

Curriculum Map

Visual Art Grade 5

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Procedures	Discuss and practice procedures.	Demonstrate procedures consistently.	Websites: Improve Classroom Management in the Art Room Today! http://www.theartofed.com/2010/12/06/improve-classroom-management-in-the-art-room-today/
Basic Shapes <ul style="list-style-type: none"> 2D Shapes to 3D Forms 	Using common objects found in the classroom, draw 3D forms using shape to form understandings.	Pre Instructional sketch of 3-D forms, minimum of 4. Post Instructional drawing of 3-D forms, minimum of 4: <ul style="list-style-type: none"> Circle to sphere Rectangle to cylinder Square to cube Triangle to cone 	Websites: National Gallery of Art NGAkids Art Zone http://www.nga.gov/kids/zone/zone.htm
Blocking-in Basic Shapes <ul style="list-style-type: none"> Round, Cylindrical, Conical, Cubic Forms One-point Linear Perspective Shapes-within-Shapes Shape-to-Form/Shape-to Form Relationships 	Produce a single object (from observation) rendering each of a round, cylindrical, conical and cubic object. Select objects with multiple shapes.	Know and/or demonstrate an understanding of: <ul style="list-style-type: none"> Objects having a basic shape or a combination of shapes Ellipses Contour lines Lines weights/characters Axis lines Symmetry Scale and proportion Overlapping Vertical/horizontal formats Linear perspective 	Prints: <i>Still Life on a Green Sideboard</i> , Henri Matisse, 1928 <i>Apples and Oranges</i> , Cezanne Websites: Getty Museum Art History/ online art games http://www.getty.edu/gettygames/ Piet Mondrian Simulator/ Elements of Art http://www.stephen.com/mondriamat/ Exploratory site

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		<p>Demonstrate an understanding of shapes-within-shapes and objects drawn using more than one shape.</p> <p>Pre and Post instructional drawing of a basic landscape using one-point perspective.</p>	
Shading	<p>Create a grouped 3-D object rendering (still life) using gradation of values, scale and proportion, overlapping, placement, light source and cast shadow</p>	<p>Pre instructional drawing of a value scale.</p> <p>Post instructional drawing of a value scale.</p> <p>Demonstrate how to create illusion of form and a sense of space/depth using value or light and shadow:</p> <ul style="list-style-type: none"> • Gradation, light to dark • Cross Hatching • Halftones • Light source • Cast shadows • Overlapping • Placement on picture plane 	<p>Prints: <i>Cross Hatching</i>, Giorgio Morandi</p> <p>Website: Value http://www.kerpoof.com/</p> <p>Gallery http://kids.tate.org.uk/games/</p> <p>Art Elements http://www.nga.gov/kids/zone/zone.htm</p>
Creating Portraits and Self Portraits Using Shapes	<p>Create a self portrait using a broken mirror and/or a unique angle (mirror on the floor and student is in his or her seat)</p> <p>Draw a portrait of a neighbor that uses a background depicting their favorite activity outside of school</p>	<p>Pre instructional drawing of self-portrait.</p> <p>Post instructional drawing of self-portrait.</p> <p>Demonstrate and understanding of how to create a portrait/self portrait using shape to form, proportion and proper placements of facial features.</p>	<p>Website: Picasso Portrait: http://www.picassohead.com/create.html</p> <p>Portrait Creator: http://www.mylearning.org/interactive.asp?journeyid=144&resourceid=194</p> <p>Shadow Puppetry: http://www.ericstraw.com/</p> <p>Native American Art Explored/ Video/ Portrait and Landscape http://americanart.si.edu/exhibitions/online/catlinclassroom/</p>

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CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Construct Compositional Planning	Identify and explain personal choices in artwork (i.e. How does the student know the work is finished?).	Post/ post recorded or written documentation of the choices students made in making their compositions. Related to: <ul style="list-style-type: none"> • Media • Tools • Techniques • Processes 	Books: Studio Thinking: The Real Benefits of Visual Arts Education by: Hetland, Winner, Veenema, and Sheridan Websites: Project Zero http://www.pz.gse.harvard.edu/studio_thinking.php http://www.old-pz.gse.harvard.edu/Research/StudioThink/StudioThinkEight.htm
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connections	Create a graphic organizer that compares work by historical and/or contemporary artists: <ul style="list-style-type: none"> • Realistic and abstracted works by master artists Discuss (verbal or written) thoughts about the influences of art on history and vice versa by comparing prints of master works.	Pre and post instruction: graphic organizer that demonstrates comparison of: <ul style="list-style-type: none"> • Media • Tools • Techniques • Processes Student work that evaluates or reflects the influence of how history has shaped art and vice versa.	Websites: Art History/ online art games http://www.getty.edu/gettygames/ Piet Mondrian Simulator/ Elements of Art http://www.stephen.com/mondrimat/ Exploratory site http://www.artisancam.org.uk/ Biographies/ Games http://www.colorwithleo.com/index.php http://www.eduplace.com/graphicorganizer/

