

**PLYMOUTH PUBLIC SCHOOLS**  
**VISUAL ARTS SCOPE AND SEQUENCE GRADES 6-8**

Components of a vital curriculum include scope, sequence, and articulation. The scope identifies the extent and depth of content covered. The sequence seeks to build new knowledge based on previous experiences. Articulation identifies curricular information across the school district so goals, objectives, themes, and projected outcomes are consistent throughout the arts program.

<i><b>Methods, Materials, Techniques*</b></i>		
<i><b>Grade 6</b></i>	<i><b>Grade 7</b></i>	<i><b>Grade 8</b></i>
Introduce 2-D the range of effects possible within each medium, such as: 2D – <b>transparent</b> and <b>opaque</b> media, <b>wet, dry, stippled, blended</b> , and <b>wash</b> effects.	Practice using <b>transparent</b> and <b>opaque</b> media, <b>wet, dry, stippled, blended</b> to produce different visual effects.	Develop skills using <b>transparent</b> and <b>opaque</b> media, <b>wet, dry, stippled, blended</b> ; <b>relief printmaking</b> to produce unique visual effects.
Introduce 3-D the range of effects possible within each medium, such as: 3-D – <b>carved, molded</b> , and <b>constructed</b> forms	Practice using <b>carved, molded</b> , and <b>constructed</b> forms to produce different visual effects.	Develop skills using <b>carved, molded</b> , and <b>constructed</b> forms to produce unique visual effects.
Introduce the range and purpose of <b>dry media, tools</b> and equipment for <b>printmaking</b> .	Practice using <b>dry media</b> , tools and equipment for <b>printmaking</b> to produce different visual effects.	Develop skills using <b>dry media</b> , tools and equipment for <b>printmaking</b> to produce unique visual effects.
Introduce the range, purpose and effects of <b>technology</b> .	Practice using <b>technology</b> for research and different visual effects.	Develop skills using <b>technology</b> for research and to produce unique visual effects.
<i><b>Elements and Principles of Design</b></i>		
<i><b>Grade 6</b></i>	<i><b>Grade 7</b></i>	<i><b>Grade 8</b></i>
Introduce variety of <b>line types</b> including <b>contour drawings, calligraphy, and freehand studies</b> .	Practice variety of <b>line types</b> and include lines that are from <b>observation memory, and imagination, and schematic studies</b> .	Develop skills using a variety of <b>line types</b> including <b>contour drawings, calligraphy, freehand studies, (observation memory, and imagination, and schematic studies)</b> .
Introduce <b>complementary, analogous, and monochromatic</b> colors.	Identify <b>complementary, analogous, and monochromatic</b> colors and discuss how color relates to feelings and moods.	Develop skills using <b>complementary, analogous, and monochromatic</b> colors to create color feelings and moods in artworks.
	Introduce <b>hues, values</b> and <b>intermediate shades</b> .	Practice using <b>hues, values</b> and <b>intermediate shades</b> to create feelings and moods in artworks.
Introduce actual and simulated <b>textures</b> .	Identify <b>textures</b> and differentiate between actual and simulated <b>textures</b> .	Develop skills creating a variety of <b>textures</b> to change surface quality. Through the use of 2-D, 3-D and computer generated artwork.
Introduce an expanding and increasingly sophisticated array of shapes and forms; <b>organic, geometric, positive, or negative</b> .	Identify and use <b>organic, geometric, positive, or negative</b> shapes in discussion and artworks.	Use a variety of <b>organic, geometric, positive, or negative</b> shapes in discussion and artworks to develop complex compositions.
	Introduce complex <b>patterns</b> , for example, <b>tessellation</b> .	Practice using complex <b>patterns</b> , for example, <b>tessellation</b> in artworks.
Introduce <b>balance, repetition, and rhythm</b> .	Identify <b>balance, repetition, and rhythm</b> in discussions and artwork.	Practice <b>balance, repetition, and rhythm</b> to create unique visual effects.
Review <b>scale and proportion</b> in drawing and 2-D design.	Identify <b>scale and proportion</b> and discuss how these two techniques give the illusion of 3-D <b>space</b> and <b>volume</b> .	Practice <b>scale and proportion</b> and create 2-D compositions that give the illusion of 3-D <b>space</b> and <b>volume</b> .

\* Dependent upon supply budget funding

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Introduce <b>unity, harmony, and emphasis</b> .	Identify <b>unity, harmony, and emphasis</b> in discussions and artwork.	Practice by creating artwork that demonstrates an understanding for <b>unity, harmony, and emphasis</b> .
<b><i>Observation, Abstraction, Invention, and Expression</i></b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Review still life, landscape, portrait, and figures to create artworks through <b>direct observation</b> .	Practice creating <b>representational artwork</b> from <b>direct observation</b> in order to develop skills of perception, and memory of detail.	Develop skills to create 2-D and 3-D <b>representational artwork</b> from <b>direct observation</b> .
Introduce <b>symbolic</b> artwork, <i>for example a red heart represents a loved one</i> .	Practice creating <b>symbolic</b> artwork by substituting <b>symbols</b> for objects, relationships, or ideas.	Develop skills to create <b>symbolic</b> artwork by substituting <b>symbols</b> for objects, relationships, or ideas.
Introduce artwork from <b>free form symbolic</b> imagery, <i>for example artwork that conveys paired concepts happiness and grief</i> .	Practice creating artwork from <b>free form symbolic</b> imagery that demonstrates personal invention.	Develop competency in creating artwork from <b>free form symbolic</b> to convey ideas and emotions.
Introduce <b>simplification</b> of <b>objects</b> within a composition.	Review the ways in which <b>architects, craftsmen, and designers</b> develop <b>abstract symbols</b> through simplification.	Develop <b>abstract symbols</b> by simplifying elements of the environment.
<b><i>Drafting, Revising, and Exhibiting</i></b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Review skills in presenting work, making decisions and explaining <b>process</b> in creating artwork.	Practice describing <b>personal style, assess</b> and <b>reflect</b> on work orally and written.	Develop skills to <b>revise work</b> based on criteria developed in the classroom.
<b><i>Connections to Arts and Other Disciplines</i></b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Introduce ways to describe the <b>visual, spatial,</b> and <b>tactile</b> characteristics of their own work and that of others.	Practice recognizing and describing <b>similarities</b> between their own artwork and that of others.	Develop ability to recognize and describe a variety of <b>similarities</b> between their own artwork and that of others using appropriate vocabulary.
Introduce how to describe the kinds of <b>imagery</b> used to represent <b>subject matter</b> and ideas.	Practice ways to describe <b>literal representation, simplification, abstraction,</b> or <b>symbolism</b> .	Develop skills how to describe <b>literal representation, simplification, abstraction,</b> or <b>symbolism</b> .
	Introduce a fundamental awareness of <b>architectural styles</b> and the ways they have influenced <b>painting</b> and <b>sculpture</b> .	Investigate how artists use this awareness to <b>create</b> their work.

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