols, and art elements to create an aesthetically pleasing work of art.
5	SWBAT understand how history, culture and the visual arts can influence each other in the making of art.
6	SWBAT discuss how people's experiences can influence the development of art.
7	SWBAT identify connections between the visual arts and other disciplines in the curriculum.
8	SWBAT respectfully discuss their own artwork and that of others.

4th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

4th Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
1		Developing the Elements of Art and Introduce Rhythm, Movement and Pattern	SWBAT recognize and incorporate differing combinations of the elements of art in their artwork.	Implement the elements of art to communicate their ideas and gain different responses.		
2		Making Art Connections through Religious Paintings	SWBAT introduced to Master Artist paintings with a Religious Content	Cross-curriculum teaching Collaborate with classroom teachers (when possible)		
3		Self-expression and Evaluation	SWBAT utilize art materials to express an idea with a guided process followed by a guided process to a self-critique	Imitate the process an artist goes through to create art. Expand on previously learned skills and techniques		
4		Exploring Artists Past and Present	SWBAT analyze a piece of work of a Master Artist with scaffolding.	How art reflects changes in History.		

5th Grade Course Outcomes

- The highest priorities for 5th Grade Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **5th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

5th Grade Art Course Outcomes

Course Outcomes	
1	SWBAT use a variety of tools and materials in a safe and responsible manner.
2	SWBAT recognize the difference between materials, techniques, and processes and effectively use them to communicate and enhance their ideas.
3	SWBAT demonstrate expressive features through visual characteristics to communicate their ideas and gain different responses.
4	SWBAT understand and use subject matter, symbols, and art elements to create an aesthetically pleasing work of art.
5	SWBAT understand how history, culture and the visual arts can influence each other in the making of art.
6	SWBAT discuss how people's experiences can influence the development of art.
7	SWBAT identify connections between the visual arts and other disciplines in the curriculum.
8	SWBAT demonstrate the ability to analyze their own work and that of others.

5th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

5th Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
<u>1</u>		Implementing the Elements of Art	SWBAT integrate differing combinations of the elements of art in their artwork.	Manipulate the elements of art to communicate ideas and gain different responses.		
<u>2</u>		Making art connections	SWBAT point out other subject areas used in their artwork.	Cross-curriculum teaching		
<u>3</u>		Self-expression	SWBAT utilize art materials to express an idea.	Imitate the process an artist goes through to create art. Expand on previously learned skills and techniques		
<u>4</u>		Exploring Artists Past and Present	SWBAT compare the artwork of two or more Master Artists with scaffolding.	How art reflects changes in History.		

Middle Grades 6-8 Art

6-8 Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** 6th-8th grade experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the 6th-8th grade faculty of a school meet in professional learning communities or grade level meetings.

6-8 Art Team/Department Outcomes

Team/Department Outcomes	
1	SWBAT exhibit understanding and applying media, techniques, and processes.
2	SWBAT apply knowledge of the elements and principles of design.
3	SWBAT analyze a range of subject matter, symbols, and potential ideas in the visual arts.
4	SWBAT understand the visual arts in relation to history and culture.
5	SWBAT reflect upon and assess the characteristics and merits of their work and the works of others.
6	SWBAT make connections between visual arts and other disciplines

6th Grade Course Outcomes

- The highest priorities for 6th Grade Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **6th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

6th Grade Art Course Outcomes

Course Outcomes

1	SWBAT select media, techniques, and processes based on the effectiveness in communicating ideas and emotions in their artwork.
2	SWBAT use age appropriate materials and tools in a safe and responsible manner.
3	SWBAT employ the Elements and Principles of Design for a well laid out composition.
4	SWBAT integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their art works.
5	SWBAT refine subject, themes, and symbols that communicate intended meaning in their artwork.
6	SWBAT categorize a variety of art objects in historical and cultural contexts.
7	SWBAT analyze contemporary and historic meaning in specific artworks through cultural and aesthetic inquiry.
8	SWBAT compare the characteristics of works in two or more art forms that with similar subject matter, historical periods, or cultural content.

