

Kindergarten to Grade 5 Developmental Continuum

The chart on the following pages displays the scope and sequence of learnings from Kindergarten to Grade 5. It includes broad foundational objectives for the Elementary Level with grade-specific learning objectives. This chart represents the required content for visual art.

Kindergarten	Grade 1	Grade 2
Understand the elements of art and develop concepts that lead to an understanding of order in the visual environment.		
<ul style="list-style-type: none"> know the meaning of the words <i>line, colour, texture, shape, form, and space</i> 	<ul style="list-style-type: none"> know the meaning of the words <i>line, colour, texture, shape, form, and space</i> 	<ul style="list-style-type: none"> know that <i>line, colour, texture, shape, form, and space</i> are called the elements of visual art
<ul style="list-style-type: none"> identify many different kinds of lines in own surroundings and in art works (e.g., thick, thin) 	<ul style="list-style-type: none"> identify many different kinds of lines in own surroundings and in art works (e.g., thick, thin) 	<ul style="list-style-type: none"> classify a large variety of lines using own words (e.g., wavy, jagged)
<ul style="list-style-type: none"> identify colours in own surroundings and in art works 	<ul style="list-style-type: none"> identify many different colours in own surroundings and in art works, and identify red, yellow, and blue as primary colours 	<ul style="list-style-type: none"> understand that secondary colours are created when you combine two primary colours
		<ul style="list-style-type: none"> understand that the same colour can be light or dark
<ul style="list-style-type: none"> understand that every surface has a texture 	<ul style="list-style-type: none"> identify many different textures in own surroundings and in art works 	<ul style="list-style-type: none"> classify different kinds of textures using own words (e.g., rough, smooth, soft)
<ul style="list-style-type: none"> identify shapes in own surroundings and in art works 	<ul style="list-style-type: none"> identify many different shapes in own surroundings and in art works 	<ul style="list-style-type: none"> classify different kinds of shapes using own words (e.g., rounded, lumpy, square)
<ul style="list-style-type: none"> identify many different forms in own surroundings and in art works 	<ul style="list-style-type: none"> identify many different forms in own surroundings and in art works 	<ul style="list-style-type: none"> recognize basic forms such as cubes and spheres
<ul style="list-style-type: none"> explore space with own bodies 	<ul style="list-style-type: none"> know that forms have space all around them 	<ul style="list-style-type: none"> know that forms have space all around them
<ul style="list-style-type: none"> look for patterns in own surroundings and in art works 	<ul style="list-style-type: none"> identify many different formal and informal patterns in own surroundings and in art works 	<ul style="list-style-type: none"> classify different kinds of patterns using own words (e.g., striped, dotted, mixed-up)
		<ul style="list-style-type: none"> identify examples of contrast in own surroundings and in art works
Begin to develop skills that help them depict people and objects accurately.		
<ul style="list-style-type: none"> become aware of details of the physical appearance of plants, animals, people, and objects 	<ul style="list-style-type: none"> become aware of details of the physical appearance of plants, animals, people, and objects 	<ul style="list-style-type: none"> become increasingly aware of details in the appearance of plants, animals, people, and objects
<ul style="list-style-type: none"> explore the concepts of big and small 	<ul style="list-style-type: none"> understand size comparisons 	<ul style="list-style-type: none"> explore size relationships by measuring

<ul style="list-style-type: none"> • explore the meaning of top, bottom, front, back, sides 	<ul style="list-style-type: none"> • know the meaning of top, bottom, front, back, sides 	<ul style="list-style-type: none"> • understand the difference between two dimensions and three dimensions
Grade 3	Grade 4	Grade 5

Understand the elements of art and develop concepts that lead to an understanding of order in the visual environment.

