

ARTS INTEGRATION & STEAM  
**/ACCELERATOR**

# Scope and Sequence

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## 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
<b>Content Anchors:</b>  <a href="#">Math: Measurement and Data</a>  <a href="#">Math: Operations and Algebraic Thinking</a>  <a href="#">Science: Structures and Processes</a>  <a href="#">Literacy: Knowledge of Language</a>		<b>Arts Anchors:</b>  <a href="#">Creating: Organize and develop artistic ideas and work.</a>  <a href="#">Responding: Interpret intent and meaning in artistic work.</a>  <a href="#">Presenting: Select, analyze and interpret artistic work for presentation.</a>		Collaboration, Social Skills, Communication, Creative Thinking, Critical Thinking, Initiative
		<b>Content Areas in this Theme</b>  Math, Science, Social Studies, Writing	<b>Arts Areas in this Theme</b>  Visual Art, Music	<b>Key Vocabulary</b>  Figures, Form, Hierarchy, Structure, Two-Dimensional, Conclusion, Hypothesis, Mediums, Substance, Intent, Dynamics, Interpretation, Timbre, Tone, Collage, Conduct, Research, Statement
Professional Development Supports for Teachers Connected to This Theme (Workshops, Courses, and/or Conference Sessions)				
<a href="#">Artful Thinking Routines (Workshop)</a>	<a href="#">Dance Tok (Conference Session)</a>	<a href="#">Play to Learn, Learn to Lead (Conference Session)</a>	<a href="#">Visualization for Drama (Conference Session)</a>	
Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
<a href="#">CCSS.MATH.CONTENT.5.G.B.4 / VA:Re.8.1.5a</a>	<a href="#">Interpreting Figures</a>	What criteria are considered when selecting pieces for a portfolio or category?	<a href="#">Lesson Site</a>	<a href="#">Classification Worksheet</a>
<a href="#">5-PS1-4 / VA:Cr1.1.5a</a>	<a href="#">Art Hypothesis</a>	How do organisms live and grow? How do we read art?	<a href="#">Lesson Site</a>	<a href="#">Self-Assessment Rubric &amp; Resources</a>
<a href="#">CCSS.ELA-LITERACY.RI.5.6 / MU:Re8.1.5</a>	<a href="#">Voices in Music</a>	What happens when we use our imaginations? How do readers use text to find story elements?	<a href="#">Lesson Site</a>	<a href="#">Rating Rubric &amp; Resources</a>
<a href="#">CCSS.ELA-LITERACY.W.5.7 / VA:Cr3.1.5a</a>	<a href="#">Home Is</a>	How can the body be used as a tool for math? How do dancers get ideas?	<a href="#">Lesson Site</a>	<a href="#">Rubric in the Lesson Plan</a>
Anchor Resources from the Resource Library				
<a href="#">Arts Integration Placemat</a>	<a href="#">See Think Wonder Chart</a>	<a href="#">Artful Thinking Routines Posters</a>	<a href="#">Bringing Books to Life</a>	<a href="#">Encouraging Movement</a>

**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













Fifth Grade  
THEME

1






Connected Anchor Standards		Description		21st Century Skills	
<b>Content Anchors:</b>   <b>Math:</b> <a href="#">Geometry</a>   <b>Science:</b> <a href="#">Matter and Its Interactions</a>   <b>Literacy:</b> <a href="#">Craft and Structure</a>   <b>Writing:</b> <a href="#">Research to Build and Present Knowledge</a>	<b>Arts Anchors:</b>   <b>Responding:</b> <a href="#">Interpret intent and meaning in artistic work.</a>   <b>Creating:</b> <a href="#">Generate and conceptualize artistic ideas and work.</a>  <a href="#">Refine and complete artistic work.</a>	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. <b>In Fifth Grade</b> , this is explored through interpreting art with two-dimensional figures, using the scientific process to make art, analyzing point of view in music, and creating research-based art to describe personal choices.		Creative Thinking, Critical Thinking, Communication, Initiative, Collaboration, Productivity	
		<b>Content Areas in this Theme</b>		<b>Arts Areas in this Theme</b>	<b>Key Vocabulary</b>
		Math, Science, Social Studies, Writing	Visual Art, Music	Figures, Form, Hierarchy, Structure, Two-Dimensional, Conclusion, Hypothesis, Mediums, Substance, Intent, Dynamics, Interpretation, Timbre, Tone, Collage, Conduct, Research, Statement	

