

ARTS INTEGRATION & STEAM
/ACCELERATOR

Scope and Sequence

TABLE OF CONTENTS

Overviews	.....	2
What is the Scope and Sequence?	.....	2
How can I use the Scope and Sequence?	.....	2
How to Read the Scope and Sequence	.....	3
Theme Scope and Sequences	.....	4
Theme 1: Reasoning and Evidence	.....	4
Theme 2: Perseverance and Grit	.....	5
Theme 3: Characters and Communities	.....	6
Theme 4: Cultural Identity	.....	7
Theme 5: Symbols and Traditions	.....	8

WHAT IS THE ACCELERATOR SCOPE AND SEQUENCE?

This scope and sequence provides teachers with an overview of the themes offered in each grade level. Within each theme are a set of lessons, connected to naturally-aligned content and arts standards.

The scope and sequence shares an outline of the lessons included in each theme, and all of their instructional components. It also indicates aligned professional development and resources from the Accelerator platform which provide support for teaching the lessons within the theme.

How can I use this Scope and Sequence?

The lesson packs in the Accelerator are extremely flexible. You can use the scope and sequence as it's been presented and teach each theme, and the lessons within each theme.

Or, you can select lessons from across themes that address concepts you're working on in other curriculum.

Finally, since all grade levels share the same themes in our lesson packs, you can select a theme for all grade levels to focus on for arts integration/STEAM. From there, teachers can select a lesson within the school-selected theme that best addresses the needs of their students at that time.

The choice for how to use the scope and sequence is yours!





























How to Read the Accelerator Scope and Sequence

Theme Title
View the overarching theme in each grade.

Anchor Standards
All of the anchor standards addressed in both the content and arts areas are listed and linked.

Connected PD
Video workshops, courses, and conference sessions in the Accelerator that support this grade level theme.

Lessons Overview
Specific lessons, standards, essential questions, lesson support sites, and assessments are listed and linked.

THEME 1: Reasoning and Using Evidence										
Connected Anchor Standards		Description	21st Century Skills							
Content Anchors:  Math: Measurement and Data  Math: Operations and Algebraic Thinking  Science: Structures and Processes  Literacy: Knowledge of Language	Arts Anchors:  Creating: Organize and develop artistic ideas and work.  Responding: Interpret intent and meaning in artistic work.  Presenting: Select, analyze and interpret artistic work for presentation.	<p>This theme focuses on helping students explore questions and problems by identifying a claim, using evidence to support the claim, and providing a reason to describe why the evidence supports the claim. In Third Grade, this is explored through evaluating and interpreting products through art, defining solutions for custom design using magnets, determine messages through illustrations and text, and analyzing lyrics to determine the main idea.</p> <table><tr><th>Content Areas in this Theme</th><th>Arts Areas in this Theme</th><th>Key Vocabulary</th></tr><tr><td>Math, Science, Literacy</td><td>Visual Art, Theatre, Music</td><td>Criteria, Evaluate, Interpret, Product, Costume, Design, Illusion, Magnet, Quick Change, Context, Determine, Identify, Message, Text, Lyric</td></tr></table>	Content Areas in this Theme	Arts Areas in this Theme	Key Vocabulary	Math, Science, Literacy	Visual Art, Theatre, Music	Criteria, Evaluate, Interpret, Product, Costume, Design, Illusion, Magnet, Quick Change, Context, Determine, Identify, Message, Text, Lyric	<p>Collaboration, Social Skills, Communication, Creative Thinking, Critical Thinking, Initiative</p>	
Content Areas in this Theme	Arts Areas in this Theme	Key Vocabulary								
Math, Science, Literacy	Visual Art, Theatre, Music	Criteria, Evaluate, Interpret, Product, Costume, Design, Illusion, Magnet, Quick Change, Context, Determine, Identify, Message, Text, Lyric								
Professional Development Supports for Teachers Connected to This Theme (Workshops, Courses, and/or Conference Sessions)										
 Artful Thinking Routines (Workshop)	 Dance Tok (Conference Session)	 Play to Learn, Learn to Lead (Conference Session)	 Visualization for Drama (Conference Session)							
Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment						
CCSS.MATH.CONTENT.3.OA.A.1 / VA:Re9.1.3a	 Products of Art	What criteria are considered when selecting pieces for a portfolio or category?	 Lesson Site	 Classification Worksheet						
3-PS2-4 / TH:Pr5.1.3.b	 Quick Change	How do organisms live and grow? How do we read art?	 Lesson Site	 Self-Assessment Rubric & Resources						
CCSS.ELA-LITERACY.RI.3.7 / VA:Re7.2.3a	 Picture the Message	What happens when we use our imaginations? How do readers use text to find story elements?	 Lesson Site	 Rating Rubric & Resources						
CCSS.ELA-LITERACY.RI.3.2 / MU:Re7.2.3	 Lyric Analysis	How can the body be used as a tool for math? How do dancers get ideas?	 Lesson Site	 Rubric in the Lesson Plan						
Anchor Resources from the Resource Library										
 Arts Integration Placemat	 See Think Wonder Chart	 Artful Thinking Routines Posters	 Bringing Books to Life	 Encouraging Movement						

21st Century Skills
Listed skills addressed throughout the theme.








