

GRADE 5 ART

Description:

All students in grade 5 art will learn to use perspective. All students will be able to apply color theory and design. They will understand additive and subtractive sculpture. Students will be able to draw from observation.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Recognize and use primary, secondary, and tertiary colors
- Recognize and use tints and shades
- Understand how complementary colors create neutral colors
- Use art vocabulary within the color theory unit
- Draw from observation
- Use value to create a 3 dimensional illusion on a 2 dimensional space.
- Use one-point perspective to create distance in a drawing or painting.
- Create imaginary scenes using a photo reference.
- Use a variety of materials in a work of art
- Use basic technology to reference design ideas.
- Use a variety of materials in a composition to express emotion.
- Use design elements of texture, shape and form
- Discuss various forms of sculpture

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Course Skill Objectives

Students will:

- Effectively use complementary colors in a composition
- Create a composition using color value
- use tints and shades of color to create value
- Analyze color through art history
- Develop skills in color value and mixing
- Identify one-point perspective in historic references as well as in everyday life.
- Understand proportion and scale
- Analyze where values are used in works of art to create the illusion of form.
- Understand structure in a composition
- Analyze the differences between realistic and abstract design
- Understand basic computer designs
- Understand the principles of design
- Understand the use of a variety of materials in a work of art
- Create a three dimensional form using additive and subtractive methods of construction

<ul style="list-style-type: none"> Identify techniques for creating sculpture Understand the process for creating three dimensional structures 	<p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> Use a variety of materials to create a three dimensional form. Use a variety of tools to create surface textures
<p><u>Units</u></p> <p>Unit 1 - Color Theory</p> <p>Unit 2 - Drawing and Perspective</p> <p>Unit 3 - Multimedia Design</p> <p>Unit 4 - Three-Dimensional Design</p>	<p><u>Essential Questions</u></p>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> Color Wheel Designs using primary, secondary, tertiary, colors. Values, tints and shades of one color in an abstract painting Complementary color mixing designs and paintings Warm and cool colors on paper or canvas Analogous colors using collage, paper, paints or canvas. Paintings using color groups to depict realistic or abstract subject matter. Students will explain the use of the color wheel in their paintings.

		<ul style="list-style-type: none"> • Students will discuss their use of tints and shades of colors to create value. • Students will discuss and identify colors that they have chosen to create an emotion or mood. • Identify primary, secondary, and tertiary colors using Jack Richeson's Color Wheel • Explore color value • Understand how mixing black and white with color creates tints and shades. • Understand how complementary colors create neutral colors. • Understand how warm and cool colors relate to mood. • Understand the common similarities when using analogous colors.
--	--	--

Unit 1 – Color Theory

Unit Objectives

Students will be able to:

- Recognize and use primary, secondary, and tertiary colors
- Recognize and use tints and shades
- Understand how complementary colors create neutral colors
- Use art vocabulary within the color theory unit

Skill Objectives

Students will:

- Effectively use complementary colors in a composition
- Create a composition using color value
- Use tints and shades of color to create value
- Analyze color through art history
- Develop skills in color value and mixing

<p>Creating</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p>	<p>Presenting</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p>	<p>Connecting</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artist and designers learn from trial and error?</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>VA:Pr5.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our response to art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others. Identify and analyze cultural associations suggested by visual imagery</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</p>

<p><u>Process Components</u> Investigate/Plan/Make</p> <p>VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making</p> <p>VA:Cr1.2.5a Experiment and develop skills in multiple art making techniques and approaches through practice.</p>	<p>and presenting objects, artifacts, and artwork</p>		
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Color Wheel Designs using primary, secondary, tertiary, colors. • Values, tints and shades of one color in an abstract painting • Complementary color mixing designs and paintings • Warm and cool colors on paper or canvas • Analogous colors using collage, paper, paints or canvas. • Paintings using color groups to depict realistic or abstract subject matter. 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Students will explain the use of the color wheel in their paintings. • Students will discuss their use of tints and shades of colors to create value. • Students will discuss and identify colors that they have chosen to create an emotion or mood. 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Identify primary, secondary, and tertiary colors using Jack Richeson's Color Wheel • Explore color value • Understand how mixing black and white with color creates tints and shades. • Understand how complementary colors create neutral colors. • Understand how warm and cool colors relate to mood. • Understand the common similarities when using analogous colors. 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Cubism- Braque, Picasso • Pop Art- Andy Warhol, Roy Lichenstein • Rothko, Hopper, Kandinsky • James Rizzi, Jim Dine • Matisse • Van Gogh • Monet

Unit 2 – Drawing and Perspective

Unit Objectives

Students will be able to:

- Draw from observation
- Use value to create a 3 dimensional illusion on a 2 dimensional space.
- Use one-point perspective to create distance in a drawing or painting.
- Create imaginary scenes using a photo reference.

Skill Objectives

Students will:

- Identify one-point perspective in historic references as well as in everyday life.
- Understand proportion and scale
- Analyze where values are used in works of art to create the illusion of form.