<ul style="list-style-type: none"> • know that <i>line, colour, texture, shape, form, and space</i> are called the elements of visual art 	<ul style="list-style-type: none"> • understand that <i>line, colour, texture, shape, form, and space</i> comprise the basic language of visual art 	<ul style="list-style-type: none"> • understand that <i>line, colour, texture, shape, form, and space</i> comprise the basic language of visual art
<ul style="list-style-type: none"> • understand that contour lines form the outline of an object 	<ul style="list-style-type: none"> • understand that hidden lines are created by repetition 	<ul style="list-style-type: none"> • understand that paths of movement are created by hidden lines
<ul style="list-style-type: none"> • know that the colour wheel is a way of showing colour relationships 	<ul style="list-style-type: none"> • recognize complementary colours as being opposite each other on the colour wheel 	<ul style="list-style-type: none"> • understand that pure colours have hue, while neutral colours do not
<ul style="list-style-type: none"> • understand that adding white or black changes the value of a colour 	<ul style="list-style-type: none"> • recognize analogous colours as those that share a common hue 	<ul style="list-style-type: none"> • explore colour relationships in the environment and in own surroundings
<ul style="list-style-type: none"> • use three-dimensional materials such as clay to create real textures 	<ul style="list-style-type: none"> • create many different real textures within various classifications (e.g., rough, smooth) 	<ul style="list-style-type: none"> • become more aware of real texture through tactile experiences
<ul style="list-style-type: none"> • recognize circles, squares, triangles, and rectangles as geometric shapes 	<ul style="list-style-type: none"> • understand that shapes can be geometric or organic; symmetrical or asymmetrical 	<ul style="list-style-type: none"> • understand that shapes can be geometric or organic; positive or negative; symmetrical or asymmetrical
<ul style="list-style-type: none"> • recognize cubes, cylinders, and spheres as geometric forms 	<ul style="list-style-type: none"> • understand that forms can be geometric or organic; symmetrical or asymmetrical 	<ul style="list-style-type: none"> • understand that forms can be geometric or organic; symmetrical or asymmetrical
<ul style="list-style-type: none"> • understand that forms displace space 	<ul style="list-style-type: none"> • understand that space can be positive or negative in art works 	<ul style="list-style-type: none"> • understand that space can be positive or negative in art works
<ul style="list-style-type: none"> • identify formal and informal patterns in own surroundings and in art works 	<ul style="list-style-type: none"> • begin to understand the effects of using formal and informal patterns, and create patterns through techniques such as repetition 	<ul style="list-style-type: none"> • begin to understand the effects of using formal and informal patterns, and create patterns through techniques such as repetition
<ul style="list-style-type: none"> • identify examples of contrast in own surroundings and in art works 	<ul style="list-style-type: none"> • identify examples of contrast in own surroundings and in art works 	<ul style="list-style-type: none"> • examine ways of creating contrast (e.g., bold/subtle, rough/smooth, light/dark)
	<ul style="list-style-type: none"> • examine the types of balance (symmetrical, asymmetrical/informal, radial) 	<ul style="list-style-type: none"> • examine the types of balance (symmetrical, asymmetrical/informal, radial)

Begin to develop skills that help them depict people and objects accurately.

<ul style="list-style-type: none"> • demonstrate the ability to perceive visual details, and understand that the inclusion of details enhances depictions of plants, animals, people, and objects 	<ul style="list-style-type: none"> • demonstrate the ability to perceive visual details, and include details to enhance depictions of plants, animals, people, and objects 	<ul style="list-style-type: none"> • demonstrate the ability to perceive visual details, and include details to enhance depictions of plants, animals, people, and objects
<ul style="list-style-type: none"> • begin to apply knowledge of size relationships in own drawings 	<ul style="list-style-type: none"> • apply knowledge of size relationships in own drawings 	<ul style="list-style-type: none"> • understand that proportion is a matter of size comparison
<ul style="list-style-type: none"> • understand the difference between two dimensions and three dimensions 	<ul style="list-style-type: none"> • understand they can create the illusion of three dimensions through drawing 	<ul style="list-style-type: none"> • understand they can create the illusion of three dimensions through drawing