Theme Description
Overview of the theme and how it specifically unfolds for this grade level.

Key Vocabulary
List of all vocabulary terms taught in the theme.

Contents Addressed
A list of all content and arts areas connected in this theme.

Support Resources
Specific resources from our Resource Library that support the lessons within this theme.

THEME 1: Reasoning and Using Evidence

Connected Anchor Standards		Description	21st Century Skills	
Content Anchors:  Math: <u>Operations and Algebraic Thinking</u>  Science: <u>Motion and Stability: Forces and Interactions</u>  Literacy: <u>Integration of Knowledge and Ideas</u>  Literacy: <u>Key Ideas and Details</u>	Arts Anchors:  Responding: <u>Apply criteria to evaluate artistic work</u>  Performing: <u>Develop and refine artistic techniques and work for presentation</u>  Responding: <u>Perceive and analyze artistic work</u>	This theme focuses on helping students explore questions and problems by identifying a claim, using evidence to support the claim, and providing a reason to describe why the evidence supports the claim. In Third Grade , this is explored through evaluating and interpreting products through art, defining solutions for custom design using magnets, determine messages through illustrations and text, and analyzing lyrics to determine the main idea.	Critical Thinking, Informational Literacy, Communication, Creative Thinking, Initiative, Collaboration, Productivity	
		Content Areas in this Theme	Arts Areas in this Theme	Key Vocabulary
		Math, Science, Literacy	Visual Art, Theatre, Music	Criteria, Evaluate, Interpret, Product, Costume, Design, Illusion, Magnet, Quick Change, Context, Determine, Identify, Message, Text, Lyric

Professional Development Supports for Teachers Connected to This Theme (Workshops, Courses, and/or Conference Sessions)

- [Artful Thinking Routines \(Workshop\)](#)
[Using Literacy with Visual Arts \(Conference Session\)](#)
[Math and Art \(Workshop\)](#)
[Reading Visual Art as Text \(Conference Session\)](#)

Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
CCSS.MATH.CONTENT.3.OA.A.1 / VA:Re9.1.3a	Products of Art	How is personal preference different from an evaluation?	Lesson Site	Art Evaluation & Rubric
3-PS2-4 / TH:Pr5.1.3.b	Quick Change	What does a designer do to fully prepare a design?	Lesson Site	Design Sheet & Rubric
CCSS.ELA-LITERACY.RI.3.7 / VA:Re7.2.3a	Picture the Message	How do images influence our understanding? Where do we encounter images?	Lesson Site	Illustration & Rubric
CCSS.ELA-LITERACY.RI.3.2 / MU:Re7.2.3	Lyric Analysis	How can we communicate main idea and details?	Lesson Site	Feedback Form

Anchor Resources from the Resource Library

- [Artful Thinking Routines Posters](#)
[See Think Wonder Chart](#)
[Bringing Books to Life](#)
[Getting in Character](#)

THEME 2: Perseverance and Grit

Third Grade
THEME

2

Connected Anchor Standards		Description	21st Century Skills	
Content Anchors: Science: Biological Evolution: Unity and Diversity Literacy: Fluency Writing: Text Types and Purposes Literacy: Presentation of Knowledge and Ideas	Arts Anchors: Creating: Organize and develop artistic ideas and work. Performing: Develop and refine artistic techniques and work for presentation Responding: Perceive and analyze artistic work. Creating: Refine and complete artistic work.	This theme focuses on helping students stay with a task, even if it's difficult. In Third Grade , this is explored through visual representation of biomes, oral reading of lyrical poetry, writing to inform using media arts to enhance the experience, and creating an audio recording to work on fluency and emphasis.	Critical Thinking, Informational Literacy, Communication, Creative Thinking, Media Literacy, Collaboration	
		Content Areas in this Theme	Arts Areas in this Theme	Key Vocabulary
		Science, Literacy, Social Studies	Visual Art, Theatre, Media Arts	Adapt, Biome, Climate, Ecosystem, Habitat, Survive, Thrive, Accuracy, Expression, Dynamics, Levels, Pitch, Poetry, Prose, Rate, Tone, Vocalization, Component, Composition, Convey, Framing, Informative, Message, Narration, Persuade, Alter, Effect, Emphasis, Engaging

