

# **Fifth Grade Visual Arts Curriculum Overview**

Students will continue to build on, expand and apply the above through the creation of original artworks demonstrating their knowledge of the processes of creating, describing, analyzing, interpreting, evaluating, critiquing, and exhibiting their own artwork. Students will create artistic & interdisciplinary connections through the above concepts that inspire many ideas.

**TITLE OF COURSE:** Grade Five Visual Art

**MAJOR THEME:**

Grade five students will explore realistic, abstract and non-objective art by applying visual communication skills and creating meaning in their work. Students create imagery based on self, the environment and cross-curricular themes. Students will reference and use information from American and world cultures' artistic styles in their artwork. Students will continue to apply visual arts concepts with their academic school subjects and will advance their visual arts vocabulary and familiarity with art history.

**ESSENTIAL QUESTIONS:**

- How can I utilize ideas, materials and tools effectively with the elements and principles of art to express who I am?
- What does my art express about me?
- How can I further develop my skills as an artist and use self-reflection to influence my learning?
- How can I use the concepts of realism, abstraction and non-objective approaches to create artwork expressing an idea?
- How can I apply my knowledge in other subjects to effectively communicate my ideas?
- How do artists apply their knowledge about cultures, styles and information to communicate their ideas?
- Why do artists use different art media to express themselves?

**STANDARDS FROM MASSACHUSETTS FRAMEWORKS TO BE ADDRESSED:**

**Standard 1: Media, Materials, and Techniques.** Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades Pre K–8

1.8 Maintain the workspace, materials, and tools responsibly and safely

**Standard 2: Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors.

Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color

2.8 For line, use and be able to identify various types of line, for example in contour drawings, calligraphy, freehand studies from observation, memory, and imagination, and schematic studies

2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry. Create complex patterns, for example, reversed shapes and tessellation

**Standard 3: Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions.

3.7 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment

**Standard 4: Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.4 Produce work that shows an understanding of the concept of craftsmanship

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom

- 4.7 Maintain a portfolio of sketches and finished work
- 4.8 Create and prepare artwork for group or individual public exhibitions
- Standard 5: Critical Response.** *Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.*
- 5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others
- 5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism
- Standard 6: Purposes and Meanings in the Arts.** *Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.*
- 6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society.
- 6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews.
- 6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.
- Standard 7: Roles of Artists in Communities.** *Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.*
- 7.2 Describe the roles of artists in specific cultures and periods, and compare similarities and differences in these roles, considering aspects such as: the conditions under which artists created, performed, and/or exhibited work and the status of artists; the sources of support for the arts; and the ways, such as apprenticeship or training, in which students learned the skills and knowledge that qualified them to produce or perform artistic work.
- 7.3 Identify and describe careers in at least one art form
- 7.4 Describe the function of cultural organizations and arts institutions such as museums, symphonies, repertory theatres, dance companies, and historical preservation organizations
- Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change.** *Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.*
- 8.4 Identify American styles and genres of dance, music, theatre, or visual arts and architecture, describe their sources, trace their evolution, and cite well-known artists associated with these styles
- 8.5 Identify and describe characteristic features of genres and styles from a variety of world cultures and cite well-known artists associated with these styles
- Standard 9: Inventions, Technologies, and the Arts.** *Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.*
- 9.2 Identify and describe examples of how the discovery of new inventions and technologies, or the availability of new materials brought about changes in the arts in various time periods and cultures
- 9.3 Identify and describe examples of how artists make innovative uses of technologies and inventions.
- Standard 10: Interdisciplinary Connections.** *Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.*
- 10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines. Examples of this include using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages; memorizing and singing American folk songs to enhance understanding of history and geography; using short dance sequences to clarify concepts in mathematics.
- 10.2 Continue the above and apply knowledge of other disciplines in learning in and about the arts.

