



VALWOOD

GO BEYOND

Fifth Grade Art Curriculum

Fifth Grade Art Overview

<p><u>Course Description</u> Fifth grade can identify and create abstract, realistic, and surrealist works of art. Students are introduced to sculpture, portraiture, and perspective and how to identify them in famous works of art. They continue to learn about the principles of art: rhythm, pattern, emphasis, variety, balance, harmony, and unity. Students will spend time studying famous artworks and understand why and how they are so important today. Students learn about value and contrast through blending and shading a still life and creating their own self-portraits.</p>	<p><u>Topics at a Glance</u></p> <p>All information taught builds off of previous grade and advances the techniques already learned.</p> <ul style="list-style-type: none"> • Artistic intent • Communicate ideas • Critique process • Infer artistic intent • Different points of view • Critique process • Interpretations in works of art • Materials and processes • Historical time periods and cultural studies respond with empathy 										
<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Pre-Assessments • Check for Understanding • Critiques • Observations • Student questions/comments • Planning, assessments in-progress 											
<p><u>Grade Level Expectations</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%; padding: 5px;"><u>Standard</u></th> <th style="padding: 5px;"><u>Big Ideas</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Comprehend</td> <td style="padding: 5px;"> 1. Works of art express feelings 2. Art describes a specific culture and defines styles according to 3. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design </td> </tr> <tr> <td style="padding: 5px;">Reflect</td> <td style="padding: 5px;"> 1. Offers opportunity of growth by reflecting on mistakes 2. The critique process informs judgments about artistic and aesthetic merits in works of art 3. The processes and philosophies of art and design inform interpretations in works of art </td> </tr> <tr> <td style="padding: 5px;">Invent/Create</td> <td style="padding: 5px;"> 1. Use basic media to express ideas through the art-making process. 2. Demonstrates advanced studio skills 3. Historical time periods and cultural settings are interpreted in works of art </td> </tr> <tr> <td style="padding: 5px;">Relate/Connect</td> <td style="padding: 5px;"> 1. Art of individual cultures and art movements can describe life and interest of a specific time. 2. Works of art connect individual ideas to make meaning </td> </tr> </tbody> </table>	<u>Standard</u>	<u>Big Ideas</u>	Comprehend	1. Works of art express feelings 2. Art describes a specific culture and defines styles according to 3. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design	Reflect	1. Offers opportunity of growth by reflecting on mistakes 2. The critique process informs judgments about artistic and aesthetic merits in works of art 3. The processes and philosophies of art and design inform interpretations in works of art	Invent/Create	1. Use basic media to express ideas through the art-making process. 2. Demonstrates advanced studio skills 3. Historical time periods and cultural settings are interpreted in works of art	Relate/Connect	1. Art of individual cultures and art movements can describe life and interest of a specific time. 2. Works of art connect individual ideas to make meaning	<p><u>Literacy Connections</u></p> <p>Listening- process, understand, interpret, and evaluate spoken language in a variety of situations.</p> <p>Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences</p> <p>Reading- process, understand. Interpret, and evaluate written language (symbols and text) with understanding and fluency.</p> <p>Writing- engage in written communication in a variety of situations for a variety of purposes and audiences</p>
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Content Area: Visual Arts - Fifth Grade	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Recognize, articulate, and debate that the visual arts are a means for expression Analyze, interpret, and make meaning of art and design critically using oral and written discourse Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives	
Grade Level Expectation Concepts and skills students master: 1. Visual arts connect multiple characteristics of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Justify statements made about a work of art b. Objectively use the characteristics and expressive features of art and design to analyze a work of art c. Investigate generalizations about works of art	Inquiry Questions: 1. How does illusion impact the visual reality of a two-dimensional space? 2. What is the difference between three-dimensional space and the illusion of depth and space in a two-dimensional framework? 3. What boundaries, if any, exist in art and art-making? 4. Is intended meaning an issue in the art-making process? Why or why not?
	Relevance and Application: 1. Analysis and inference develop skills in the viewer of art and can be transferred into problem-solving situations in everyday life. 2. New forms of artistic expression often come from breaking with traditions. 3. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art and reinforces cognitive skills such as concentration, perception, memory, and logical thinking – essential in all occupations. 4. Processing divergent visual information and drawing conclusions is an important visual literacy skill.
	Nature of Discipline: 1. Epiphany is the life blood of expression.

