

GRADE LEVEL: FIFTH**COURSE/SUBJECT TITLE: VISUAL ART**

OVERALL STUDENT OBJECTIVES: Art is basic to a well-rounded education. Art is a means of understanding our culture and its history. It is also a means to understanding other cultures very different from our own. Art is the first sign of civilization. Art is a language for expression and communication. Through the study of art criticism and aesthetics, students develop complex thinking skills. By integrating art across the entire curriculum students can relate abstract bodies of knowledge to tangible forms. The complex thinking skills developed in art can help students to have a fuller understanding of other disciplines.

ACADEMIC STANDARDS	PROFICIENCY / INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
RESPONDING TO ART: HISTORY: Students engage in research and inquiry into the historical, social and cultural contexts of art objects, focusing on aspects of time, tradition, and style as it relates to those works of art. Rationale: Through inquiry in art history students investigate works of art to determine their origins, histories, and meanings in order to provide a sense of world civilizations.				
Standard 1 Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.	5.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture, and identify where, when, why, and by whom the work was made (Focus: North America).	By researching selected works of art from different North American cultures, students can then chart characteristics of the culture's geography and match their influence on the art work of those cultures. Students will also make note of where and when the work was made, what purpose it serves, and who made it.	Checklist, short answer, oral essay	Textbooks, art reproductions, web sites

	<p>5.1.2 Identify and compare works of art and artifacts with similar functions.</p> <p>5.1.3 Identify themes and symbols used in works of art and artifacts throughout history that portray universal ideas and beliefs.</p>	<p>Students compare artwork and artifacts from Native American cultures in order to match them by function.</p> <p>With an array of art from different cultures and time periods, students sort out those which represent universal ideas or beliefs, such as heaven, evil as a beast, or a warrior deity.</p>	<p>Matching, short answer, essay, chart</p> <p>Matching, short answer, essay, anecdotal record</p>	<p>Reproductions, maps, books on cultures</p> <p>Textbooks, art reproductions, web sites</p>
<p>Standard 2 Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.</p>	<p>5.2.1 Identify and be familiar with a range of selected works of art identifying artists, culture, style, and period.</p> <p>5.2.2 Identify distinguishing characteristics of style in individual artists work and art movements.</p>	<p>Students recognize work created by at least eight artists and provide relevant background information on each. For example, after studying Caitlin, Homer, Christo, Raphael, Picasso, Nevelson, Escher, or O'Keefe students match the artist's name to the work and talk about important aspects of the artist's background and work.</p> <p>After researching art from various cultures throughout the year, students match reproductions with the appropriate culture. Students explain characteristics of the style.</p>	<p>Matching, fill in the blank, oral essay, multiple choice, rubric, essay</p> <p>Matching, fill in the blank, oral essay, essay, multiple choice, rubric</p>	<p>Textbook, artist storybooks for children, art reproductions, web sites</p> <p>Textbook, art reproductions, artist history books for children</p>

	5.2.3 Begin to identify works of art and artifacts from major periods or movements of Western art and place on a chronological time line.	Given reproductions from several time periods or movements in art, students group the images by style and identify characteristics of each movement or time period in order to place them in chronological order.	matching, short answer, multiple choice	reproductions, collected artifacts, textbook
ACADEMIC STANDARDS	PROFICIENCY / INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
RESPONDING TO ART: CRITICISM Students understand and apply critical inquiry to their work and the works of others. Rationale: Through critical inquiry students increase understanding and appreciation of art and its role in society.				
Standard 3 Students describe, research, and interpret works of art and artifacts.	5.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.	Using silkscreen portraits by Andy Warhol, students list evidence of expressive and sensory properties in the work and note formal or technical properties associated with the art.	Short answer, essay, rubric	Art reproductions
	5.3.2 Construct meaning in the work based on personal response, properties found in the work, and background information on the context of the work.	As a critique of Warhol's Soup Cans, students state their response to the work and identify any evidence seen in the work or from known background information to support their view.	Essay, oral essay, rubric	Art reproductions, community circle

