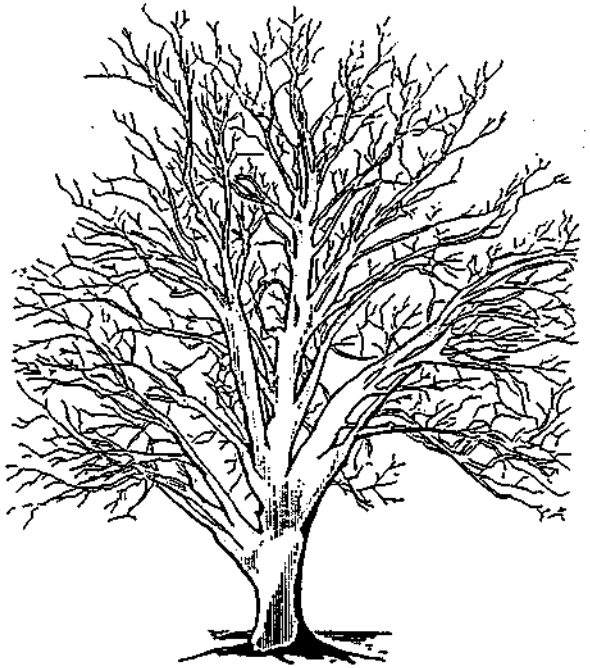
Monroe Township Schools



Curriculum Management System

Visual Arts

Grades 5 and 6

July 2009

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: September 2009

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Acknowledgments

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Art education is basic to an individual's perception and understanding of the world in which we live today. Creative learning enables students to interpret these perceptions in a visual and hands on form. Art Education teaches students to respect and appreciate their own interpretations and those of their peers. A sequential art program develops basic skills, encourages visual awareness and is fundamental to intellectual growth and creative self-expression.

A balanced and sequential art education program fosters the students' perception of their real and imaginary worlds. Structured course work includes knowledge of artists and art history, art elements and principles of design, aesthetic value and career connections. The art program enables each student to develop positive attitudes towards themselves, others and the environment through creative experiences. Problem solving and creative learning encourages and fosters the students' to relate visual knowledge to other core subjects and to respond with originality, appreciation, flexibility and imagination. The use and application of skills, processes and mediums encourages and encompasses self-expression, creative growth, discovery, and the realization of ideas. Assessment is made on individual achievement related to each student's stage of growth and development. The art program is essential to every student's development as a well-rounded, creative and productive human being.

Educational Goals

1. To nurture the creative spirit and develop a framework for creative problem solving while further enhancing the core curriculum content standards.
2. To utilize a cooperative, teambuilding, and community framework to strengthen artistic confidence an foster a life-long learning appreciation of visual arts.
3. To present the students artist with a uniquely elevated perception of the elements & principles of art and design through differentiated instruction and independent study.
4. To develop an advanced sense of awareness and philosophy about art and aesthetics, and apply them to self-expression and critique.
5. To enhance the total experience of the student artist through the development of multiple intelligences in a comprehensive and creative environment.

New Jersey State Department of Education
Core Curriculum Content Standards

Visual and Performing Arts

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

Cumulative Progress Indicators (CPIs) define each content standard. These CPIs delineate expected student progress in grades 2, 4, 6, 8, and 12. The CPIs may be used as a basis for the development of curriculum at all grade levels as well as for developing local assessments to ensure that the desired level of understanding or skill has been achieved. Throughout this document, the term "works of art" refers to selections of works from each of the four disciplines.