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Grade Level Expectation Concepts and skills students master: 2. Visual arts communicate the human experience	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Describe the relationships between works of art from different cultures being respectful and mindful of culturally sensitive themes Use contextual cues to discuss notions of beauty and aesthetic valuing Use visual information to construct personal visual narratives Identify and interpret how art exists in your world 	Inquiry Questions: <ol style="list-style-type: none"> Why do artists make visual art to tell stories? How do the characteristics of a work of art reflect the culture, time period, or artist who produced it? Why do innovations in technology and social and political trends influence the creation of visual art?
	Relevance and Application: <ol style="list-style-type: none"> The environment that art is being created in is transforming rapidly due to new technological innovations. Some cultural traditions are not appropriate for rendering. Art is a vehicle for interdisciplinary communication related to the human experience.
	Nature of Discipline: <ol style="list-style-type: none"> The creation, appreciation of, and consumption of visual art, design, and material culture helps to define who we are as human beings. Art reflects the qualities of the culture in which it was produced, including the cultural respect for sensitive themes.

Content Area: Visual Arts - Fifth Grade	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Analyze, interpret, and make meaning of art and design critically using oral and written discourse Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives	
Grade Level Expectation Concepts and skills students master: 3. Visual arts learning involves analyzing the formal and sensory qualities of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Hypothesize and discuss reasons for artistic decisions b. Investigate and articulate alternative choices for artistic decisions c. Objectively draw conclusions about intended meaning of a work of art	Inquiry Questions: 1. What drives an artist to choose one thing over another? 2. How can talking or thinking about the visual characteristics of art improve the intended meaning in a work of art?
	Relevance and Application: 1. Artists continue to develop new art vocabulary to understand 21 st century ideas and works of art. For example, artist Todd Siler describes his work as “metaphorms” – the “engines” of creativity, invention, learning, and discovery that power communication. 2. Media choices, including technology, can imply meaning.
	Nature of Discipline: 1. The critical process of observing, interpreting, and evaluating leads to informed judgments about the merits in works of art.

Content Area: Visual Arts - Fifth Grade	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics) Use specific criteria to discuss and evaluate works of art	
Grade Level Expectation Concepts and skills students master: 1. Evaluative criteria is used when responding to works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Use the characteristics and expressive features of art and design to determine how they contribute to the aesthetic valuing of a work of art Address intended meaning and the effectiveness of this idea in multiple works of art Develop and apply rubrics to evaluate works of art Examine and debate the purposes of art 	Inquiry Questions: <ol style="list-style-type: none"> What kind of knowledge is needed to assess works of art? Why should works of art be examined? Why value works of art?
	Relevance and Application: <ol style="list-style-type: none"> Art is valued differently across time and culture. Objective criteria can be employed to evaluate works of art. Objective criteria can be employed to evaluate works of art. Appreciation of art involves informed understanding of the characteristics and expressive features of art and design, and knowledge of art materials and processes.
	Nature of Discipline: <ol style="list-style-type: none"> Divergent thinking is the groundwork of creating and talking about works of art. Critique works the brain and motivates problem-solving abilities.

Content Area: Visual Arts - Fifth Grade	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation Concepts and skills students master: 2. Specific methods of planning support the development of intended meaning	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Determine which methods of planning are personally effective in creating works of art Apply planning strategies to fully assess the artistic process Explain and defend why a particular planning method is chosen 	Inquiry Questions: <ol style="list-style-type: none"> Why is planning an important aspect of art? How do artists plan works of art? How can plans become works of art?
	Relevance and Application: <ol style="list-style-type: none"> The artistic process can be unpredictable, even when carefully planned. Embracing unpredictability is a quality employed by successful artists, medical researchers, mathematicians, and engineers. A quality product has a base in perseverance, dedication, and discipline. Technology can be used to problem-solve planning issues that lead to a quality product.
	Nature of Discipline: <ol style="list-style-type: none"> Divergent thinking is the groundwork of creating and talking about works of art. Critique works the brain and motivates problem-solving abilities.

Content Area: Visual Arts - Fifth Grade	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design	
Grade Level Expectation Concepts and skills students master: 1. Use artistic media and expression to communicate personal and objective points of view	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Employ the characteristics and expressive features of art and design to express ideas b. Problem-solve using traditional and contemporary media and technologies c. Create works of art individually and collaboratively that communicate artistic intent 	Inquiry Questions: <ol style="list-style-type: none"> 1. What is the relationship between technology and art? 2. How is it possible for technology as media to impact art and art-making? 3. Why is creative collaboration important? 4. Where do ideas come from, and how do they evolve? 5. What topics, themes, and issues does public art address?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art defines and maintains personal experimentation and creation. 2. Selection and implementation of appropriate media, tools, and technologies impacts the success of a completed work of art. 3. Painters choose watercolor, oil, or acrylic paint, depending on how well the media conveys intent
	Nature of Discipline: <ol style="list-style-type: none"> 1. Media and technology are the messengers of art processes; they distinguish visual quality. 2. Working individually and collaboratively requires different skills.