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> examine objects from different view points 	<ul style="list-style-type: none"> understand that what they see of an object changes when they change point of view 	<ul style="list-style-type: none"> understand that people, animals, and objects look different from different points of view
Begin to understand the variety of sources for visual art ideas.		
<ul style="list-style-type: none"> discuss ideas in art works such as picture book illustrations 	<ul style="list-style-type: none"> discuss ideas in art works such as picture book illustrations 	<ul style="list-style-type: none"> compare differing ideas in art works, including own and peers' visual expressions
<ul style="list-style-type: none"> talk about sources of own ideas for art works 	<ul style="list-style-type: none"> begin to understand that ideas for visual expressions come from many different sources 	<ul style="list-style-type: none"> understand that ideas for visual expressions come from many different sources
Begin to develop own ideas into visual art expressions, using the processes and materials of visual art.		
<ul style="list-style-type: none"> begin to make own decisions about selection of art materials, tools, and paper size 	<ul style="list-style-type: none"> begin to make own decisions about selection of art materials, tools, and paper size 	<ul style="list-style-type: none"> make basic decisions about own methods and materials
<ul style="list-style-type: none"> develop co-ordination and skills in using simple visual art tools and materials 	<ul style="list-style-type: none"> develop co-ordination and skills in using simple visual art tools and materials 	<ul style="list-style-type: none"> develop co-ordination and skills in using simple visual art tools and materials
Begin to think and talk about own visual art ideas and expressions.		
<ul style="list-style-type: none"> think and talk about basic decisions they make in creating art works 	<ul style="list-style-type: none"> think and talk about basic decisions they make in creating art works 	<ul style="list-style-type: none"> understand that reflection and discussion help them learn and make decisions about own art works
<ul style="list-style-type: none"> engage in non-verbal communication 	<ul style="list-style-type: none"> engage in non-verbal communication 	<ul style="list-style-type: none"> understand that own visual images communicate non-verbally
Develop understanding of the work of a variety of visual artists.		
<ul style="list-style-type: none"> view contemporary and historical art works 	<ul style="list-style-type: none"> view contemporary and historical art works 	<ul style="list-style-type: none"> become aware of the variety of art works throughout the world and in different eras
<ul style="list-style-type: none"> view the work of Saskatchewan and Canadian artists, including First Nation and Métis artists 	<ul style="list-style-type: none"> view the work of Saskatchewan and Canadian artists, including First Nation and Métis artists 	<ul style="list-style-type: none"> become aware of the variety of art works in Saskatchewan and Canada, including the works of First Nation and Métis artists
<ul style="list-style-type: none"> view the work of artists from various cultural groups 	<ul style="list-style-type: none"> view the work of artists from various cultural groups 	<ul style="list-style-type: none"> view the work of artists from various cultural groups
<ul style="list-style-type: none"> begin to understand that there are many kinds of art 	<ul style="list-style-type: none"> understand that there are many kinds of art 	<ul style="list-style-type: none"> begin to understand that art works are created for a variety of reasons

Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> understand that people, animals, and objects look different from different points of view 	<ul style="list-style-type: none"> use contour lines to draw people, animals, and objects from different points of view 	<ul style="list-style-type: none"> use contour lines to draw people, animals, and objects from different points of view
<ul style="list-style-type: none"> understand such spatial relationships as in front of, behind, beside 	<ul style="list-style-type: none"> understand that overlapping objects is a way to show their placement in space 	<ul style="list-style-type: none"> understand that closer objects appear to be larger than those farther away
Begin to understand the variety of sources for visual art ideas.		
<ul style="list-style-type: none"> compare differing ideas in art works, including own and peers' visual expressions 	<ul style="list-style-type: none"> begin to understand that own art works express unique ideas 	<ul style="list-style-type: none"> understand that own art works express unique ideas
<ul style="list-style-type: none"> begin to understand that they can get ideas from such sources as memory, research, observation, feelings, or imagination 	<ul style="list-style-type: none"> understand that they can get ideas from such sources as memory, research, observation, feelings, or imagination 	<ul style="list-style-type: none"> understand that they can get ideas from such sources as memory, research, observation, feelings, or imagination
<ul style="list-style-type: none"> begin to keep a journal of visual art ideas 	<ul style="list-style-type: none"> keep a journal of visual art ideas 	<ul style="list-style-type: none"> expand on visual art ideas in their journals
Begin to develop own ideas into visual art expressions, using the processes and materials of visual art.		
<ul style="list-style-type: none"> make basic decisions about own methods and materials 	<ul style="list-style-type: none"> become increasingly self-aware in decision making about methods and materials 	<ul style="list-style-type: none"> become increasingly self-aware in decision making about methods and materials
<ul style="list-style-type: none"> expand skills and abilities in using various visual art tools and materials 	<ul style="list-style-type: none"> expand skills and abilities in using various visual art tools and materials 	<ul style="list-style-type: none"> expand skills and abilities in using various visual art tools and materials
	<ul style="list-style-type: none"> begin to notice accidental discoveries in own work and put them to use, where appropriate 	<ul style="list-style-type: none"> recognize the value of accidental discoveries in own work and put them to use, where appropriate
Begin to think and talk about own visual art ideas and expressions.		
<ul style="list-style-type: none"> understand that reflection and discussion help them learn and make decisions about own art works 	<ul style="list-style-type: none"> begin to understand that reflection is an important part of visual art processes 	<ul style="list-style-type: none"> understand that reflection is an important part of visual art processes
<ul style="list-style-type: none"> understand that own visual images communicate non-verbally 	<ul style="list-style-type: none"> understand that they are communicating meaning through own art work 	<ul style="list-style-type: none"> understand that they are communicating meaning through own art work
Develop understanding of the work of a variety of visual artists.		
<ul style="list-style-type: none"> become aware of the variety of art works throughout the world and in different eras 	<ul style="list-style-type: none"> explore the contributions of visual artists of various eras, locales, and cultures 	<ul style="list-style-type: none"> explore the contributions of visual artists of various eras, locales, and cultures
<ul style="list-style-type: none"> become aware of the variety of art works in Saskatchewan and Canada, including the works of First Nation and Métis artists 	<ul style="list-style-type: none"> explore the contributions of Saskatchewan and Canadian artists, including First Nation and Métis artists 	<ul style="list-style-type: none"> explore the contributions of Saskatchewan and Canadian artists, including First Nation and Métis artists
<ul style="list-style-type: none"> begin to understand that many different cultural groups contribute to Canada's artistic make-up 	<ul style="list-style-type: none"> understand that many different cultural groups contribute to Canada's artistic make-up 	<ul style="list-style-type: none"> gain understanding of the traditional and contemporary visual art of a diverse range of cultures
<ul style="list-style-type: none"> understand that art works are created for a variety of reasons 	<ul style="list-style-type: none"> begin to articulate the variety of reasons for creating art works 	<ul style="list-style-type: none"> articulate the variety of reasons for creating art works
Kindergarten	Grade 1	Grade 2

		<ul style="list-style-type: none"> begin to understand that art tells something about the society in which it was created

Begin to talk about, interpret, and respond to works of art.