	5.3.3 Use appropriate art vocabulary.	During these discussions, student speak knowledgeably about art by using appropriate vocabulary.	Essay, oral essay, rating scale, rubric	Art reproductions art books, textbooks
Standard 4 Students identify and apply criteria to make informed judgements about art.	K.4.1 Know that critics are people who study the work of artists and share their ideas so we can see more in the work.	Students actively listen to critiques and stories about artists and discuss art work and artists to demonstrate growing listening and critical thinking skills.	Oral short answer, oral essay, anecdotal record, checklist	Text book, artist histories, artists' writings, art magazines
ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
RESPONDING TO ART: AESTHETICS: Students raise and discuss questions concerning the nature, meaning, and value of art and the aesthetic experience. Rationale: Through aesthetic inquiry students examine statements and judgements made about how imagery and beauty and the unique contributions of aesthetic experience to human life and culture.				
Standard 5 Students reflect on and discuss the nature of art and aesthetic issues concerning the meaning and significance of art.	5.5.1 Identify problems or puzzles in a work of art or aesthetic issue, construct a hypothesis, and evaluate alternate hypotheses.	As students discuss aesthetic issues for a work of art, students will list those issues they find most problematic and why. They will compare those to the lists of other students.	matching, multiple mark, fill in the blank, short answer, essay	art reproductions

	5.5.2 Identify and analyze a variety of well reasoned points of view on aesthetic issues (censorship, plagiarism) and develop a personal point of view.	Comparing work on the theme of The Last Supper by Dali, Da Vinci, Marisol, and advertisers, students discuss issues of plagiarism and artistic license. They examine the difference between paying homage and copying an artist. Students should build well supported, logically reasoned answers.	Oral essay, anecdotal record, essay, rubric	Community circle, art reproductions
Standard 6 Students theorize about art and make informed judgments.	5.6.1 Identify artwork made from the artist's philosophy that art is at its best when it moves people to act for the betterment of society (instrumentalism).	Students look at posters from World War Two and compare the message there to protest paintings such as Picasso's Guernica.	Oral essay, anecdotal record	Socratic Seminar, community circle, art reproductions
	5.6.2 Understand that personal preference is one of many criteria used in making judgments about art.	From a selection of art works in different styles, students choose a favorite and discuss whether personal preference is enough of a criteria for a valid judgment of a work of art.	Oral essay, anecdotal record	Community circle, art reproductions
ACADEMIC	PROFICIENCY/	ACTIVITIES	EVALUATION/	RESOURCES

STANDARDS	INDICATORS	(LESSON EXAMPLES)	PRODUCTS	
CREATING ART: PRODUCTION: Students respond to observations, feelings, ideas, and other experiences by creating works of art. Students create these works through skillful, thoughtful, and imaginative application of media, tools, techniques and processes. Rationale: Through studio activities students discover, experiment, and use technical problem solving skills to express thoughts, values, and feelings. Students develop personal qualities required for successful artistry, such as persistence, patience, and self awareness.				
Standard 7 Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.	5.7.1 Demonstrate refined observational skills through accurate rendering of representational objects and subject matter from life.	Students draw a still life utilizing form and value to enhance the 3-D quality of the work and compare it with earlier drawings to assess improvement.	Checklist, rubric	Various art media, collected artifacts
	5.7.2 Utilize new interests, current events, or personal experiences as subject matter in the work.	After studying propaganda posters of an earlier era, students create posters for current "hot" topics.	Checklist, rubric	Poster reproductions, public service advertisements
	5.7.3 Generate symbols and subject matter and borrow ideas from an artist's work in order to communicate ideas.	Students look at work by artists such as Picasso, Rauschenberg and Rivers who used newspapers, magazines, and slogans from popular culture as an art source. Students then use current events as a resource to create a collage, manipulating current	Checklist, rubric	Art reproductions, textbook, print advertisements

		advertising images and phrases from popular culture to construct a work that clearly communicates their view on a specific issue or interest.		
Standard 8 Students understand and apply elements and principles of design effectively in their work.	5.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.	Following the example of current cereal boxes, students design a new cereal box selecting and organizing elements in a way that will be the most effective in selling the product. Students discuss the effect of different colors, placement and organization on people's perception of the product and the merits of each.	Checklist, rubric, rating scale	Collected cereal boxes, advertising industry journals, color studies
	5.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (quality, characteristics), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap,	Using a computer paint program such as Kid Pics or Photoshop Elements, students draw a picture and then manipulate copies of the picture, changing colors, line characteristics, patterns, and/or perspective in each copy. An analysis of the effect of these changes, pro and con, follows the completion of the images.	Rubric, rating scale, essay	Computer software