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Elements of Critique	Develop vocabulary to speak about artwork: <ul style="list-style-type: none"> • Provide relevant feedback to others • Examine the different parts of an image and make personal judgment 	Student generated suggestions incorporating: <ul style="list-style-type: none"> • Media • Technique • Meaning Using audio and visual devices, record student critiques.	Artists: Juan Miro Wassily Kandinsky Giorgio Morandi Art Nouveau
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS 5.G.4 (Classify two-dimensional figures into categories based on their properties)	Classify shapes and forms into categories: <ul style="list-style-type: none"> • Geometric vs. Free Form • 3-D vs. 2-D 	Know that often there is a connection between the subject of a work art and the process/materials used to create it.	Websites: http://www.nga.gov/kids/zone/zone.htm www.kerpoof.com

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Figure Drawing	Using students as models, draw figures using shape to form understandings	Pre and post instructional drawing of a figure: <ul style="list-style-type: none"> • Correct proportions • 'Seven heads tall' rule Demonstrate an understanding of human proportions and figure drawing.	Website: http://www.picassohead.com/create.html Artists: Edgar Degas Leonardo Da Vinci

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Elements of Art <ul style="list-style-type: none"> • Line • Shape • Form • Color • Texture • Space 	<p>Create a package design/logo illustrating an understanding of the elements of design: line, shape, color, form, texture, space</p>	<p>Pre and post artwork (ex: still life, figure drawing, collage, etc.) demonstrating and/or identifying:</p> <ul style="list-style-type: none"> • Line types • Line characteristics • Line direction • Line weight • Line/ shape relationships • Shapes • Illusion of space • Color properties • Positive/negative • Proportion 	<p>Website: Music video/ creative line design http://soytuaire.labuat.com/</p> <p>Van Gogh/ Explored with Menus and Activities http://www.metmuseum.org/explore/van_gogh/menu.html</p>
Principles of Design <ul style="list-style-type: none"> • Balance • Rhythm • Movement 	<p>Create art using balance:</p> <ul style="list-style-type: none"> • Symmetrical • Asymmetrical and/or • Radial balance <p>Create art using rhythm and movement using repetition of:</p> <ul style="list-style-type: none"> • Lines • Shapes • Colors and/or size variety <p>Create a composition of arranged seasonal objects (pumpkins, squash, etc.) to illustrate emphasis, rhythm, overlapping, balance, and escaping the picture plane</p>	<p>Pre and post artwork (ex: motif and pattern, masks, value drawings, free-standing sculpture, mobiles/ stabiles, etc.) demonstrating and/or identifying:</p> <ul style="list-style-type: none"> • Balance • Rhythm • Movement <p>Post/post written, verbal, illustrative and/or recorded evidence that demonstrates justification of a design decision using relevant vocabulary</p>	<p>Prints: <i>Figure Five in Gold</i>, Demuth</p> <p>Website: Native American Art Explored/ Video/ Portrait and Landscape http://americanart.si.edu/exhibitions/online/catlin/classroom/</p> <p>Renaissance Art Explored http://www.renaissanceconnection.org/</p>

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CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Construct Compositional Planning	Justify decisions made when creating a work of art in relation to elements and principles of design.	Verbal or written evidence of decisions made during planning and how that decision affected the project.	Website: American Institute of Graphic Arts http://www.aiga.org/
Reflect Collaboration	Incorporate feedback from others into artwork.	Verbal or recorded student reflection about how their artwork changed based on a suggestion from another person from a planning sketch to a final piece of art.	Website: Partnership for 21st Century Skills http://www.p21.org
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connections <ul style="list-style-type: none"> • Elements • Principles 	Create a graphic organizer that compares elements and principles in work by historic and/or contemporary artists. Describe the influences of an artist on the work of another artist.	Written, verbal, illustrative and/or recorded evidence that relates elements and principles in art to: <ul style="list-style-type: none"> • Subject matter • Symbols • Ideas 	Websites: Art History/ online art games http://www.getty.edu/gettygames/ Piet Mondrian Simulator/ Elements of Art http://www.stephen.com/mondriamat/ Exploratory site http://www.artisancam.org.uk/Biographies/ Games http://www.colorwithleo.com/index.php Dada Art Explored http://www.nga.gov/exhibitions/2006/dada/cities/index.shtm