Content Area: Visual Arts - Fifth Grade	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research	
Grade Level Expectation Concepts and skills students master: 2. Create art using technological media	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Demonstrate appropriate choice of media and materials to communicate ideas b. Create artwork in a variety of genre c. Create innovative and respectful interpretations of art after studying a variety of art cultures, periods, and styles d. Use tools, equipment, and materials with appropriate care and safety	Inquiry Questions: 1. Who directs the creative process and is responsible for the outcomes? 2. What does good craftsmanship look like?
	Relevance and Application: 1. Art provides opportunities for experimentation and creation. 2. Selection and implementation of appropriate media, tools, and technologies impacts the success of a completed work of art, requiring the artist to experiment, hypothesize, and make decisions. 3. Genre reflects the history and culture of the time and place. 4. Media are trans-disciplinary and can be used in science, engineering, and medicine – and to create art.
	Nature of Discipline: 1. Media and technology are the messengers of art processes; they distinguish visual quality. 2. Working individually and collaboratively requires different skills.

Content Area: Visual Arts - Fifth Grade	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research	
Grade Level Expectation Concepts and skills students master: 3. Apply an understanding of art processes and creative thinking to plan and create art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Compare and contrast different media and techniques b. Research an idea or a technique to prepare for art-making c. Create sketches or storyboards as needed to develop work on a final project d. Provide multiple solutions for a given problem e. Create works of art in response to historical events, written narratives, poetry, music, or dance	Inquiry Questions: 1. How are characteristics of art valuable in creating art? 2. How might artists employ new technologies in the creation of artwork? 3. How have artists employed technology in the past?
	Relevance and Application: 1. Selection and implementation of appropriate media, tools, and technologies impacts the success of a completed work of art, requiring the artist's expert knowledge and skills. 2. Artists employ new technologies to create artwork and have done so in the past. 3. Art can be created from mathematical, literary, and scientific concepts.
	Nature of Discipline: 1. Creative thinking is a process and involves a variety of steps. 2. Skilled artists communicate more successfully. 3. The artistic mindset can be used to create solutions in other fields of study.

Content Area: Visual Arts - Fifth Grade	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas	
Grade Level Expectation Concepts and skills students master: 1. Artists, viewers, and patrons assign intended meaning to works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Use the characteristics and expressive features of art and design to interpret and defend the visual qualities of artworks from various historical periods and cultural contexts b. Compare and contrast cultural context in historical time periods and diverse cultures, being mindful to respect potential taboos c. Discuss how art reflects social values and beliefs d. Communicate and defend observable and emotional responses to works of art from a variety of social, cultural, and historical contexts	Inquiry Questions: 1. How do you know what a work of art means? 2. What gives art meaning? 3. Why does meaning change through time and culture? 4. Why does art need to be explained?
	Relevance and Application: 1. Art from various genres and styles can illustrate meaning. 2. Art and artists have used the characteristics and expressions of art from various historical periods and cultures to explain the human existence. 1. Technology and mass media provide examples of contemporary cultural context 2. Technology is a tool for artists. It can dictate what and how artists communicate through a work of art.
	Nature of Discipline: 1. Art communicates information about cultures, history, ideas, and purpose.

Content Area: Visual Arts - Fifth Grade	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas	
Grade Level Expectation Concepts and skills students master: 2. Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Discuss differences in the art of familiar and unfamiliar cultures b. Relate personal experiences honoring knowledge about culturally sensitive themes and purposes for ethnic art c. Compare how artists work in different cultures and at different times in history d. Recognizes and assesses the roles of artists, architects, and designers in shaping their environment.	Inquiry Questions: 1. Why is it beneficial to understand the art of other cultures? 2. How can you tell if the visual arts are valued in a culture? 3. Why is art the same and/or different in different cultures? 4. What is the role of an artist? 5. Why is some art not appropriate to copy or render?
	Relevance and Application: 1. Understanding of the art of different cultures can help an artist to make meaningful connections in works of art, and develop a broader aesthetic appreciation. 2. Technology can be used to observe and compare works of art in different cultures, allowing for review and extended reflection of the work. 3. Art subject matter can come from a broad spectrum of disciplines.
	Nature of Discipline: 1. The art of a culture gives understanding to the human experience of that culture. 2. Art is a defining element of a culture.