Professional Development Supports for Teachers Connected to This Theme (Workshops, Courses, and/or Conference Sessions)

- [Power of Words \(Workshop\)](#)
- [Elements of Art \(Lesson from Strategies Course\)](#)
- [Sights & Sounds of Poetry \(Conference Session\)](#)
- [Podcasts for Authentic Assessment \(Conference Session\)](#)

Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
3-LS4-3 / VA:Cr2.1.3a	Thriving and Surviving	What is the difference between surviving and thriving?	Lesson Site	Art Evaluation & Rubric
CCSS.ELA-LITERACY.RF.3.4.B / TH:Pr5.1.3.a	What Do You Say?	What makes a good reader?	Lesson Site	Poetry Form & Rubric
CCSS.ELA-LITERACY.W.3.2/ MA:Re7.1.3	Focusing the View	How does media convey meaning and manage audience experiences?	Lesson Site	Written Piece & Rubric
CCSS.ELA-LITERACY.SL.3.5 / MA:Cr3.1.3b	Media Fluency	How do you produce media art that has artistic quality?	Lesson Site	Audio Recording & Rubric

Anchor Resources from the Resource Library

- [Elements of Arts Posters](#)
- [Rhythm of Words](#)
- [Classroom Community Building](#)
- [Digital Literacy Skills](#)

THEME 3: Characters and Communities

Connected Anchor Standards		Description	21st Century Skills	
Content Anchors: Science: Heredity: Inheritance and Variation of Traits Literacy: Key Ideas and Details Science: Engineering Design Literacy: Craft and Structure	Arts Anchors: Connecting: Synthesize and relate knowledge and personal experiences to make art. Responding: Perceive and analyze artistic work. Creating: Generate and conceptualize artistic ideas and work. Performing: Select, analyze and interpret artistic work for presentation.	This theme focuses on what makes a community and the people who are a part of it. In Third Grade , this is explored through developing artwork showing inhabitant traits, determining meaning through art, generating ideas for an invention to combat climate change, and restructuring a story into a drama work.	Critical Thinking, Creative Thinking, Initiative, Communication, Social Skills, Media Literacy, Informational Literacy	
		Content Areas in this Theme	Arts Areas in this Theme	Key Vocabulary
		Science, Writing, Literacy	Visual Art, Media Arts, Theatre	Evidence, Environment, Influence, Observation, Traits, Analyze, Explicit, Demonstrate, Climate Change, Constraint, Criteria, Develop, Generate, Media Arts, Devise, Dissent, Distinguish, Participate, Peers, Point of View

Professional Development Supports for Teachers Connected to This Theme (Workshops, Courses, and/or Conference Sessions)

Watercolor Basics (Workshop)	Artistic Literacy Strategies (Workshop)	Visual Thinking in Focus (Conference Session)	Digital Literacy (Workshop)
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Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
3-LS3-2 / VA:Cn10.1.3a	Detailed Traits	How do inherited traits affect us?	Lesson Site	Observation Form & Rubric
CCSS.ELA-LITERACY.RL.3.1 / VA:Re7.2.3a	Finding the Words	How do images relay information?	Lesson Site	Story Retelling & Rubric
3-5 ETS 1-2 / MA:Cr1.1.3a	Stopping Change	How do we determine the best solution to a problem?	Lesson Site	Feedback Form
CCSS.ELA-LITERACY.RL.3.6 / TH:Pr4.1.3a	Character Dissent	Why are strong characters and choices essential to creating a drama piece?	Lesson Site	Point of View Response & Rubric








Anchor Resources from the Resource Library

Project Planner	Storyboard Organizer	Structure your Story	Literacy Strategies
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Third Grade
THEME