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Elements of Critique	Develop vocabulary to speak about artwork: Discuss the subject matter in a work of art, identifying the main idea.	Pre and post instructional graphic organizer that demonstrates identification of main idea.	Artists: Edgar Degas Leonardo Da Vinci Georges Seurat Paul Signac Movements: Futurism
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Classify artwork according to purpose, theme, meaning, and/or interdisciplinary connections.	Graphic organizer that demonstrates analysis of: <ul style="list-style-type: none"> • Purpose • Theme • Meaning • Interdisciplinary connections 	Website: Story Elements www.kerpoof.com http://www.internet4classrooms.com/grade_level_help/literature_story_elements_language_arts_fifth_5th_grade.htm

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Mixing Colors	Create a still life painting of children's toys to depict understanding of mixed colors	Demonstrate and understanding of how the colors are arranged on the color wheel and how to mix them. Pre and post instructional test assessing student knowledge of the color wheel and color mixing.	Websites: http://www.stephen.com/mondrimat/ http://artpad.art.com/artpad/painter/ http://thisissand.com/

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Watercolor Media, Tools, and Processes	<p>Practice watercolor and brush techniques:</p> <ul style="list-style-type: none"> • Dry brush • Wet-on-wet • Hard edge/soft edge 	<p>Demonstrate an understanding of a variety of watercolor and brush techniques:</p> <ul style="list-style-type: none"> • Dry brush • Wet-on-wet • Hard edge/soft edge <p>Demonstrate how to create value using watercolor techniques: More water for a light wash, more pigment for darker tones.</p>	<p>Website: Elements of Art http://www.artsconnected.org/toolkit/index.html Interactive site-Content changes http://www.artisancam.org.uk/ Elements of Art http://www.nga.gov/kids/zone/zone.htm</p>
Color Spectrum	<p>Create simple fruit compositions illustrating dark to light gradation created by adjusting the amount of water/color used and that demonstrates an understanding of modulating analogous, complimentary and monochromatic colors</p>	<p>Identify color schemes within a variety of art prints.</p> <ul style="list-style-type: none"> • Create a graphic organizer analyzing or comparing and contrasting two or more master works of art. (pre and post) • Demonstrate understanding of color theory by choosing a color scheme for a post-instructional artwork • Explain the difference between color schemes 	<p>Prints: <i>The Runners</i>, Robert Delaunay <i>Clock</i>, Elizabeth Murray</p> <p>Websites: http://www.pbs.org/hanshofmann/index.html http://www.artfulparent.com/watercolor-techniques-ideas-for-kids.html http://www.colorwithleo.com/art_colorwheel.php</p>

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CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Reflect Creative Thinking/ Risk Taking	Discuss/explain choices made during the art making process.	Recorded evidence of students discussing multiple post instructional works or pre and post examples. Identify choices made regarding: <ul style="list-style-type: none"> • Color scheme • Medium • Theme 	Books: <i>Teaching Visual Culture</i> by Dr. Kerry Freedman Websites: Divergent thinking strategies http://instructionaldesignfusions.wordpress.com/2010/10/23/strategies-and-tools-for-divergent-thinking/
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical/ Cultural Connections <ul style="list-style-type: none"> • Color • Media • Styles 	In historical, cultural and/or contemporary art, research the use of: <ul style="list-style-type: none"> • Color theory • Media techniques • Styles 	Pre and post instructional graphic organizer that illustrates an understanding of: <ul style="list-style-type: none"> • Color theory and/or properties • Various techniques (ex: printmaking, painting, sculpture, drawing, etc.) • Artist's styles (ex: realistic, abstract, etc.) 	Websites: http://www.eduplace.com/graphicorganizer/ Interactive Online Resources: Art History/ Examine Native American Art http://americanhistory.si.edu/kids/buffalo/hideactivity/ Art History/ Life and Art of Cezanne http://www.metmuseum.org/explore/cezannes_apples/splash.html
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Interpret how using specific elements of art ex: (color) relate to the meaning and theme of a piece of art.	Written, verbal, illustrative and/or recorded evidence that identifies how color impacts meaning and theme. Ex: Color temperature relates to mood/feeling, complementary colors relate to emphasis, color tone relates to time of day, etc.).	Website: Color and Science: http://www.kidzone.ws/science/colorwheel.htm