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

 <a href="#">Artful Thinking Routines (Workshop)</a>	 <a href="#">Exploring the Scientific Method (Conference Session)</a>	 <a href="#">Elements of Music (Lesson from Strategies Course)</a>	 <a href="#">Collage Techniques (Workshop)</a>
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Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
<b>CCSS.MATH.CONTENT.5.G.B.4 / VA:Re.8.1.5a</b>	 <a href="#">Interpreting Figures</a>	How does vocabulary help us interpret works of art?	 <a href="#">Lesson Site</a>	 <a href="#">Written Statement &amp; Rubric</a>
<b>5-PS1-4 / VA:Cr1.1.5a</b>	 <a href="#">Art Hypothesis</a>	What conditions support creativity and innovative thinking?	 <a href="#">Lesson Site</a>	 <a href="#">Data Analysis &amp; Rubric</a>
<b>CCSS.ELA-LITERACY.RI.5.6 / MU:Re8.1.5</b>	 <a href="#">Voices in Music</a>	How do we interpret an artists' expressive intent?	 <a href="#">Lesson Site</a>	 <a href="#">Written Analysis &amp; Rubric</a>
<b>CCSS.ELA-LITERACY.W.5.7 / VA:Cr3.1.5a</b>	 <a href="#">Home Is</a>	What is the importance of revising and developing work?	 <a href="#">Lesson Site</a>	 <a href="#">Artist Statement &amp; Rubric</a>

### Anchor Resources from the Resource Library

 <a href="#">Artful Thinking Routines Posters</a>	 <a href="#">See Think Wonder Chart</a>	 <a href="#">Artist Statement Worksheet</a>	 <a href="#">Mixed Media Chart</a>	 <a href="#">Elements of Arts Posters</a>
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## THEME 2: Perseverance and Grit

Fifth Grade  
THEME

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Connected Anchor Standards		Description	21st Century Skills	
<b>Content Anchors:</b>  <a href="#">Writing: Text Types and Purposes</a>  <a href="#">Math: Counting and Cardinality</a>  <a href="#">Literacy: Literature: Key Ideas and Details</a>  <a href="#">Literacy: Informational Text: Key Ideas and Details</a>	<b>Arts Anchors:</b>  <a href="#">Producing/Performing: Select, analyze and interpret artistic work for presentation.</a>  <a href="#">Creating: Generate and conceptualize artistic ideas and work.</a>  <a href="#">Connecting: Synthesize and relate knowledge and personal experiences to make art.</a>	This theme focuses on helping students stay with a task, even if it's difficult. <b>In Fifth Grade</b> , this is explored through creating an original documentary, solving fractional word problems using an original picture, creating a concept album showing a character's story arc, and developing a modern-day speech for Martin Luther King, Jr.	Creative Thinking, Initiative, Productivity, Media Literacy, Tech Literacy, Communication, Creative Thinking, Informational Literacy	
		<b>Content Areas in this Theme</b>  Writing, Math, Literacy, Social Studies	<b>Arts Areas in this Theme</b>  Media Arts, Visual Art, Music, Theatre	<b>Key Vocabulary</b>  Documentary, Perseverance, Grit, Compose, Decompose, Denominator, Equivalent, Numerator, Represent, Challenge, Dynamics, Embody, Response, Delivery, Dynamics, Energy, Pacing, Platform, Quote, Underlying

