



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Visual Arts

GRADE LEVEL(S): 5th Grade

COURSE: Visual Art - Grade 5

TIME FRAME: Weekly (*40 minutes*)

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

The purpose of the fifth grade visual art curriculum is to provide access to intermediate level instruction in visual art that allows for different learning styles and individual creative expression. Students will be taught to use a variety of materials and techniques. The fifth grade visual art curriculum is designed to provide students with access to learning experiences that encompass the creative process, history of visual arts and culture, art production, and aesthetic responses and artistic critique. Visual art concepts introduced in both fourth grade and the lower elementary grades, as well as higher level concepts are introduced, reinforced and strengthened through hands-on, creative activities based on the elements of art and principles of design. Throughout the academic year, students actively engage in various forms of artistic communication and production.

II. Units of Study

Please Note: The order in which the units are taught can be adjusted at the teacher's discretion.

1. Art Media, Tools, and Techniques
2. Elements of Art & Principles of Design Application
3. Art History + Artists Around the World
4. Exploring Art Around Me (Social Context) and Analysis

III. Essential Questions

Unit 1: Art Media, Tools, and Techniques (~6 days)

- Which tool/medium should I use to create my artwork?
- How can art materials (media) be combined in artwork?
- How can we care for art materials?
- How can we safely use art materials to create artwork?
- How did you create your work, what was the process?

Unit 2: Elements of Art & Principles of Design Application (~20 days)

- How can the Elements of Art be used in artwork?

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- How are the Elements of Art used to create the Principles of Art?
- What are the Principles of Art?
- How can the Principles of Art be used in artwork?

Unit 3: Art History + Artists Around the World (~7 days)

- How do cultures around the world utilize art?
- What is(are) the subject(s) of the artwork you are viewing?
- Why do artists become famous or well known?
- Why do artists make art today?

Unit 4: Exploring Art Around Me (Social Context) and Analysis (~7 days)

- Explain the meaning of art around you.
- What art vocabulary can be related to a particular art project?
- What Elements & Principles of Art are integrated into a piece of artwork and how does this evoke feelings and emotion?
- How does an artwork make you feel and why?
- What are some careers I can explore in visual art?

IV. Learning Objectives

NJSLS - Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.
- 1.3.5.D.1 Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
- 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

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- 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.
- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art.
- 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
- 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.

National Core Arts Standards

- VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.
- VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.
- VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.
- VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in artmaking.
- VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- VA:Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.
- VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.
- VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts
- VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking
- VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.



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21st Century Integration | NJSLS 9

- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence

Interdisciplinary Connections

- Social Studies
 - 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
 - 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
 - 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
 - 6.1.P.D.3 Express individuality and cultural diversity.
- Technology/Design Thinking
 - 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.
 - 8.2.5.C.1 Collaborate with peers to illustrate components of a designed system.
 - 8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.

Vocabulary	Methods & Techniques
Perspective Point of View Research Sketch Symbols Contrast Culture Complementary Proportion Cubism Principles Plastic Leatherhard Greenware Bisque Glazeware Hues Color Theory Impressionism Surrealism	<u>Drawing:</u> <ul style="list-style-type: none"> ● Contour Drawing <ul style="list-style-type: none"> ○ Blind Contour Drawing ● Perspective <ul style="list-style-type: none"> ○ One Point ● Value Techniques <ul style="list-style-type: none"> ○ Hatching/Cross Hatching ○ Blending ● Observational Drawing <ul style="list-style-type: none"> ○ Figure <u>Painting:</u> <ul style="list-style-type: none"> ● Brush Control & Stroke Practice <ul style="list-style-type: none"> ○ Cutting an Edge ○ Leaving White Space ● Brush Care <ul style="list-style-type: none"> ○ Washing & Storing ● Paint Applications <ul style="list-style-type: none"> ○ Dry Brush (Scumbling) ● Color Theory



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<p>Craftsmanship Critical Thinking Covergiving Monochrome Value Tone Intensity Movement</p>	<ul style="list-style-type: none"> ○ Mixing Tints & Shades ○ Color Schemes <ul style="list-style-type: none"> ■ Warm/Cool ■ Monochromatic ■ Complementary
	<p><u>Ceramics:</u></p> <ul style="list-style-type: none"> ● Hand-Building <ul style="list-style-type: none"> ○ Coil Construction ● Surface Treatments <ul style="list-style-type: none"> ○ Adding Texture with Slip
	<p><u>Printmaking:</u></p> <ul style="list-style-type: none"> ● Relief Printing <ul style="list-style-type: none"> ○ Glue & Aluminum Foil Prints ○ Cork Plate Prints ● Monoprinting <ul style="list-style-type: none"> ○ Tabletop Monoprints
	<p><u>Fiber Arts:</u></p> <ul style="list-style-type: none"> ● Weaving <ul style="list-style-type: none"> ○ Advanced Layered Weaving ○ Finger Weaving

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
 - Pro Learning
 - NOW Conference
- [The Art Project](#) (Art Careers)
- [Departmental Purpose/Curriculum Foundation](#)
- Teacher computer with Internet access and projector/SmartBoard
- Document Camera
- Chromebooks/Computing Devices (*for research*)

Supplemental/District Created Materials:

- Lesson Resources:
 - Classroom Routines
 - Art Mediums & Supplies
 - Everyday and Special Art Materials
 - Classroom Material Supply Labels
 - Elements of Art
 - Principles of Art
 - Color Wheel
 - Primary, Secondary & Intermediate Colors
 - Warm & Cool Colors
 - Color Schemes (complementary, analogous, monochromatic)