6th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

6th Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
1		Composition and Design	SWBAT organize a composition using elements and design principles.	Drawing/Line, Values, Graphic Arts/Lettering, Still-life, Composition through the Principles		
2		Color Theory	SWBAT demonstrate a working knowledge of color theory terms.	Color Schemes/Monochromatic, Cool, Warm, etc., Tints, Tones, Shades		
3		Art History	SWBAT recognize works of art from a variety of selected cultures and historical eras.	Art Classification, *Different cultures and historical eras selected each year by individual teachers		
4		Critique	SWBAT analyze selected artworks through class discussion.	Steps to critiquing a piece of artwork, *Different artwork to be selected each year by individual teachers		

7th Grade Course Outcomes

- The highest priorities for 7th Grade Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **7th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

7th Grade Art Course Outcomes

Course Outcomes	
1	SWBAT select media, techniques, and processes based on the effectiveness in communicating ideas and emotions in their artwork.
2	SWBAT use age appropriate materials and tools in a safe and responsible manner.
3	SWBAT employ the Elements and Principles of Design for a well laid out composition.
4	SWBAT integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their art works.
5	SWBAT refine subject, themes, and symbols that communicate intended meaning in their artwork.
6	SWBAT categorize a variety of art objects in historical and cultural contexts.
7	SWBAT analyze contemporary and historic meaning in specific artworks through cultural and aesthetic inquiry.
8	SWBAT compare the characteristics of works in two or more art forms that with similar subject matter, historical periods, or cultural content.

7th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

7th Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
1		Composition and Design	SWBAT apply elements and principles to communicate ideas in the creation of artworks.	Drawing/Line, Values Graphic Arts/Lettering Still-life Composition through the Principles		
2		Color Theory	SWBAT demonstrate a growing ability to select and use color theory in their artwork.	Color Schemes/Mono-chromatic, Cool, Warm, etc. Tints, Tones, Shades		
3		Art History	SWBAT recognize works of art from a variety of selected cultures and historical eras.	Art Classification *Different cultures and historical eras selected each year by individual teachers		
4		Critique	SWBAT analyze selected artworks through class discussion.	Steps to critiquing a piece of artwork *Different artwork to be selected each year by individual teachers		

8th Grade Course Outcomes

- The highest priorities for 8th Grade Art learning for all students.
- All students will achieve these outcomes as a result of their Art experience in **8th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

8th Grade Art Course Outcomes

Course Outcomes	
1	SWBAT select media, techniques, and processes based on the effectiveness in communicating ideas and emotions in their artwork.
2	SWBAT use age appropriate materials and tools in a safe and responsible manner.
3	SWBAT employ the Elements and Principles of Design for a well laid out composition.
4	SWBAT integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their art works.
5	SWBAT refine subject, themes, and symbols that communicate intended meaning in their artwork.
6	SWBAT categorize a variety of art objects in historical and cultural contexts.
7	SWBAT analyze contemporary and historic meaning in specific artworks through cultural and aesthetic inquiry.
8	SWBAT compare the characteristics of works in two or more art forms that with similar subject matter, historical periods, or cultural content.

8th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Art “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

8th Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
<u>1</u>		Composition and Design	SWBAT apply design elements and principles to communicate ideas in the creation of artworks.	Drawing/Line, Values, Graphic Arts/Lettering, Still-life, Composition through the Principles		
<u>2</u>		Color Theory	SWBAT explain their choice of color theory in their personal artwork.	Color Themes: Mono-chromatic, Cool, Warm, etc., Tints, Tones, Shades		
<u>3</u>		Art History	SWBAT compare and contrast works of art from a variety of selected cultures and historical eras.	Art Classification *Different cultures and historical eras selected each year by individual teachers		
<u>4</u>		Critique	SWBAT analyze selected artworks through class discussion.	Steps to critiquing a piece of artwork *Different artwork to be selected each year by individual teachers		
<u>5</u>		Art Professions	SWBAT identify the roles of artists and skills of various art-related careers in the community.	Career Guidance		