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







<a href="#">Math and Art (Workshop)</a>	<a href="#">Celebrating Culture &amp; Diversity (Conference Session)</a>	<a href="#">Environmental Science &amp; Civics with Music (Conference Session)</a>	<a href="#">iPad Photography (Conference Session)</a>
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Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
<b>CCSS.ELA-LITERACY.W.5.2 / MA:Pr4.1.5</b>	<a href="#">Documenting Grit</a>	How are media arts experiences constructed?	<a href="#">Lesson Site</a>	<a href="#">Documentary Script &amp; Rubric</a>
<b>CCSS.MATH.CONTENT.5.NF.A.2 / VA:Cr1.1.5</b>	<a href="#">Create the Problem</a>	How do artists learn from trial and error using math?	<a href="#">Lesson Site</a>	<a href="#">Fraction Picture &amp; Rubric</a>
<b>CCSS.ELA-LITERACY.RL.5.2 / MU:Cn10.1.5</b>	<a href="#">Character Concept Album</a>	How can we make meaningful connections with music?	<a href="#">Lesson Site</a>	<a href="#">Album Notes &amp; Rubric</a>
<b>CCSS.ELA-LITERACY.RI.5.1 / TH:Pr4.1.5a</b>	<a href="#">Hear Him, Hear Me</a>	Why are strong choices essential to interpreting a theatre piece?	<a href="#">Lesson Site</a>	<a href="#">Speech &amp; Rubric</a>

### Anchor Resources from the Resource Library

<a href="#">Finding my Word</a>	<a href="#">Getting in Character</a>	<a href="#">Playlist Strategy</a>	<a href="#">Storyboard Organizer</a>
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## THEME 3: Characters and Communities

Connected Anchor Standards		Description		21st Century Skills
<b>Content Anchors:</b>   <b>Science:</b> <u>Ecosystems: Interactions, Energy, and Dynamics</u>   <b>Math:</b> <u>Measurement and Data</u>   <b>Writing:</b> <u>Text Types and Purposes</u>   <b>Literacy:</b> <u>Key Ideas and Details</u>	<b>Arts Anchors:</b>   <b>Creating:</b> <u>Organize and develop artistic ideas and work.</u>  <u>Refine and complete artistic work.</u>   <b>Performing:</b> <u>Select, analyze and interpret artistic work for presentation.</u>	This theme focuses on what makes a community and the people who are a part of it. <b>In Fifth Grade</b> , this is explored through using multiple art techniques to create an ecosystem model, creating a digital community building, writing a narrative monologue, and comparing setting in musical text.		Creative Thinking, Critical Thinking, Initiative, Productivity, Tech Literacy
		<b>Content Areas in this Theme</b>	<b>Arts Areas in this Theme</b>	<b>Key Vocabulary</b>
		Science, Math, Writing, Literacy	Visual Art, Media Arts, Theatre, Music	Align, Ecosystem, Technique, Additive, Component, Convey, Emphasize, Volume, Exaggeration, Description, Develop, Dialogue, Narrative, Monologue, Physicality, Compare, Contrast, Convey, Intent, Qualities

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

<a href="#"> Tempera Techniques (Workshop)</a>	<a href="#"> Media Creation in Adobe Spark (Conference Session)</a>	<a href="#"> Elements of Theatre (Lesson in Strategies Course)</a>	<a href="#"> Creating with Paper and Cardboard (Workshop)</a>
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Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
<b>5-LS2-1 / VA:Cr2.1.5a</b>	<a href="#"> Aligning Worlds</a>	How do artists work and determine if the work is effective?	<a href="#"> Lesson Site</a>	<a href="#"> Ecosystem Model &amp; Rubric</a>
<b>CCSS.MATH.CONTENT.5.MD.C.5.C / MA:Cr3.1.5.a</b>	<a href="#"> Crafting Volume</a>	What is needed to produce media art that conveys purpose?	<a href="#"> Lesson Site</a>	<a href="#"> Community Building Replica &amp; Rubric</a>
<b>CCSS.ELA-LITERACY.W.5.3.B / TH:Cr3.1.5.b</b>	<a href="#"> Building Voices</a>	How do artists develop their ideas?	<a href="#"> Lesson Site</a>	<a href="#"> Character Creation &amp; Rubric</a>
<b>CCSS.ELA-LITERACY.RL.5.3 / MU:Pr4.3.5</b>	<a href="#"> Playing the Scene</a>	How do artists interpret musical work?	<a href="#"> Lesson Site</a>	<a href="#"> Scene Comparisons &amp; Rubric</a>








