



The Artist's Eye **Exploring the Elements of Art** **PreK–5th Grades**

It's all about the elements of art on this interactive journey through the Museum. Tour the Museum and learn to look at art with an artist's eye. Students will learn to recognize different media, techniques, and art styles, while focusing on the basic elements of art: shape, line, color, form, space, and texture. Discussing the elements of any work of art is a great way to get students to look at and talk about art.

South Carolina College- and Career-Ready Standards for Visual Arts Proficiency (updated 2020)

Artistic Processes: Responding I can evaluate and communicate about the meaning in my artwork and the artwork of others.

Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

Artistic Processes: Connecting I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can identify and examine the role of visual arts through history and world cultures.



South Carolina Social Studies College- and Career-Ready Standards (updated 2020)

KINDERGARTEN

The Community Around Us

- Standard K.1** Utilize the college and career skills of a historian to study continuity and change over time for one’s personal history and one’s community.
- Standard K.3** Utilize the college and career skills of an economist to understand how economic decisions affect one’s personal community.
- Standard K.4** Utilize the college and career skills of a political scientist to understand and display civic dispositions in one’s personal community.

FIRST GRADE

Life in South Carolina

- Standard 1.1** Utilize the college and career skills of a historian to study continuity and change over time in South Carolina.

SECOND GRADE

Life in the United States

- Standard 2.1** Utilize the college and career skills of a historian to study the continuity and changes over time in the United States.
- Standard 2.4** Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships to develop solutions to communal problems.

FOURTH GRADE

United States Studies & South Carolina Studies Part I

- Standard 4.1** Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.
- Standard 4.2** Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730–1800.
- Standard 4.3** Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.



- Standard 4.4** Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850–1870.
- Standard 4.5** Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860–1880.

FIFTH GRADE

United States Studies & South Carolina Studies Part II

- Standard 5.1** Demonstrate an understanding of the economic, political, and social effects of expansion and industrialization on the United States and South Carolina between 1860–1910.
- Standard 5.2** Demonstrate an understanding of how international events and conditions during the early 20th century (i.e., 1910–1940) affected the United States and South Carolina.
- Standard 5.4** Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.



South Carolina Language Arts Standards Inquiry-Based Literary Standards

KINDERGARTEN

- Standard 1-1:** Engage in opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest
- Standard 3-1:** With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers
- Standard 4-1:** With guidance and support, discover relationship and patterns during the inquiry process
- Standard 5-1:** With guidance and support, recognize the value of individual and collective thinking

FIRST GRADE

- Standard 1.1** Translate “wonderings” into questions that lead to group conversations, explorations, and investigations
- Standard 3.1** Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers
- Standard 4.1** Draw conclusions from relationships and patterns discovered during the inquiry process
- Standard 5.1** Recognize the value of individual and collective thinking
- Standard 5.3** Articulate the thinking process

SECOND GRADE

- Standard 1.1** Ask self-generated questions that lead to group conversations, explorations, and investigations
- Standard 3.1** Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers
- Standard 4.1** Interpret relationships and patterns discovered during the inquiry process
- Standard 5.1** Acknowledge and value individual and collective thinking
- Standard 5.2** Articulate the process of learning and seek appropriate help

THIRD GRADE

- Standard 1.1** Formulate questions to focus thinking on an idea to narrow and direct further inquiry



- Standard 2.1** Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views
- Standard 4.1** Draw logical conclusions from relationships and patterns discovered during the inquiry process
- Standard 5.1** Acknowledge and value individual and collective thinking

FOURTH GRADE

- Standard 1.1** Formulate questions to focus thinking on an idea to narrow and direct further inquiry
- Standard 2.1** Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views
- Standard 4.1** Draw logical conclusions from relationships and patterns discovered during the inquiry process
- Standard 5.1** Acknowledge and value individual and collective thinking

FIFTH GRADE

- Standard 1.1** Formulate questions to focus thinking on an idea to narrow and direct further inquiry
- Standard 2.1** Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views
- Standard 4.1** Draw logical conclusions from relationships and patterns discovered during the inquiry process
- Standard 5.1** Acknowledge and value individual and collective thinking