### **SPECIFIC CONTENT: Students will:**

- Standard 1: Media, Materials, and Techniques.** *Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.*
- Discover and expand upon the expressive properties of drawing, painting, collaging, printing, sculpting, weaving, crafting and multi-media approaches
- Explore a variety of expression through experimentation with art tools, including brushes, pens, pencils, markers, printing and sculpting utensils, and digital technology
- Build and expand upon acquired vocabulary and visual language
- Utilize and care for the work area, artmaking tools and materials appropriately and effectively for their intended use
- Standard 2: Elements and Principles of Design.** *Students will demonstrate knowledge of the elements and principles of design.*
- Identify the properties of color, including hue, value, shades, tints, tones, complementary, analogous and monochromatic colors.
- Recognize the unique qualities of line in contour, observation, imagination, memory and schematic drawing; and in calligraphy
- Differentiate between actual textures, invented textures, simulated textures and abstracted textures for expressive purposes
- Classify a range of shapes and forms including organic, geometric, positive and negative
- Recognize reversed shapes and tessellations in complex patterns
- Identify the principles of art including balance and symmetry, repetition, rhythm, scale, proportion, unity, harmony, and emphasis in 2D and 3D artwork
- Identify the elements of art including color, line, texture, shape, form, and pattern to represent an illusion of space, for example, using one-point and aerial perspective in two dimensional artwork
- Standard 3: Observation, Abstraction, Invention, and Expression.** *Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.*
- Utilize representation as a form of expression that presents subject matter through visual language to suggest reality
- Utilize realism as a form of expression that implies the basic impression of visual reality
- Draw, paint, collage, print, sculpt, weave, craft and apply multi-media techniques from observation, abstraction, memory, imagination, narrative, personal interests and experience and differentiate between the conceptual approaches

Develop and expand visual perceptual skills such as figure ground relationships, mathematical transformations, and color nuance

Recognize the purpose of symbols, symbolic imagery and abstract symbolism in personal artwork

Demonstrate understanding of the abstraction of nature into symbolic representation in a variety of art forms

**Standard 4: Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Understand importance of craftsmanship in creative process from first draft through final product

Show and explain the concept for the plan and execution of their artwork

Show awareness of levels of craftsmanship that are reflected in quality of completed artwork

Understand the stages of the creative process from first concept through final product

Recognize the importance of the criteria used in the planning and execution of their artwork

Understand the purpose of maintaining a portfolio of work-in-progress and completed artwork

Show awareness of the steps toward exhibition

**Standard 5: Critical Response.** Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Recognize visual, spatial and tactile qualities in all artwork

Identify and describe the different kinds of imagery, including literal representation, simplification, abstraction and symbolism and their qualities

Distinguish among basic architectural styles, and respond to exemplars in painting and sculpture

**Standard 6: Purposes and Meanings in the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Recognize that content in artwork reflects beliefs and experiences of the culture in which it was created

Recognize the personal context through which artists create their art

Differentiate between utilitarian and aesthetic properties in artwork

**Standard 7: Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Recognize that artists have a role in the context of their society and how their work is supported economically and culturally

Acknowledge that there are distinctly different career options in the visual arts

Describe the purposes of cultural organizations and arts institutions

**Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Recognize artwork by categories and identify exemplary artists

Acknowledge stylistic differences in artwork from varied cultures and civilizations and identify exemplary artists

**Standard 9: Inventions, Technologies, and the Arts.** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Identify new inventions and technologies in the history of visual art and recognize their impact on artistic production

Observe innovative uses of technologies and inventions by artists

**Standard 10: Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Apply cross curricular knowledge to learning in the arts and apply learning in the visual arts to cross curricular domains

### **SPECIFIC LEARNING SKILLS: Students will be able to:**

**Standard 1: Media, Materials, and Techniques.** Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.

Apply expanded properties of drawing, painting, collage, printing, sculpture, weaving, crafts and multi-media materials for expressive purposes

Utilize art tools appropriately and effectively for creative expression

Use art vocabulary appropriately and the visual language thoughtfully

Respectfully use and maintain the work areas

Responsibly use art materials including paint, inks, drawing media, clay, paper, adhesives, fibers and other media;

Safely use art tools, utensils and equipment including scissors, paint brushes, sculpting tools, templates, looms and other art utensils

**Standard 2: Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.

Utilize the properties of color, including hue, value, shades, tints, tones, complementary, analogous and monochromatic colors for artistic expression

Utilize line in a variety of contexts, including contour, observation, imagination, memory and schematic drawing; and calligraphy

Apply actual textures, invented textures, simulated textures and abstracted textures for expressive purposes

Create variations of shapes, forms and patterns, including organic, geometric, positive/negative, symmetry, and tessellation to design compositions and patterns

Apply the elements of art including color, line, texture, shape, form, pattern to represent space in two dimensional compositions and design.

Apply the principles of art including balance and symmetry, repetition, rhythm, scale, proportion, unity, harmony, and emphasis to their 2D and 3D artwork

Utilize spatial properties for expressive purposes such as representational space including foreground, middle ground and background; decorative space such as pattern relationships; intuitive space including overlapping, transparency, interpenetration; positive and negative space; proportional size relationships; one-point and aerial perspective

Utilize the principle of balance through application of symmetry and asymmetry for expressive purposes

**Standard 3: Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Drawing from observation, create artwork that shows representation of the natural world.