### Anchor Resources from the Resource Library

<a href="#"> Tempera Basics</a>	<a href="#"> Artist Tools</a>	<a href="#"> ELA Graphic Organizer</a>	<a href="#"> Digital Literacy Skills</a>
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Fifth Grade  
THEME

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## THEME 4: Cultural Identity

Connected Anchor Standards		Description	21st Century Skills	
<b>Content Anchors:</b>   <b>Math:</b> <u>Geometry</u>   <b>Literacy:</b> <u>Informational Text: Integration of Knowledge and Ideas</u>   <b>Science:</b> <u>Matter and Its Interactions</u>   <b>Literacy:</b> <u>Literature: Integration of Knowledge and Ideas</u>	<b>Arts Anchors:</b>   <b>Responding:</b> <u>Interpret intent and meaning in artistic work</u>   <b>Connecting:</b> <u>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</u>   <b>Performing:</b> <u>Develop and refine artistic techniques and work for presentation</u>	This theme focuses on how we construct a sense of who we are as individuals, as a society, or as a nation. <b>In Fifth Grade</b> , this is explored through graphing art within coordinate planes, writing an informative annotation to a dance, designing a costume for a given character, and identifying how art is used to inform beliefs related to a text.	Creative Thinking, Critical Thinking, Initiative, Productivity	
		<b>Content Areas in this Theme</b>	<b>Arts Areas in this Theme</b>	<b>Key Vocabulary</b>
		Math, Social Studies, Science, Literacy	Visual Art, Dance, Theatre	Context, Coordinate, Curator, Interpret, Origin, Quadrant, Annotation, Characteristic, Integrate, Perspective, Design, Measurement, Observation, Image, Impact, Influence, Genre

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

<a href="#"> Music &amp; Art through Cultural Responsiveness (Lesson in Course)</a>	<a href="#"> Dance &amp; Theatre through Cultural Responsiveness (Lesson from Course)</a>	<a href="#"> Digital Literacy Basics (Workshop)</a>	<a href="#"> Weaving Techniques (Workshop)</a>
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Standards Assessed	Lesson	Essential Question	Website/Slide Deck	Assessment
<b>CCSS.MATH.CONTENT.5.G.A.2/ VA:Re8.1.5a</b>	<a href="#"> Finding the Line</a>	How can we read art and use vocabulary to interpret art?	<a href="#"> Lesson Site</a>	<a href="#"> Grid Art &amp; Rubric</a>
<b>CCSS.ELA-LITERACY.RI.5.9 / DA:Cn11.1.5</b>	<a href="#"> Dance of Culture</a>	How do the arts reflect life?	<a href="#"> Lesson Site</a>	<a href="#"> Dance Annotation &amp; Rubric</a>
<b>NGSS 5-PS1-3 / TH:Pr5.1.5b</b>	<a href="#"> Properties of Design</a>	How do artists prepare a technical design?	<a href="#"> Lesson Site</a>	<a href="#"> Costume Design &amp; Rubric</a>
<b>CCSS.ELA-LITERACY.RL.5.9 / VA:Cn11.1.5a</b>	<a href="#"> Artful Approach</a>	How do images influence our views of the world?	<a href="#"> Lesson Site</a>	<a href="#"> Essay &amp; Rubric</a>