1.1	1.2	1.3	1.4	1.5
Aesthetics	Creation and Performance	Elements and Principles of the Arts	Critique	World Cultures, History, and Society

A complete copy of the new Core Curriculum Content Standards for Visual Arts may also be found at:
http://education.state.nj.us/cccs/?_standard_matrix;c=1

Visual Arts

Grade 5 and 6

Scope and Sequence

Quarter I	
Big Idea: Elements & Principles of Art I. Color & Value a. The student will be able to understand and apply advanced color mixing techniques.	**Big Idea:** Elements & Principles of Art II. Line & Texture a. The student will be able to explore and experiment with line and tactile art.
Big Idea: Elements & Principles of Art III. Shape & Form a. The student will be able to identify the elements and principles of art.	**Big Idea:** Elements & Principles of Art IV. Space & Composition a. The student will be able to incorporate perspective in a composition.
Quarter II	
Big Idea: Elements & Principles of Art V. Color & Value a. The student will be able to identify and explore the intermediate and analogous color families.	**Big Idea:** Elements & Principles of Art VI. Line & Texture a. The student will be able to explore self-expression through collage.
Big Idea: Elements & Principles of Art VII. Shape & Form a. The student will be able to experiment with scale of shapes in a composition with the aid of a viewfinder.	**Big Idea:** Elements & Principles of Art VIII.Space & Composition a. The student will be able to demonstrate foreshortening in a graphic design composition.

Quarter III	
Big Idea: Elements & Principles of Art IX. Color & Value a. The student will be able to exhibit an understanding for value scale, tints, and shades.	**Big Idea:** Elements & Principles of Art X. Line & Texture a. The student will be able to explore and experiment with movement and rhythm through line and repetition.
Big Idea: Elements & Principles of Art XI. Shape & Form a. The student will be able to develop a 2-D or 3-D work of art through the transformation of shapes.	**Big Idea:** Elements & Principles of Art XII. Space & Composition a. The student will be able to encompass green living into a 3-D work of art.
Quarter IV	
Big Idea: Elements & Principles of Art XIII. Color & Value a. The student will be able to identify the emotions of warm & cool colors and incorporate these into a composition.	**Big Idea:** Elements & Principles of Art XIV. Line & Texture a. The student will be able to understand that line can be used both 2-D and 3-D artworks.
Big Idea: Elements & Principles of Art XV. Shape & Form a. The student will be able to model the elements and principles of art through a relief or sculpture.	**Big Idea:** Elements & Principles of Art XVI. Space & Composition a. The student will be able to understand art as a historical communication tool and incorporate this knowledge in an original artwork.

