

# Art Curriculum: Grade 5

## Unit 1: The Artistic Process & Environment

Big Idea	EQ	Concept	Competency	Standards
<a href="#">The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.</a>	Why are planning, creating, and refining essential elements of the art-making process?	Art-making is a continual process of planning, creating, and refining.	While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.	<a href="#">9.1.5.A</a> , <a href="#">9.1.5.B</a> , <a href="#">9.1.5.C</a> , <a href="#">9.1.5.G</a> , <a href="#">9.1.5.H</a>
Topic	Eligible Content/ Standards	Details	Resources	
1 Art room rules, procedures & expectations	9.1	<ul style="list-style-type: none"> <li>Review art room procedures, rules &amp; classroom expectations</li> <li>Seating chart</li> <li>Creative expression, Mini Masterpiece</li> </ul>	Smart board, syllabus	
2 Sketching: How artist's work	9.1	<ul style="list-style-type: none"> <li>Understand that sketches can be used to explore ideas and make plans for other artwork, including 3-d art</li> <li>Create a sketch folder</li> </ul>	Chapman, Laura H. <a href="#">Adventures in Art ( level 5)</a> , Davis Publications, 1998. (pg. 10-11)	
3 Expressive Painting	9.1 9.2 9.3 9.4	<ul style="list-style-type: none"> <li>Identify some unusual and unexpected techniques used by artists (Jackson Pollock)</li> <li>Paint a picture that shows a feeling by using an unusual technique or unusual materials</li> <li>Sketch to explore an idea</li> <li>Reflect on your work</li> </ul>	Smart board; Venezia, Mike, <a href="#">Getting To Know The World's Greatest Artists: Jackson Pollock</a> , Chicago: Children's Press, 1994.	

# Art Curriculum: Grade 5

4	Arts & Bots	9.1 9.2 9.3 9.4	<ul style="list-style-type: none"><li>• Sketch, reflect &amp; document the phases of planning, creating &amp; refining</li><li>• Understand &amp; develop ways to assemble a robot from found objects</li><li>• Combine art and technology</li><li>• Create a robot that inspires learning in the subject of visual art</li><li>• Critique own work</li><li>• Present/ display own work</li></ul>	Smart board; Hummingbird Kit; Computer; “Asset STEM Education”, Pittsburgh, PA.

# Art Curriculum: Grade 5

## Unit 2: Exploring Sculpture & Crafts

Unit 2: Exploring Sculpture & Crafts				
Big Idea	EQ	Concept	Competency	Standards
<a href="#">Artists use tools and resources as well as their own experiences and skills to create art.</a>	What can inspire artists to create a work of art?	Both natural and man-made objects can stimulate artistic responses.	Create works of art inspired by both natural and man-made objects.	<a href="#">9.1.5.H</a>
	Topic	Eligible Content/ Standards	Details	Resources
1	Pottery	9.1 9.2	<ul style="list-style-type: none"> <li>Recognize pottery as a practical art form common to many cultures though out history</li> <li>Make a clay pot combining the pinch, coil, and slab method</li> <li>Use natural and man-made objects to embellish ceramic project</li> </ul>	Smart board, Chapman, Laura H. <a href="#">Adventures in Art ( level 5)</a> , Davis Publications, 1998. (Pg. 126 -127); art reproductions

# Art Curriculum: Grade 5


# Art Curriculum: Grade 5

## Unit 3: Design In Art, Elements and Principles

Big Idea	EQ	Concept	Competency	Standards
<a href="#">There are formal and informal processes used to assess the quality of works in the arts.</a>	Why must people be able to talk about art and have clear opinions to judge the quality of an artwork?	People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.	Articulate personal thoughts and defend a position within a critique of their own artwork.	<a href="#">9.3.5.A</a> , <a href="#">9.3.5.F</a> , <a href="#">9.3.5.G</a> , <a href="#">9.4.5.D</a>
Topic	Eligible Content/ Standards	Details	Resources	
1 Holiday scene/ perspective; creating illusions of space	9.1 9.3 9.4	<ul style="list-style-type: none"> <li>• Translate a verbal description of a holiday tradition into an imaginative drawing</li> <li>• Use elements and principles of design to compose a picture</li> <li>• Analyze how artists use lines to suggest textures, patterns, and details in art works.</li> <li>• Learn how artists create the illusion of space and distance on a 2-dimensional surface</li> <li>• Create a drawing with the illusion of space and distance</li> <li>• Articulate personal thoughts and defend a position within a critique of their own work</li> <li>• Critique own artwork</li> </ul>	Smart board; Chapman, Laura H. <a href="#">Adventures in Art</a> (level 5), Davis Publications, 1998. ( pg. 12-13); Art reproductions; DVD: <a href="#">Behind The Scenes, David Hockney's Illusion of Depth</a> ,	

# Art Curriculum: Grade 5

2	Op Art/ Etching	9.1 9.3 9.4	<ul style="list-style-type: none"> <li>• Be aware of Op Art as a style dominated by optical effects</li> <li>• Use lines, shapes, colors and spaces to create the illusion of motion in a drawing</li> <li>• Analyze how artists use lines to suggest patterns in art works.</li> <li>• Create a crayon etching with a variety of effects created by lines</li> <li>• Critique own work</li> </ul>	Smart board; Chapman, Laura H. <u>Adventures in Art</u> ( level 5), Davis Publications, 1998, (pg. 14-15); op art rubbing plates; art reproductions
3	Op Art/ Etching	9.1 9.3 9.4	<ul style="list-style-type: none"> <li>• Be aware of Op Art as a style dominated by optical effects</li> <li>• Use lines, shapes, colors and spaces to create the illusion of motion in a drawing</li> <li>• Analyze how artists use lines to suggest patterns in art works.</li> <li>• Create a crayon etching with a variety of effects created by lines</li> <li>• Critique own work</li> </ul>	Smart board; Chapman, Laura H. <u>Adventures in Art</u> ( level 5), Davis Publications, 1998, (pg. 14-15); op art rubbing plates; art reproductions

# Art Curriculum: Grade 5

--	--	--	--	--

# Art Curriculum: Grade 5

## Unit 4: Exploring Subjects and Themes

Big Idea	EQ	Concept	Competency	Standards
<a href="#">The arts provide a medium to understand and exchange ideas.</a>	How can artists communicate a theme or idea through multiple individual works?	Some artists create series of individual works that share a common theme or idea.	Create multiple artworks that share a common theme or idea.	<a href="#">9.1.5.E</a> , <a href="#">9.1.5.H</a>

	Topic	Eligible Content/ Standards	Details	Resources
1	Still life	9.1	<ul style="list-style-type: none"> <li>Be aware of varied art styles and style names (realism, cubism, surrealism etc.)</li> <li>Choose media to create still life works that show an understanding of two selected art styles</li> </ul>	Smart board; Chapman, Laura H. <a href="#">Adventures in Art ( level 5)</a> , Davis Publications, 1998. (pg. 48-49). VHS: <a href="#">I can Fly; Kids and Modern Art</a> , dir. David Irving, Prod. Linda Freeman, L & S Video, 2003.



# Art Curriculum: Grade 5


# Art Curriculum: Grade 5
