

# ART

LENGTH OF TIME: 1 year, thirty 55 minute periods

GRADE LEVEL: 5

## COURSE STANDARDS:

Students will:

1. Demonstrate the ability to portray objects with observance to detail; an understanding of the basic art elements and principles of design. **NVAS4, 9.1.5.A-C.H, 9.2.5.A-L, 9.3.5.B-D.F, 9.4.5.A.C-D**
2. Demonstrate the use of art elements in a layout when creating an artwork. **NVAS1, 9.1.5.A-C.H, 9.2.5.A, 9.3.5.B**
3. Demonstrate use of skill, balance and creative design when creating three-dimensional artwork with clay, paper mache, found objects and/or recycled materials. Show a reflection of the culture and/or time period being studied. **NVAS2, 9.1.5.A-C.H, 9.2.5.A-C.H.J, 9.3.5.B-D**
4. Use a digital camera and computer software to capture and modify images. **NVAS2, 9.1.5.A-C.H, 9.2.5.A-C.H.J, 9.3.5.B-D**
5. Demonstrate the ability to use space and color as elements in an abstract design. **NVAS2, 9.3.5.B-D**
6. Demonstrate proficiency in: identifying the basic art elements, forming a personal reaction to art work, and noting differences and similarities among works of art from various times and places. **NVAS4, 9.1.5.A-C.H, 9.2.5.A-L, 9.3.5.B-D.F, 9.4.5.A.C-D**

## RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
  - A. Elements and principles in each Art Form
  - B. Demonstration of Dance, Music, Theatre and Visual Arts
  - C. Vocabulary Within each Art Form
  - H. Safety Issues in the Arts
  - J. Technologies in the Arts
- 9.2 Historical and Cultural Contexts
  - A. Context of Works in the Arts
  - B. Chronology of Works in the Arts
  - C. Styles and Genre in the Arts
  - D. Historical and Cultural Perspectives
  - E. Historical and Cultural Impact on Works in the Arts
  - F. Vocabulary for Historical and Cultural Context
  - G. Geographic regions in the arts
  - H. Pennsylvania artists
  - I. Philosophical context of works in the arts
  - J. Historical differences of works in the arts
  - K. Traditions within works in the arts

- L. Common themes in works in the arts
- 9.3 Critical Response
  - B. Criteria
  - C. Classifications
  - D. Vocabulary for Criticism
  - F. Comparisons
- 9.4 Aesthetic Response
  - A. Philosophical Studies
  - B. Aesthetic Interpretation
  - C. Environmental Influences
  - D. Artistic Choices

#### NATIONAL VISUAL ARTS STANDARDS

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

#### PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Draw objects, patterns and designs as they would relate to a specific culture and/or time period. (Course Standard 1)
2. Take photos, edit layout and design, and print showing a mastery of the media and an understanding of good design. (Course Standard 2, 4)
3. Create a sculpture using various art materials correctly, creatively, and safely. (Course Standard 3)
4. Create an abstract design using a specific color family and showing a balance of positive and negative space. (Course Standard 5)
5. Complete a project which includes identification of basic art elements and an evaluation of student work. (Course Standard 6)

#### DESCRIPTION OF COURSE:

The course will begin with a general review of drawing, art room procedures, and classroom rules. Students will study photography and editing images on the computer. Students will use their own artwork to create a composition, take a digital photograph and enhance it using editing software. Picture composition and camera techniques are a focus. Art elements and principles are highlighted as part of the unit. Students will learn sculpture techniques using various mediums such as, clay, paper mache, found objects and recycled materials.

It is important for students to understand that the visual arts have always been affected by arts of different cultures. The students will discover the art of coiling used by the Native American Indians. Spanish mask making will also be studied in the 5<sup>th</sup> grade curriculum.

#### TITLES OF UNITS:

- |   |           |
|---|-----------|
| 1. Classroom procedure, drawing review, introduction to first project | 1 period  |
| 2. Aboriginal Art   | 4 periods |
| 3. Native American Art  | 8 periods |
| 4. Photography: techniques of digital camera and photo editing        | 9 periods |
| 5. Spanish Mask Making  | 6 periods |
| 6. Abstract Splash Design using color theory                          | 2 periods |

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Student experimentation and exploration, individually and in groups
2. Peer instruction
3. Individual research
4. Teacher demonstration
5. A-V resources for idea stimulation and/or technique explanation

#### MATERIALS:

1. Books, reproductions, films, videos, worksheets, power point presentations
2. Paper, pencils, erasers, markers, brushes, tempera paints, poster board, watercolor paints and crayons.
3. Clay, glue, masking tape, wire, yarn, fabric, inks, wheat paste (paper mache mix), newspaper, feathers, beads, pipe cleaners

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Cooperative groups
2. Peer helpers
3. Extra teacher assistance as needed
4. Reworking of an alternative task and/or extra credit individualized project
5. Use of print and electronic media
6. Use of computer software and the Internet
7. Use of audio and videotapes to augment lessons.

#### PORTFOLIO DEVELOPMENT:

Periodically throughout the year, classroom teachers will be notified that artwork should be kept to be considered for addition to the student's portfolio. At the end of the year, each child will select at least one piece of artwork to be included in the district art show.

#### METHODS OF EVALUATION:

1. Project rubric
2. Self-evaluation of student's own work, written and/or oral.
3. Peer evaluation, small groups or whole class.
4. Teacher evaluation of student work.

#### INTEGRATED ACTIVITIES:

1. Concepts  
-Understand elements and principles of design such as:

color (relationships of colors to each other; color mixing)  
line (straight, curved, angle; cross-hatch, arabesque)  
shape (geometric, abstract)  
space (perspective: atmospheric and linear)  
texture  
form

- Understand media and process, such as
    - methods and materials for drawing
    - methods and materials for painting
    - methods and materials for photography
  - Make connections among recurring motifs in art history
  - Place various art forms and artists in an art historical context
  - Appreciate each individual's place in a diverse world
2. Communication
- Exchange information about works of art
  - Produce artwork for a variety of purposes (story-telling, personal narrative, poetics, response to nature, aesthetic pleasure)
  - Describe meaning of work of art (one's own or others)
3. Thinking/Problem Solving
- Analyze and make critical judgments about artwork
  - Evaluate and respond critically to works of art
  - Solve problems using appropriate tools, materials, technology, etc.
  - Show relationships between culture, historical period, and artwork produced during that time
4. Application of Knowledge
- Use and master a variety of materials, tools, and art processes
  - Student artwork exhibits learned skills
  - Artwork will display the historical and multi-cultural content of the units studied
5. Interpersonal Skills
- Work cooperatively
  - Solve problems in groups
  - Students help other student (peer tutoring)
  - Communicate appropriately with teachers and others