Suggested blocks of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Color & Value** **Goal 1: The student will be able to understand and apply advanced color mixing techniques**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
2	1.1. understand the color families 1.2. discover how color compliments are applied in works of art 1.3. build color awareness in our everyday world **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• What happens when you mix a primary and a secondary? • What is contrast? • What are complimentary colors? • What are the complimentary color pairs? • What are the complimentary colors on the color wheel? • What happens when color compliments are combined? **Enduring Understandings** Students will understand that: • Primary colors can not be created by mixing colors from another color family. • All colors are created by the use of the primary color family. • Color awareness is a fundamental human experience.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Cultivate color knowledge through the use of an limited palette (**synthesis**) • Create a color environment or happening (**synthesis**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Line & Texture** **Goal 2: The student will be able to explore and experiment with line and tactile art**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	2.1. understand how to describe texture in a verbal format 2.2. recognize & describe how textural patterns can be applied to works of art 2.3. discuss how texture can create depth and shadows 2.4. understand the tactile differences between textural mediums **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• What is texture? • Can texture be touched and seen? • How does line create texture? • How can lines create shadows? • How can you transfer texture onto your art? **Enduring Understandings** Students will understand that: • Artworks can tell stories with mood and emotions through the use of line • Texture can be both visual and kinesthetic • Artists' experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in well crafted works of art	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Construct a work of art that incorporates textural elements (**synthesis**) • Refine their application and awareness of textural effects. (**synthesis**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Shape & Form** **Goal 3: The student will be able to identify the elements and principles of art**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	3.1. identify the elements of art 3.2. identify the principles of design 3.3. locate the principles and elements within a work of art **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• What are the elements of art? • What are the principles of design? • Can you find more than one element in a work of art? • How many elements can you identify in this work of art? **Enduring Understandings** Students will understand that: • The elements of art are the fundamentals of all forms of art and communication • The basis of design cannot exist without the basic elements of art • The career of design is a functional occupation in modern society	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Observe the implication of the elements of art within a work of art (**analysis**) • Critique the atheistic qualities of a specified historical piece of art work (**evaluation**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Space & Composition** **Goal 4: The student will be able to incorporate perspective in a composition**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	4.1. explore visual space 4.2. define and locate the composition of space 4.3. define the principals of depth, perspective, and composition 4.4. develop a heightened sense of spatial intelligence **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• What is one point perspective? • What is two point perspective? • What is vanishing point? • Can the horizon line move? • Can the vanishing point move? • How does this change the composition? **Enduring Understandings** Students will understand that: • The content of a composition is built upon the basis of perspective • Depth and space can only be achieved by implementing the learned concepts of perspective.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Produce a 2-D or 3-D composition emphasizing space (**synthesis**) • To compare the awareness of 2-D and 3-D forms (**evaluation**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Color & Value** **Goal 5: The student will be able to identify and explore the intermediate and analogous color families.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	5.1. identify & understand how the color wheel can be used as a tool 5.2. describe the difference between intermediate & tertiary color families 5.3. understand the broader concept of analogous families **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• How can we use the color wheel as a tool? • How has color been used in art history? • What are intermediate or tertiary colors? • What do we call colors that are side by side?(Analogous) • What is the result when we combine colors that are side by side? **Enduring Understandings** Students will understand that: • Mixing primary & secondary colors = tertiary • Neighboring colors are analogous • Throughout time artists have used color	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Assemble or create a basic color wheel (**synthesis**) • Incorporate prior knowledge of color families with newly learned concepts (**synthesis**) • Correlate knowledge of color families through the development of a project (**analysis**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Line & Texture** **Goal 6: The student will be able to explore self-expression through collage.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	6.1. develop an understanding of media in artistic expression 6.2. implicate the use of media in a mixed media work of art 6.3. discuss the development of collage 6.4. express artistic individuality **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• What is media? • What is mixed media? • What is collage? • How can collage express your individuality? • How can texture effect a mixed media composition? **Enduring Understandings** Students will understand that: • Media is materials used to create art • Mixed media is a combination of media • Collage can be 2-D or 3-D	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Gather various media for the application within a work of art (**synthesis**) • Extrapolate individuality in an expressive collage (**Synthesis**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Shape & Form** **Goal 7: The student will be able to experiment with scale of shapes in a composition with the aid of a viewfinder.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	7.1. identify the use and purpose of a view finder 7.2. describe the purpose of cropping 7.3. develop an understanding of scale in art. **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• How does your view of a shape or object change if you zoom in or out? • What is a view finder? • Does a design need to end at the edges of your paper or canvas? • How do you create a close-up artwork? • What tools could you use to create a close-up? **Enduring Understandings** Students will understand that: • An image appears smaller or larger as it zooms in or out • A view finder focuses on a smaller part of a larger whole • Close-up art work shows more and clearer detail	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Model a piece of art to scale. **(synthesis)** • Change the format of scale to create a piece of art. **(synthesis)** • Implement change in design through the use of tools. **(synthesis)**