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- Value Song Video [hues, value, tint, shades, gradient]
- 4 Ways to Help Art Students Understand Negative Space
- Two-Point Perspective Example
- Positive & Negative Space Learning Activity & Presentation
- Brainstorming Sheet
- Questions to Encourage Multiple Ideas
- Attaching Clay Poem
- How to Join Clay
- The Six Stages of Clay
- Essential Clay Tools
- Clay Handbuilding Methods
- Ceramics Step by Step Guide
- Big Ideas for Elementary Sculptors
- Art Passport
- Art Posters (Studio Habits of Mind - Studio Thinking)
- Analyze the Elements & Principles of Art
- How to Analyze Art
- Art History Comparison Chart
- Leading Discussions with Visual Thinking Strategies
- Art Supplies:
 - Scissors
 - Masking Tape
 - Glue Sticks
 - Glue Bottles
 - Construction Paper
 - Drawing Paper
 - Oil Pastels
 - Crayons
 - Colored Pencils
 - Paint (tempera, watercolor)
 - Paint Brushes
 - Cups (for water)
 - Markers
 - Paper Towels
 - Sharpies
 - Tape
 - Newspaper
 - Clay
 - Loom
 - String
 - Needle
 - 9 x 12 stencil paper
 - Micro Point Scissors
 - Styrofoam Trays
 - Foam Brayers
 - Colored Kraft Paper
 - Copper Tools
 - Copper Sheets

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VI. Key Performance and Benchmark Tasks

Unit 1: Art Media, Tools, and Techniques

- Use a variety of media to draw and paint.
- Use scissors and glue with control.
- Use a variety of processes to connect and combine materials.
- Use processes to build vertically and horizontally.
- Use clay processes of pushing, pulling, rolling, rubbing and squeezing.
- Use clay assembly processes.
- Use and care for art tools in the classroom.
- Use and combine techniques of working with paper.
- Discuss the methods and process he or she has used to make art works.
- Use a printmaking process.
- Safely use various tools to create and finish art works.

Unit 2: Elements of Art & Principles of Design Application

- Apply and describe lines in works of art.
- Identify and use organic shapes.
- Identify and utilize basic 2-dimensional shapes.
- Identify and utilize basic 3-dimensional shapes (forms).
- Identify and use hues, tints, shades, tones, and gradients.
- Identify and integrate foreground, middleground, background into artistic designs.
- Identify and use linear perspective, explaining how size changes in relation to distance.
- Demonstrate an understanding of composition by using the proper paper orientation based on the subject to both fill and extend beyond the picture plane.

Unit 3: Art History + Artists Around the World

- Look at, respond to and care for his or her own art.
- Examine and respond to works of art.
- Discuss subject matter and motifs depicted in works of art (animals, people and shelter).
- Categorize art works by subject matter and style.

Unit 4: Exploring Art Around Me (Social Context) and Analysis

- Examine and discuss visual images found in the classroom.
- Discuss, define and use art vocabulary appropriate for grade level.
- Compare and contrast differences among art forms.
- Describe how a work of art makes him or her feel.
- Name and describe potential careers in visual art.

Formative:

- Brainstorming Sheet
- Student Demonstrations of Slab, Slipping, and Glazing Techniques
- Complementary Color Painting Student Documentation Sheet
- Art History Comparison Chart
- Assessing Ideas Rubric
- Visual Thinking Discussions
- Observation Think Sheet



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- Art Passport
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips

Summative Assessment:

- Paper Composition: *Students will create a colorful paper composition of animal creatures using color combination and contrast to generate a feeling or mood.*
- Letter-Based Radial Symmetry Design: *Students will create/demonstrate radial symmetry using letters that spell out a feeling/emotion.*
- Oil Pastel Masks: *Students will explore the characteristics and physical properties of the material of oil crayons and will create a 2-dimensional African mask design with oil crayons that employs the use of symmetry, line, form, shape, color, texture; increasing their ability to use oil crayons (in mixing, blending and shading colors and using the crayons vibrantly) and then will enhance their work by adding details or “designing” to further embellish their work in creating a 2D “mask design”.*
- Complementary Color Painting: *Students will create a painting following the principles of an artistic style of their choice utilizing several shades and several tints of each of the two complimentary colors of their choice.*
- Copper Tooling/Relief Sculpture: *Students will create a cultural relief sculpture using metal tooling techniques.*

Alternative Assessment:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Voice to text typing (when appropriate)
- Clear routines (written & verbal).

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- Ceramics Step by Step Guide
- Radial Symmetry Project Guide
- Five Ways to Differentiate to Encourage Students to Take Ownership of Their Learning
- Wonderful, Original, Work Of Art (WOW) Planning Sheet
- Art History Choice Board
- Simple Ways to Provide Options for Differentiation

Specific Examples:

- Paper Composition:
 - Assistance tearing paper or pre-torn pieces.
 - Assistance gluing.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Letter-Based Radial Symmetry Design:
 - Assistance drawing and cutting letters.
 - Assistance gluing together to create a symmetrical shape.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Oil Pastel Masks:
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Complementary Color Painting:
 - Assistance selecting a style.
 - Assistance creating gradients (tones, shades, tints).
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Copper Tooling/Relief Sculpture:
 - Assistance with the tools.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Voice to text typing
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Provide choice and extension opportunities.

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- Student leadership opportunities.
 - Assisting other students who are struggling.
 - Teaching the whole class or small group a learned skill or new content

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Provide opportunities for self-reflection and improvement.
- Ceramics Step by Step Guide
- Radial Symmetry Project Guide
- Five Ways to Differentiate to Encourage Students to Take Ownership of Their Learning
- Wonderful, Original, Work Of Art (WOW) Planning Sheet
- Art History Choice Board
- Simple Ways to Provide Options for Differentiation

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific design skills that require them.