

# Scope and Sequence

	CONTENTS	OBSERVE
LAND	<ul style="list-style-type: none"> <li>• The natural environment</li> <li>• Landscape diversity</li> <li>• The horizon</li> <li>• Use of graphic space</li> <li>• Lines and weaves</li> <li>• Color technique and application</li> <li>• Symmetry</li> <li>• Drawing animals</li> <li>• Fine art techniques: drawing and painting</li> <li>• Free expression</li> </ul>	<ul style="list-style-type: none"> <li>• Composition in different landscapes</li> <li>• Sensory exploration of different habitats</li> <li>• Exploration of ways to represent space</li> <li>• Study of complexity of different landscapes</li> <li>• Observation of color variation (tone, blending, contrast)</li> <li>• Image analysis and interpretation</li> <li>• Spontaneous artistic expression</li> </ul>
WATER	<ul style="list-style-type: none"> <li>• Perspective in landscapes</li> <li>• The horizon</li> <li>• Framing</li> <li>• The human figure in proportion</li> <li>• Cultural heritage: artists and their works</li> <li>• Movement</li> <li>• Texture</li> <li>• Color range and harmony</li> <li>• Free expression</li> <li>• Comic strips</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of perspective in landscapes: depth and the horizon</li> <li>• Sculpture analysis</li> <li>• Exploration of texture</li> <li>• Introduction to light in landscapes</li> <li>• Observation and verbal critique of artistic works</li> <li>• Study of color expression: tones and ranges</li> <li>• Introduction to image arrangement to construct a storyline</li> <li>• Spontaneous artistic expressions</li> </ul>
AIR	<ul style="list-style-type: none"> <li>• Light and color in landscapes</li> <li>• Landscape diversity</li> <li>• Framing</li> <li>• The human figure</li> <li>• Aerial perspective</li> <li>• Volume: light and shading</li> <li>• Texture</li> <li>• Color</li> <li>• Free expression</li> </ul>	<ul style="list-style-type: none"> <li>• Landscape composition</li> <li>• Exploration of ways to represent space</li> <li>• Introduction to light in landscapes</li> <li>• Observation of perspective in landscape: depth and the horizon</li> <li>• Observation of color variation (tone, blending, contrast)</li> <li>• Exploration and selection of materials</li> <li>• Spontaneous artistic expression</li> <li>• Visual perception of volume</li> </ul>

EXPRESS AND CREATE	LINGUISTIC COMPETENCE
<ul style="list-style-type: none"> <li>• Use of symmetrical diagrams to represent animals</li> <li>• Use of a grid to create proportional elements</li> <li>• Use of color combinations and exploration for expressive and aesthetic purposes</li> <li>• Line color practice</li> <li>• Development of technique in correct use of fine arts materials</li> <li>• Creation of objects with attention to volume</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> physical features of animals, plant and landscape elements, shapes and line types, locomotive verbs, seasons</li> <li>• <b>Structures:</b> <i>there is/are, nearer/farther, both</i> to express similarity, <i>yes/no</i> questions, modal <i>can</i> for ability</li> <li>• <b>Songs:</b> “Snow, Snow, Snow,” “If You’re Dinosaurs and You Know It”</li> </ul>
<ul style="list-style-type: none"> <li>• Practice: the body in movement</li> <li>• Creation of text to accompany various comic strip vignettes and creation of final vignette</li> <li>• Use of distinct materials to create texture</li> <li>• Use of color combination and exploration for expressive and aesthetic purposes</li> <li>• Development of technique in correct use of fine arts materials</li> <li>• Use of music as starting point for artistic expression</li> <li>• Creation of three-dimensional objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> maritime and nautical elements, sea animals and their physical features, idiom: <i>to take place</i></li> <li>• <b>Structures:</b> Unit 1 structures, gerunds as nouns, sequence connectors, <i>wh-</i> questions</li> <li>• <b>Song:</b> “A Sailor Went to Sea”</li> <li>• <b>Chant:</b> “I Catch a Fish”</li> </ul>
<ul style="list-style-type: none"> <li>• Use of elements to compose a visual message</li> <li>• Creation of visual and tactile objects</li> <li>• Progressive and appropriate use of materials and tools for artistic expression</li> <li>• Creation of landscapes using cut-outs</li> <li>• Use of color combination and exploration for expressive and aesthetic purposes</li> <li>• Use of music as starting point for artistic expression</li> <li>• Creation of objects with attention to volume</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> physical features of animals, mythological animals and their physical features</li> <li>• <b>Structures:</b> Units 1 and 2 structures, modal <i>can</i> for ability</li> <li>• <b>Songs:</b> “I’m a Pilot,” “What’s this? What’s that?”</li> <li>• <b>Poems:</b> “Kite,” “Two Little Dragonflies”</li> </ul>