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Space & Composition** **Goal 8: The student will be able to demonstrate foreshortening in a graphic design composition.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	8.1. develop a broader understanding of line through advertising grid work 8.2. explore graphic lettering, illustration and animation **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• What is foreshortening? • How is an object distorted to change the visual effect of an object? • What is animation? • What is illustration? • How is foreshortening used in animation & illustration? • What careers combine these skills? **Enduring Understandings** Students will understand that: • Foreshortening creates illusion of something coming at the viewer • Animation/Illustrations are simple forms of storytelling • There are art careers in graphic and illustration fields	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Draw a sketch for a product image or assigned character (e.g. Package design, alliteration, original carton) (**synthesis**) • To gain experiences using processes and tools to create products and package designs (**synthesis**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Color & Value** **Goal 9: The student will be able to exhibit an understanding for value scale, tints, and shades.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	9.1. understand the creation of hues and their values 9.2. describe how a tint and a shade can be created 9.3. develop an understanding of how light and dark impact a hue/color **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• What is value? • What is value scale? • What is a tint? • What is a shade? • What is monochromatic? • How do you make a monochrome? **Enduring Understandings** Students will understand that: • Value is lights/darks of a color • Tint = white + color • Shade = color + black • Monochromatic is a selection of tints & shades of one color	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Design a work of art that applies one of the learned concepts. (**synthesis**) • Editorialize the color palette selected to convey the principal of value (**evaluation**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Line & Texture** **Goal 10: The student will be able to explore and experiment with movement and rhythm through line and repetition.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	10.1. define rhythm and how it can be harnessed with the use of line 10.2. describe repetition in the formulation of pattern(s) **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• What is rhythm? • How do lines create rhythm? • Where do we see rhythm? • How can we create movement in a work of art? • What is repetition? • How does rhythm create repetition? **Enduring Understandings** Students will understand that: • Rhythm & repetition creates movement in art • Repetition is where lines or shapes are repeated • Rhythm is repletion of elements to make a work seem active or in motion	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Recapitulate line and texture through pattern in the creation of works of art (**synthesis**) • Design by rhythm, repetition and movement in 2-D or 3-D composition. (**synthesis/evaluation**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Shape & Form** **Goal 11: The student will be able to develop a 2-D or 3-D work of art through the transformation of shapes.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	11.1. understand the difference between flat shapes and 3-D forms. 11.2. compare 2-D & 3-D design. 11.3. perceive, define, and use depth in design. **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• When does a shape become a form? • What is depth? • How can a flat shape transform into a 3-D object? • How does creating a 3-D object change the way you view your art? **Enduring Understandings** Students will understand that: • Depth is the illusion of a 3-D space on a flat plane • 2-D shapes can be converted into 3-D form • 3-D art has one more dimension than 2-D art and it increases perspective for viewer	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Create either or both a 2-D & 3-D design. **(synthesis)** • Transform a 2-D design into a 3-D form. **(analysis)** • Plan a design using depth. **(synthesis)**

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Space & Composition** **Goal 12: The student will be able to encompass green living into a 3-D work of art.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	12.1. develop an understanding of how a 2-D image can be transformed into a 3-D form 12.2. develop a transition of everyday objects into a sculptural piece of art **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• What are the meanings of armature in art? • How can an armature aid in the creation of a figure drawing? • What is assemblage? • Can composition be applied to a 3-D art piece? **Enduring Understandings** Students will understand that: • An armature is the framework /skeleton of a sculpture and adds to its overall form and support of sculptural mediums • 3-D art is a composition of form and space	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Collect found objects and create a balanced armature or skeleton (**synthesis**) • Participate in a green life-style through the incorporation of recycled objects(**synthesis**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Color & Value** **Goal 13: The student will be able to identify the emotions of warm & cool colors and incorporate these into a composition.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	13.1. identify the color families specified as warm & cool colors 13.2. relate how warm and cool colors create and effect (including but not limited to) mood/rhythm/feelings **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• Identify the warm and cool colors in a work of art • Can color and emotion be connected? • Looking at two similar pictures, would you feel differently about seeing these paintings in warm/cool colors? • Do you see how warm/cool colors evoke emotion? • Identifying emotions in realism and abstraction through color use. **Enduring Understandings** Students will understand that: • Artists use color to evoke emotion, and produce emotional reactions • Color can be used for compositional diversity and subtle effects	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Compose a work of art that applies warm and cool colors (**synthesis**) • Extrapolate an emotion reaction through the creation of a work of art in either abstract or realistic style. (**Evaluation**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Line & Texture** **Goal 14: The student will be able to understand that line can be used in 2-D and 3-D artworks.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	14.1. understand the language of linear expression as the foundation of all graphic expression 14.2. explore the use of line in a 2-D & 3-D environment 14.3. develop an understanding of line used in a 2-D or 3-D work of art **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• Do lines need to be on a flat surface? • How else can lines be viewed? • Can lines be used to create a 3-D space? • Can line create a 3-D object? **Enduring Understandings** Students will understand that: • Lines can be placed on a 3-D surface • Lines can be tangible and be used to fill a space • A line can create a 3-D object. • Lines can be segmented or continuous to create a form	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** Using spontaneous or deliberate lines, develop a 2D composition or a 3D object (**synthesis/evaluation**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Shape & Form** **Goal 15: The student will be able to model the elements and principles of art through a relief or sculpture.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	15.1. distinguish between a relief sculpture and a sculpture in the round 15.2. use tools and techniques to create a relief or sculpture **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• How would you feel if you entered a 2-D world? • What is the difference between relief & sculpture in the round? • What are some ways an artist can create the illusion of depth? • What media would adapt well to creating 3-D art? • Can your design stand away from the surface of the paper? • What is relief? **Enduring Understandings** Students will understand that: • A relief sculpture projects from a flat surface • Artist use relief to create distance • Relief is different from sculpture in the round because it is a limited form of sculptural expression	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Transfer 2-D thought into 3-D imagery(**analysis**) • Plan and produce a 3-D sculpture or relief using variety of media (**synthesis**)