3

THEME 4: Cultural Identity

Connected Anchor Standards		Description	21st Century Skills	
Content Anchors:  Literacy: <u>Integration of Knowledge and Ideas</u>  Literacy: <u>Craft and Structure</u>  Science: <u>Earth's Systems</u>  Math: <u>Measurement and Data</u>	Arts Anchors:  Connecting: <u>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</u>  Responding: <u>Interpret intent and meaning in artistic work.</u>  Creating: <u>Generate and conceptualize artistic ideas and work.</u> <u>Refine and complete artistic work.</u>	This theme focuses on how we construct a sense of who we are as individuals, as a society, or as a nation. In Third Grade , this is explored through determining messages of inspiration in both words and illustrations, context clues from movement, articulating an outfit of clothing based on a chosen region, and creating a measured data quilt.		Critical Thinking, Communication, Social Skills, Creative Thinking, Productivity
		Content Areas in this Theme	Arts Areas in this Theme	Key Vocabulary
		Literacy, Science, Social Studies, Math	Visual Art, Dance, Theatre	Gratitude, Respond, Voice, Component, Convey, Informative, Message, Articulate, Climate, Concept, Imagine, Region, Elaborate, Design, Fraction, Generate, Line Plot, Pattern

Professional Development Supports for Teachers Connected to This Theme (Workshops, Courses, and/or Conference Sessions)

[Unity & Variety with Art \(Conference Session\)](#)
 [Elements of Dance \(Lesson from Strategies Course\)](#)
 [Elements of Theatre \(Lesson from Strategies Course\)](#)
 [Curriculum and Theatre \(Conference Session\)](#)

Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
CCSS.ELA-LITERACY.RI.3.7 / VA:Cn11.1.3a	Letters of Gratitude	How does the work of artists inspire you to use your own voice?	Lesson Site	Letter & Rubric
CCSS.ELA-LITERACY.RL.3.5 / DA:Re.8.1.3	Dancing Stories	How does dance tell stories similarly or differently to books?	Lesson Site	Written Piece & Rubric
3-ESS2-2 / TH:Cr1.1.3b	Region Design	How can we use imagination to keep us comfortable in different climates?	Lesson Site	Costume Design & Rubric
CCSS.MATH.CONTENT.3.MD.B.4 / VA:Cr3.1.3a	Measuring the Story	How does math influence art?	Lesson Site	Data Sheet & Rubric

Anchor Resources from the Resource Library

[Dance as Text](#)
 [Mixed Media Anchor Chart](#)
 [My Gift to the World](#)
 [Habits of Mind Posters](#)

Third Grade
THEME
4

THEME 5: Symbols and Traditions

Connected Anchor Standards		Description	21st Century Skills	
Content Anchors: Math: Numbers and Operations: Fractions Literacy: Vocabulary Acquisition and Use Math: Measurement and Data	Arts Anchors: Creating: Organize and develop artistic ideas and work. Refine and complete artistic work. Performing: Convey meaning through the presentation of artistic work. Creating: Generate and conceptualize artistic ideas and work..	This theme focuses on learning representations of concepts, as well as customs and beliefs that have been held for a long time. In Third Grade , this is explored through creating a short melodic idea with fraction pieces, creating a visual thesaurus focusing on color values, using area to measure a performance space, and creating a piece of abstract art using perimeter.	Critical Thinking, Creative Thinking, Initiative, Communication, Collaboration, Social Skills, Productivity	
		Content Areas in this Theme	Arts Areas in this Theme	Key Vocabulary
		Math, Literacy, Writing	Music, Visual Art, Dance	Denominator, Divided, Melodic, Notation, Numerator, Parts, Enhance, Hue, Metaphor, Nuance, Simile, Shades, Synonym, Tint, Visualize, Area, Center Stage, Downstage, Plane Figures, Stage Left, Stage Right, Upstage, Criteria, Palette, Perimeter, Pixel, Tools

Professional Development Supports for Teachers Connected to This Theme (Workshops, Courses, and/or Conference Sessions)

Elements of Music (Lesson from Strategies Course)	Performing Art Strategies for Small Spaces (Conference Session)	Tempera in the Classroom (Workshop)	Read it, Write it, Create it, Learn it (Conference Session)
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Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
CCSS.MATH.CONTENT.3.NF.A.1 / MU:Cr2.1.3b	Take Note	How do musicians use math to make creative decisions?	Lesson Site	Fraction Pattern Pagers & Rubric
CCSS.ELA-LITERACY.L.3.5.C / VA:Cr3.1.3a	Shades of Meaning	How can we visually show levels of meaning?	Lesson Site	Paint Strip Words & Rubric
CCSS.MATH.CONTENT.3.MD.C.5 / DA:Pr6.1.3	Where Do I Stand?	How is measurement used in determining performance space?	Lesson Site	Dance Plan & Rubric
CCSS.MATH.CONTENT.3.MD.D.8 / VA:Cr1.3.3a	Polygon Palette	How can math inspire artists to create new pieces?	Lesson Site	Polygon Artwork & Rubric

Anchor Resources from the Resource Library

Classroom Music Playlist	Illustrating Words	Artist Tools	Color Theory Chart
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Third Grade
THEME

5