<ul style="list-style-type: none"> view art works with curiosity 	<ul style="list-style-type: none"> view art works with curiosity 	<ul style="list-style-type: none"> realize that they will not see everything in an art work at first glance
<ul style="list-style-type: none"> reflect on how works of art make them think and feel 	<ul style="list-style-type: none"> reflect on how works of art make them think and feel 	<ul style="list-style-type: none"> realize that everyone does not respond the same way to a work of art
<ul style="list-style-type: none"> show interest in knowing more about an art work and the artist 	<ul style="list-style-type: none"> show interest in knowing more about an art work and the artist 	<ul style="list-style-type: none"> know that libraries, art galleries, and the Internet are sources of information about artists and their work
<ul style="list-style-type: none"> respond to art works verbally and non-verbally 	<ul style="list-style-type: none"> respond to art works verbally and non-verbally 	<ul style="list-style-type: none"> respond to art works verbally and non-verbally

Become aware of the visual environment and visual art in the daily life of own community.

<ul style="list-style-type: none"> describe the visual environment and visual information in own daily lives 	<ul style="list-style-type: none"> describe the visual environment and visual information in own daily lives 	<ul style="list-style-type: none"> describe the visual environment and visual information in own daily lives
<ul style="list-style-type: none"> know the difference between the natural and the built environments 	<ul style="list-style-type: none"> know the difference between the natural and the built environments 	<ul style="list-style-type: none"> know that, from earliest times, human beings have changed the natural environment
<ul style="list-style-type: none"> locate and discuss visual art in own communities 	<ul style="list-style-type: none"> locate and discuss visual art in own communities 	<ul style="list-style-type: none"> know that people in own community participate in visual art in a variety of ways

Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> understand that art tells something about the society in which it was created 	<ul style="list-style-type: none"> understand that art tells something about the society in which it was created 	<ul style="list-style-type: none"> understand that art tells something about the society in which it was created
		<ul style="list-style-type: none"> realize that art sometimes supports or questions a culture's or society's beliefs
		<ul style="list-style-type: none"> understand that changes in art reflect changes in society
Begin to talk about, interpret, and respond to works of art.		
<ul style="list-style-type: none"> realize that they will not see everything in an art work at first glance 	<ul style="list-style-type: none"> view art works with a willingness to try to understand the artist's intentions 	<ul style="list-style-type: none"> view art works with a willingness to try to understand the artist's intentions
<ul style="list-style-type: none"> realize that everyone does not respond the same way to a work of art 	<ul style="list-style-type: none"> explore various ways that people can respond to a work of art (e.g., thoughts, feelings, associations) 	<ul style="list-style-type: none"> explore various ways that people can respond to a work of art (e.g., thoughts, feelings, associations)
<ul style="list-style-type: none"> know that libraries, art galleries, and the Internet are sources of information about artists and their work 	<ul style="list-style-type: none"> realize that knowing more about an artist and his/her society can help them understand an art work 	<ul style="list-style-type: none"> realize that knowing more about an artist and his/her society can help them understand an art work
<ul style="list-style-type: none"> engage willingly in a process for viewing and responding to art works 	<ul style="list-style-type: none"> engage willingly in a process for viewing and responding to art works 	<ul style="list-style-type: none"> engage willingly in a process for viewing and responding to art works
	<ul style="list-style-type: none"> know the difference between opinion and fact in discussions of art works 	<ul style="list-style-type: none"> understand that own opinions of art works should be supported with reasons related to the work
Become aware of the visual environment and visual art in the daily life of own community.		
<ul style="list-style-type: none"> become increasingly aware of the vast amount of visual information in the environment and daily life 	<ul style="list-style-type: none"> become increasingly aware of the vast amount of visual information in the environment and daily life 	<ul style="list-style-type: none"> become increasingly aware of the vast amount of visual information in the environment and daily life
<ul style="list-style-type: none"> know that, from earliest times, human beings have changed the natural environment 	<ul style="list-style-type: none"> examine own visual environment and determine how artists and art forms have affected it over time 	<ul style="list-style-type: none"> examine own visual environment and determine how artists and art forms have affected it over time
<ul style="list-style-type: none"> know that people in own community participate in visual art in a variety of ways 	<ul style="list-style-type: none"> explore the role of artists and functions of art work in own communities 	<ul style="list-style-type: none"> explore the role of artists and functions of art work in own communities