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **5th & 6th Art**	**Big Idea: Elements & Principles of Art** **Topic: Space & Composition** **Goal 16: The student will be able to understand art as a historical communication tool and incorporate this knowledge in an original artwork.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
3	16.1. develop a understanding how technology can impact art 16.2. view prints, books, audio-visual materials, and websites to study selected artists 16.3. recognize the changes and similarities of artworks through the ages **Content Standards:** (1.1, 1.2, 1.3, 1.4, & 1.5)	• How can you explore the use of composition & space with a computer? • How does art reflect the diverse cultures of our world? • How does our art act as a visual record of events in our world? • How does art communicate between people? **Enduring Understandings** Students will understand that: • Through time society has used art as a form of communication • Various cultures use diverse forms of artistic expression • Computers may be used imaginatively to create, an extension of your creative abilities & as a tool.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Assessment:** Art rubric **Text:** "Adventures In Art" **Posters:** Teachers' sample; poster (to be determined); children's literature and books **Technology:** power point; you tube **ACTIVTIES** • Create a work of art using the style of the artist studied in a 2-D or 3-D artwork (**synthesis**) • Establish works of art of different ages and times(**synthesis**) • Originate a style that assimilates a historic style(**evaluation**)

Visual Arts
Grade 5 and 6

COURSE BENCHMARKS

1. The student will be able to understand and apply advanced color mixing techniques.

2. The student will be able to explore and experiment with line and tactile art.

3. The student will be able to identify the elements and principles of art.

4. The student will be able to incorporate perspective in a composition.

5. The student will be able to identify and explore the intermediate and analogous color families.

6. The student will be able to explore self-expression through collage.

7. The student will be able to experiment with scale of shapes in a composition with the aid of a viewfinder.

8. The student will be able to demonstrate foreshortening in a graphic design composition.

9. The student will be able to exhibit an understanding for value scale, tints, and shades.

10. The student will be able to explore and experiment with movement and rhythm through line and repetition.

11. The student will be able to develop a 2-D or 3-D work of art through the transformation of shapes.

12. The student will be able to encompass green living into a 3-D work of art.

13. The student will be able to identify the emotions of warm & cool colors and incorporate these into a composition.

14. The student will be able to understand that line can be used in 2-D and 3-D artworks.

15. The student will be able to model the elements and principles of art through a relief or sculpture.

16. The student will be able to understand art as a historical communication tool and incorporate this knowledge in an original artwork.