	<p>negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion,</p> <p>rhythm, variety, repetition, and movement in their work and the works of others.</p>			
<p>Standard 9 Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p>	<p>5.9.1 Discriminate between visual characteristics of a variety of media and selectively use these in their work.</p> <p>5.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:</p> <p>DRAWING: Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals Processes: contour line, rendering, sketching,</p>	<p>Students select a medium that will specifically enhance the idea they wish to communicate, utilizing the qualities of the medium for expressive purposes.</p> <p>After completing a pencil shaded still life, students then complete a second still life in ink substituting stippling or crosshatching for the pencil shading. Then they compare and contrast the effectiveness of the two methods.</p>	<p>Rubric</p> <p>Checklist , rating scale, rubric</p>	<p>Various media</p> <p>Drawing reproductions</p>

	<p>value, shading, crosshatching, stippling</p> <p>PAINTING: Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators</p> <p>Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking</p> <p>PRINTMAKING: Media: found objects, printing ink, Styrofoam, stencil, textile ink</p> <p>Processes: collograph, relief (linoleum cutting), silkscreen, etching</p> <p>CERAMICS: Media: modeling clay, clay substitutes, glazes, stains, paint</p> <p>Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration</p>	<p>After studying the flower paintings of Georgia O'Keeffe, students paint a small flower on a large scale, applying the principles of light and shadow to the work to give the image depth and visual impact.</p> <p>Using a shoe box lid as a frame, students create a silk screen by taping nylon screen fabric or organdy inside. Acrylic paint is used to permanently block out areas not to be printed. Cardboard or plastic squeegees spread the ink to print the design.</p> <p>After viewing contemporary and historic functional pottery examples, students design a slab built functional container. Attention should be given to proper construction, design and surface decoration.</p>	<p>Rating scale, rubric</p> <p>Checklist, rubric, rating scale</p> <p>Checklist, rubric, rating scale</p>	<p>Reproductions, photos, flowers</p> <p>Screen print reproductions</p> <p>Natural clays, modeling tools</p>
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	<p>techniques</p> <p>SCULPTURE/ARCHITECTURE/JEWELRY: Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam</p> <p>Processes: carving, additive, subtractive, modeling, constructing, casting</p> <p>FIBERS: Media: cloth, yarn, ribbon, found objects, paper, reeds, rope</p> <p>Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry</p> <p>MIXED MEDIA: Media: tissue, photos, found objects, foil, fiber, paint, paper</p> <p>Processes: collage, bas-relief</p>	<p>Utilizing discards and found objects, students construct a complicated machine to do a simple task as a three dimensional representation of a Rube Goldberg style machine. Students attempt to fasten the parts in such a way that the sculpture is kinetic.</p> <p>Having studied early American life, students create a needlepoint or embroidery sampler. This showcase of stitches, may be historic in design or contemporary.</p> <p>After studying the work of Cornell, students arrange objects in a shoe box that have meaning to them. They discuss the arrangement in terms of its symbolism and its composition.</p>	<p>Checklist, rubric, rating scale</p> <p>Checklist, rubric, rating scale</p> <p>Checklist, rubric, rating scale</p>	<p>Various media, found objects</p> <p>Colonial design reproductions, catalogs from historic parks (Williamsburg)</p> <p>Collected discards, reproductions</p>
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	<p>NEW MEDIA: Media: computer, interactive computer programs, disposable camera, digital camera, video,</p> <p>photography, film</p> <p>Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix</p> <p>5.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.</p>	<p>Teams use a slide show program or hypermedia, to create a digital report on an artist. Background information, examples of the artist's work, and work by the students that was inspired by</p> <p>the artist's style should be include, along with written or verbal critique of the work.</p> <p>Students demonstrate their knowledge of processes, tools, and media used in the art studio by setting a proper example as they work.</p>	<p>Checklist, rubric, rating scale</p> <p>Matching, fill in the blank, multiple choice, observation</p>	<p>Computers and software, digitized or scanned photos</p> <p>Procedure poster, safety posters, text book safety pages</p>
<p>Standard 10 Students reflect on, revise, and refine work using problem solving and critical thinking skills.</p>	<p>5.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.</p>	<p>Students show thoughtful attention to the selection of ideas, revision of those ideas, and final execution through discussion of their work,. Comments from peers, teachers and self critiques are considered before revision.</p>	<p>Checklist, rating scale, anecdotal record</p>	<p>Community circle</p>
	<p>5.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self assessment.</p>	<p>The criteria for assessing an assignment are discussed before starting and are then used by students and the teacher to assess progress.</p>	<p>Checklist, rating scale, anecdotal record</p>	<p>Community circle</p>
	<p>5.10.3 Demonstrate</p>	<p>Students demonstrate respect for their</p>	<p>Checklist, rating</p>	<p>Community circle</p>