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PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Format and Placement <ul style="list-style-type: none"> Horizon line/eye level Foreground/middle ground/background 	Create a cityscape/landscape/seascape composition/tissue collage illustrating eye level and divisions of the picture plane	Pre and post drawing illustrating understanding of illusion of space with a horizon line, foreground, middle ground and background at eye level: <ul style="list-style-type: none"> Cityscape Landscape Seascape 	Website: Illusion of Space, Landscapes: http://www.schoolsliaison.org.uk/aliens/access/landscapes/landscapes.htm
Illusion of Form and Space <ul style="list-style-type: none"> One-point linear perspective Illusion of depth 	Create a composition using one-point linear perspective with illusion of depth knowledge	Demonstrate and understanding of the following skills used to create illusion of space: <ul style="list-style-type: none"> Overlapping Object placement Diminishing size/details Value gradation Color variations Atmospheric perspective Color schemes Horizon/table line Compare post and post drawings demonstrating an increased understanding of illusion of space.	Prints: <i>Street in Paris</i> , Maurice Utrillo <i>Iron Bridge</i> , Vincent van Gogh Website: Illusion of Space, Landscapes: http://www.schoolsliaison.org.uk/aliens/access/landscapes/landscapes.htm
Shape-to-Form in Sculpture <ul style="list-style-type: none"> 2-D and 3-D Design Media, tools and processes 	Practice creating with media, tools and processes relating to 3-D design: <ul style="list-style-type: none"> Modeling Carving Assembling 	Record students explaining, comparing and contrasting the difference between two works of art, a 2-D work and a 3-D work. Demonstrate an understanding of the differences between 2-D and 3-D design:	Website: Sculpture Ideas http://www.kinderart.com/sculpture/ http://www.makeandtakes.com/creating-3-d-paper-sculptures-with-kids

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	Create a "Nature Sculpture" using found material from nature (pebbles, twigs, moss, etc.) (Use assemblage process).	<ul style="list-style-type: none"> • 2-D having height and width only • 3-D having height, width and depth <p>Demonstrate an understanding of the following processes:</p> <ul style="list-style-type: none"> • Modeling • Carving • Assembling 	
Architecture and Environmental Design	<p>Compare and contrast a variety of architectural structures, including parts to whole and geometric, organic forms.</p> <p>Categorize, discuss and judge a variety of architectural structures from different time periods.</p> <p>Discuss the concept of form-follows-function, (e.g., chairs have to be certain heights/depths for human use, bedroom furniture needs to be a certain distance from the wall for easy accessibility.)</p> <p>Create an elevation for an architectural form.</p>	<p>Explain the following aspects of architectural design:</p> <ul style="list-style-type: none"> • Parts relate to wholes • Form-Follows-Function • Scale and Proportion <p>Demonstrate understanding of architectural design: using a post drawing of an architectural form, record students explaining their construction in relation to the parts and whole, form and function, as well as scale and proportion. This also relates to the critique aspect of Respond and Create.</p>	<p>Prints: <i>Walter Gale House</i>, Frank Lloyd Wright <i>Kresge Auditorium</i>, Eero Saarinen</p> <p>Websites: Scale and Proportion: http://www.asu.edu/cfa/wwwcourses/art/SOACore/scalemain.htm</p> <p>http://www.architectstudio3d.org/AS3d/index.html</p>
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Imagine Creative Thinking/Risk Taking	<p>Explain choices regarding the design of a particular architectural structure that either:</p> <ul style="list-style-type: none"> • Serves a particular function • Is from a particular time period • Is an imagined dream structure 	<p>Written, recorded or illustrated evidence of students explaining how form, function and proportion influence:</p> <ul style="list-style-type: none"> • Theme • Symbolism • Purpose • Media/Technique 	<p>Website: Symbolism in Art: http://www.ducksters.com/history/art/symbolism.php</p>

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RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connections	Categorize, discuss and judge a variety of architectural structures from different time periods.	Using a pre and post instructional graphic organizer, classify a variety of architectural structures from different time periods.	Artists: Architects to Investigate: Frank Lloyd Wright Mimar Sinan Antoni Gaudi Frank Gehry
Elements of Critique	Explain, using visual evidence the various elements of architecture: <ul style="list-style-type: none"> • Parts relate to wholes • Form-Follows-Function • Scale and Proportion 	Using a post drawing of an architectural form, record students explaining their design in relation to parts to whole, form and function, as well as, scale and proportion. Consider using guided questioning incorporating: <ul style="list-style-type: none"> • Media • Tools • Techniques • Processes 	Artworks: Discuss famous architectural structures: The Sears Tower Taj Mahal Cathedral of Notre Dame Ancient Japanese Pagodas/Temples
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
Careers in Architecture 5.RIT.1 (Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.)	Identify and discuss careers associated with architecture based on personal evaluations/judgments of each job description.	Discuss/research careers associated with architecture, i.e., architects, bricklayers, drafting, concrete-layers, landscaping Discuss career paths relating to architecture, i.e., colleges, coursework	Website: Urban Planning Environmental Engineering http://www.archcareers.org/website/article.asp?id=7

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Forms in Architecture	Compare and contrast a variety of architectural structures, including parts to whole and geometric, organic forms.	Using a graphic organizer or recording student discussions, identify and classify the various forms used in a work of art.	Artworks: Discuss famous architectural structures: Peronas Towers, Kuala Lumpur The White House The Leaning Tower of Pisa St. Basil's Cathedral, Moscow Lloyd's Building, London