Develop and expand perceptual skills through observation

Utilize symbols, symbolic imagery, and abstract symbolism in artwork to represent objects, relationships and ideas

Draw, paint, collage, print, sculpt, weave, craft and apply multi-media techniques from observation, abstraction, memory, imagination, narrative, personal interests, emotions and experiences and differentiate between the conceptual approaches

Recognize the purpose of symbols, symbolic imagery and abstract symbolism in personal artwork

Demonstrate understanding of the abstraction of nature into symbolic representation in a variety of art forms, such as architecture, crafts and design

**Standard 4: Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Producing artwork that exhibits craftsmanship

Articulate a concept, plan and execute a work of art

Show awareness of levels of craftsmanship that are reflected in quality of completed artwork

Develop the criteria for artwork based on personal style throughout the stages of the creative process from first concept through final product

Verbalize and assess the criteria used in the planning and execution of their artwork

Keep a portfolio of work-in-progress and completed artwork

Select and present artwork for exhibition

**Standard 5: Critical Response.** Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Articulate visual, spatial and tactile qualities in their art and the art of others

Distinguish between kinds of imagery including literal representation, simplification, abstraction and symbolism as it is used in their art and the art of others

**Standard 6: Purposes and Meanings in the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Describe how the visual arts can affect cultural preferences and the ways that a society can influence the visual arts

Infer meaning in various artworks through interpretation of the artists' lives, using resources including biography, autobiography and interviews

Analyze various functional artworks based on both utility and aesthetics

**Standard 7: Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Compare and contrast artistic roles in different cultures and periods, including the context of creative work, exhibition, status, support and training

Discuss careers in the visual arts and the role of art audiences

Explain how cultural organizations and arts institutions, such as museums, galleries and historical preservation organizations support the visual arts

**Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Identify varied American styles in the visual arts and architecture and accomplished American artists working in these styles

Describe various global characteristics of styles and genres in varied cultures and associate specific artists with these styles

**Standard 9: Inventions, Technologies, and the Arts.** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Describe new inventions and technologies in the history of visual art and their impact on artistic production

Describe innovative uses of technologies and inventions by artists

**Standard 10: Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Integrate cross curricular knowledge through learning in the arts while applying learning in the visual arts to cross curricular domains

**INSTRUCTIONAL PRACTICE: Teacher will:**

Whole group instruction, media demonstration and studio procedures  
Presenting visual exemplars and resources from art history and/or cross-curricular connections  
Brainstorming conceptual strategies and solutions  
Small group modeling of procedural skills and clarification of instruction  
Individual assistance and in-process feedback  
Guided reflection  
Group discussion  
Exhibition of student artwork

**SUGGESTIONS OF DIFFERENTIATION: Teacher will:**

Modify lessons  
Preview project ahead of time  
Provide preferred seating  
Select a peer helper  
Allow buddy work  
Allot extra time

**TEXT AND RESOURCE MATERIALS:**

Teacher/student created exemplars  
Classroom texts  
Art exemplars  
Artist biographies  
Art books  
Storybooks  
Internet  
Video

**INTEGRATION OF TECHNOLOGY:**

Video/DVD  
Music CD  
Art and artist websites  
Computer generated art exemplars  
Search for examples of artwork via the Internet  
Researching and exploring websites for ideas and inspiration

**INTEGRATION OF WRITING: Students will:**

Title their artwork and provide an artist statement for selected artwork  
Learn to express their thoughts about the creative process utilizing self-evaluation  
Integrate their knowledge of visual arts and apply it to specific writing activities  
Brainstorm visual ideas using lesson concepts, questions and art vocabulary in an art journal or other format  
Apply the visual interpretation of words as analogies, metaphors, puns, idioms, and compound words  
Invent and write stories to describe their art work and the artwork of others  
Critique their artwork and the artwork of others in spoken and written language

**GRADING AND ASSESSMENT SYSTEM: In accordance with Canton Public Schools grading guidelines, as well as:**

Individual and class critique of student artwork  
Self assessment worksheets and journals  
Class participation  
General grade rubric  
Student and group presentation  
Portfolio review  
Listen to self-evaluations and in-process conversations

Observe students at work  
Facilitate question and answer summary session and follow-up activities  
Facilitate small and large group discussion of work in progress  
Exhibit student artwork  
Gallery walk

**SUGGESTIONS FOR OTHER TEACHER RESOURCE MATERIALS:**

Grade five resources from Davis Art Publishing  
Teacher and student generated examples  
School library and librarians  
Art books, including Mike Venezia Famous Artist series  
Grade five classroom teachers  
Internet sites  
*School Arts Magazine*  
Museums  
Visiting artists