	respect for their work and the work of others.	work and work of others through verbal support, constructive criticism during critiques, and careful handling of their and the work of others.	scale, anecdotal record	
ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
CAREERS AND COMMUNITY: Students identify methods for connecting art skills, ideas, and processes to art related careers as well as other professions. Students identify possibilities for support and involvement in the arts. Rationale: Through exploring the visual arts, students creating career plans will be able to make informed choices based on their exploration of job opportunities, skill translation, and community needs. Students will see the significance of their responsibilities to the artistic heritage of their own community.				
Standard 11 Students recognize a variety of art-related professions and careers in our society.	5.11.1 Identify the roles of artists and critics in the community. 5.11.2 Identify various responsibilities of selected careers in art (illustrator, costume or set designer, sculptor, display designer, painter, graphic designer, animator, visual editor).	Students look for artists in their local community and identify the different art related professions available. Each student selects an art related job and reports the responsibilities for that profession to the class. (A curator researches, organizes, and oversees an exhibition, including the written and visual information about the exhibit, for example.)	Short answer, essay Oral essay, fill in the blank, multiple choice, matching	Local artist visits, books, videos Arts organizations, career books or pamphlets, web sites
Standard 12 Students understand how art experiences	5.12.1 Identify individual art experiences and how these affect daily life.	Students spend a week charting personal art experiences, reporting on the affect these had on them.	Checklist, essay	Community circle

affect daily life and identify opportunities for involvement in the arts.	<p>5.12.2 Visit, analyze, and respond to art at local museums, exhibitions, performances, and exhibits by visiting artists in the school.</p> <p>5.12.3 Identify ways in which the arts are supported in the community.</p>	<p>Students write a short critique of an exhibit or performance they experience paying particular attention to their own response to the visit.</p> <p>Students make a chart of which arts and arts organizations are in the community and how they are supported.</p>	<p>Short answer essay, oral essay</p> <p>Short answer essay, oral essay</p>	<p>Community circle</p> <p>Community circle, small group learning</p>
ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
<p>INTEGRATED STUDIES: Students will make connections between art and other disciplines. Rationale: By studying art in the context of multiple disciplines, students will realize the power of the arts to enhance learning across disciplines and the power of using the multiple sign systems of different disciplines to provide a unique understanding of the world.</p>				
<p>Standard 13 Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.</p>				
13. Identify and make	5.13.1 Compare	When students study the civil war in	Essay, rubric,	Art and photo

connections between knowledge and skill in art and other	characteristics of a theme, historical period, or event through the multiple	social studies, they also study the work of Winslow Homer and the photos of Matthew Brady.	multiple choice, checklist	reproductions, historic documents, videos
subject areas such as, humanities, sciences, and technology	perspectives of different disciplines. 5.13.2 Create products or performances (debates, critiques, papers) that communicate in-depth knowledge gained through integrated study of a theme, historical period, or event.	Students could also examine medical drawings from the time to those used today. Students demonstrate their knowledge of the art and science of the years at the end of the previous century by conducting a Chautauqua.	Essay, rubric, checklist	Art and photo reproductions, historic documents
Standard 14 Students understand the integrative nature of art forms including, dance, theater, music, visual art, and media art.	5.14.1 Compare characteristics of a theme, historical period, or event through the multiple perspectives of different art forms. 5.14.2 Create products or performances (debates, critiques, papers, artwork) that communicate in-depth knowledge gained through integrated study	Students study an art periods by comparing the art, music and dance of that period looking for similarities and differences between them. Utilizing research done on the art, music and dance of an art period, students translate that knowledge to a Power Point presentation in order to communicate this information to others.	Essay, checklist, multiple choice, matching Rubric, checklist	History books, video, museums Computer software, digital stills and video

	of a theme, historical period, or event.			
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