

Fifth Grade Curriculum Map for Bemidji District Visual Arts K-12 Scope and Sequence

2016

Grade 5	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Semester 1	On-going: <i>See kindergarten through fourth grade and add:</i> Artist statement, color schemes, student collaboration, portraits Focus is on: - Formal, student exhibition: Invitational - Line: cross-hatching, hatching, mixed media - Shape: gradation - Proportion: facial - Value: highlights and shadow, contrast - Texture: Accurate representation - Color: - schemes: monochromatic, analogous, complementary, - Rhythm: progressive	I Foundations 1.3 I Foundations 1.2 I Foundations 1.1 1.2 2.1 II Create/Make 1.1 IV Respond/Critique 1.1	1. Paper and pencil test, teacher developed. Identification of characteristics of Western and Non-Western styles, movements, and genres in art 1. Paper and pencil test: Description of how the principles of repetition, pattern, (i.e. random, flowing, regular, and alternating) are used in the creation of visual art works. (see prompts in accompanying assessment manual) 1. Students use the medium of paint and create: portrait, landscape, or family event. Learning Goals: The student will: 1. identify texture, color, color schemes, value, use of space, repetition, pattern, tools and medium in a "Planning My Painting" sheet. 2. create a painting using skills and techniques of a teacher-selected medium (i.e. tempera, watercolor, or acrylic) using teacher-selected subject matter (observation, photo or non-objective) and 3. describe choices of skills and	Answer Key Answer Key

			techniques for artistic intent on “Planning My Painting” sheet. 4. organize work area with appropriate tools and materials needed for their painting 5. record personal reaction to their own finished painting and justify of the finished painting using the teacher prompt: “I like my painting because...” “I learned...”	
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Grade 5	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Semester 2	On-going: Distortion, exaggeration, scale, graphic design, linear perspective, grid making, Focus is on: • Space: Positive/negative reversals • Student presentation of art work Invitational • Vanishing point • Emphasis: Color, scale, form, location, line, difference, contrast, isolation Tools: compasses, protractors, rulers, templates, French curve, T-squares Material: • Papier Mache	III. Perform/Present 1.1 1.2	Assessment Activity You will select work of art for a 5th grade invitational from personal portfolio using teacher selected criteria that is on a checklist: -Your work will reflect your “best” work (i.e. Craftsmanship and Artistic Thinking) -Consider audience and how the work represents the school -How the work will appear “formally” presented with a mat. You will compose a brief oral presentation of your work/final choice and “rehearse” your presentation to a small group of your peers who will provide feedback to make your presentation focused and complete. Present you final portfolio with your brief presentation about the work to your teacher or others.	The portfolio was effectively assembled with the final selection for the 5th grade invitational art show prepared with mat/framing/exhibition tag for the exhibition. Presentation used feedback of others for revision.