<p>Creating Anchor Standard 2: Generate and conceptualize artistic ideas and</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media and art making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People create and interact with objects, places and design that define, shape, enhance and empower their lives.</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or</p>	<p><u>Enduring Understandings</u> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining art work for display and or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining art work affect it meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p>	<p><u>Enduring Understandings</u> Individual, aesthetic and empathetic awareness developed through engagement with art can lead to understanding and application of self, others, the natural world and constructed environments.</p> <p>Visual imagery influences understanding and responses to the world.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p><u>Enduring Understandings</u> People develop ideas and understanding of society, culture, and history through their interactions with an analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>

<p>redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Experiment and develop skills in multiple art-making techniques and approaches through practice. Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. Identify, describe, and visually document places and/or objects of personal significance.</p>		<p><u>Process Components</u> Investigate/Plan/Make</p> <p>Compare one's own interpretation of a work of art with the interpretation of others</p> <p>Identify and analyze cultural associations suggested by visual imagery.</p>	
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Drawings from observation. • Still Life Drawings • Imaginary scenes • Draw 3-D forms in space 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Present sample drawings of a room or street and explain how perspective has been created. • Draw a portrait and discuss how values and textures were used in the rendering. • Display student self-portraits and have a classroom critique. 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Art room discussions of historic and photographic cityscapes and landscapes depicting one-point perspective. • Discuss the outside school landscape in order to identify perspective. • Discuss still life objects and how light sources create value changes. 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Renaissance artists • Egyptian Art • Picasso • Matisse • Van Gogh • Cezanne

Unit 3 – Multimedia Design

Unit Objectives

Students will be able to:

- Use a variety of materials in a work of art
- Use basic technology to reference design ideas.
- Use a variety of materials in a composition to express emotion.
- Use design elements of texture, shape and form

Skill Objectives

Students will:

- Understand structure in a composition
- Analyze the differences between realistic and abstract design
- Understand basic computer designs
- Understand the principles of design
- Understand the use of a variety of materials in a work of art

<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><u>Essential Questions</u> How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Combine ideas to generate an innovative idea for art-making.</p> <p>Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art</p>	<p><u>Enduring Understandings</u> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or collection?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Create a portrait using mixed media. • Using fabrics and multimedia in an art composition. • Weavings using a variety of materials and techniques. • Mobiles and stabiles. 	<ul style="list-style-type: none"> • Create a display of student collage work that express emotion. • Display multimedia materials and textures for student reference. • Have computer programs readily available to reference as design samples. 	<ul style="list-style-type: none"> • Discuss the works of multi- media artists such as: Matisse, Mark Paper Scissors, Rex Ray, Andy Goldsworthy, Alexander Calder, Andrew Meyers. • Discuss how web designers use principles of art to create. 	<ul style="list-style-type: none"> • Native American Art • Conceptual Art • African Art • Early American Art • Art Careers

Unit 4 – Three-Dimensional Design

Unit Objectives

Students will be able to:

- Discuss various forms of sculpture
- Identify techniques for creating sculpture
- Understand the process for creating three dimensional structures

Skill Objectives

Students will:

- Create a three dimensional form using additive and subtractive methods of construction
- Use a variety of materials to create a three dimensional form.
- Use a variety of tools to create surface textures

Creating Anchor Standard 3: Refine and complete artistic work	Presenting Anchor Standard 6: Convey meaning through the presentation of artistic work.	Responding Anchor Standard 7: Perceive and analyze artistic work.	Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
<p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Create artist statements using art vocabulary to describe personal choices in art-making.</p>	<p><u>Enduring Understandings</u> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding</p> <p><u>Essential Questions</u> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments Visual imagery influences understanding of and responses to the world.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Compare one's own interpretation of a work of art with the interpretation of others. Identify and analyze cultural associations suggested by visual imagery.</p>	<p><u>Enduring Understandings</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. Identify how art is used</p>

			to inform or change beliefs, values, or behaviors of an individual or society.
<u>Sample Performance Assessments</u> <ul style="list-style-type: none"> • Ceramics and Clay sculptures using additive and subtractive techniques • Paper Mache • Plaster Craft • Found Objects 	<u>Sample Performance Assessments</u> <ul style="list-style-type: none"> • Display three dimensional student art in a showcase or school library setting • Involve students in community sculpture presentations when opportunities arise. • Hang Mobiles in the art room • Display sample sculptures throughout the art room. 	<u>Sample Performance Assessments</u> <ul style="list-style-type: none"> • Students respond to works of art by famous sculptors such as, Caldor, Henry Moore, • Louise Nevelson, Claes Oldenburg, Romero Britto • Discuss how artists use three dimensional design as a means of expression • What materials can be used to create structure? • What is the difference between additive and subtractive sculpture? 	<u>Sample Performance Assessments</u> <ul style="list-style-type: none"> • Mexican Oaxaca animals • Native American Totem poles • African masks • Conceptual art