### Anchor Resources from the Resource Library








<a href="#"> Sewing in the Classroom</a>	<a href="#"> Project Planner</a>	<a href="#"> Design Thinking</a>	<a href="#"> Habits of Mind Posters</a>
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Fifth Grade  
THEME





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## THEME 5: Symbols and Traditions





Connected Anchor Standards		Description	21st Century Skills	
<b>Content Anchors:</b>   <b>Math:</b> <u>Operations and Algebraic Thinking</u>   <b>Science:</b> <u>Earth's Systems</u>   <b>Literacy:</b> <u>Craft and Structure</u>   <b>Science:</b> <u>Earth's Place in the Universe</u>	<b>Arts Anchors:</b>   <b>Creating:</b> <u>Refine and complete artistic work.</u>   <b>Performing:</b> <u>Develop and refine artistic techniques and work for presentation</u>   <b>Responding:</b> <u>Interpret intent and meaning in artistic work.</u>	<p>This theme focuses on learning representations of concepts, as well as customs and beliefs that have been held for a long time. <b>In Fifth Grade</b>, this is explored through creating a video to teach math expressions, developing a dance modeling energy of Earth systems, comparing novels and film adaptations, and representing changes in light through stage lighting design.</p>	Creative Thinking, Tech Literacy, Productivity, Collaboration, Communication, Social Skills, Media Literacy, Critical Thinking	
		<b>Content Areas in this Theme</b>	<b>Arts Areas in this Theme</b>	<b>Key Vocabulary</b>
		Math, Science, Literacy	Media Arts, Dance, Theatre	Brackets, Emphasis, Expression, Hyperbole, Parentheses, Atmosphere, Biosphere, Element, Energy, Geosphere, Hydrosphere, Movement, Audience, Critique, Intention, Angle, Intensity, Orbit, Rotation, Source

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

<a href="#"> Elements of Dance (Lesson from Strategies Course)</a>	<a href="#"> Student Led Learning (Workshop)</a>	<a href="#"> Movement Strategies for the Classroom (Conference Session)</a>	<a href="#"> Stop Animation (Conference Session)</a>
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Standards Assessed	Lesson	Essential Question	Website/ Slide Deck	Assessment
<b>CCSS.MATH.CONTENT.5.OA.A.1 / MA:Cr3.1.5a</b>	<a href="#"> <u>Emphasized Math</u></a>	How can ideas be formed and developed to be effective and original?	<a href="#"> <u>Lesson Site</u></a>	<a href="#"> <u>Video &amp; Rubric</u></a>
<b>5-ESS2-1 / DA:Pr5.1.5c</b>	<a href="#"> <u>Earth Energy</u></a>	How do dancers work with space, time and energy to communicate artistic expression?	<a href="#"> <u>Lesson Site</u></a>	<a href="#"> <u>Dance &amp; Rubric</u></a>
<b>CCSS.ELA-LITERACY.RL.5.5 / MA:Re8.1.5a</b>	<a href="#"> <u>Analyzing Intent</u></a>	How do people relate to and interpret media artworks?	<a href="#"> <u>Lesson Site</u></a>	<a href="#"> <u>Analysis &amp; Rubric</u></a>
<b>5-ESS1-2 / TH:Pr5.1.5b</b>	<a href="#"> <u>Stage Shadows</u></a>	How do design choices convey meaning?	<a href="#"> <u>Lesson Site</u></a>	<a href="#"> <u>Anecdotal Notes</u></a>

### Anchor Resources from the Resource Library

<a href="#"> <u>Student Led Learning Resources</u></a>	<a href="#"> <u>Dance as Text</u></a>	<a href="#"> <u>Encouraging Movement</u></a>	<a href="#"> <u>Stepping in, Stepping Out</u></a>
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Fifth Grade  
THEME

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