

VISUAL ARTS CURRICULUM

GRADE 5

2009

Course Description

Students are provided with a series of art room experiences geared toward the personal, intellectual, and social development of each individual. They will exercise their abilities, specifically, to become creative problem solvers, communicate thoughts and feelings using a visual and non-verbal language, to develop the confidence to take on new tasks, and self-motivate learning. Students are exposed to a wide variety of 2-D and 3-D media, as well as representational and compositional skills. Knowledge of the design elements and principles are introduced and reinforced. Students will develop an appreciation of art history from a variety of periods and cultures, as well as functional and non-functional art. They will develop observational skills, and the tools for critique, to evaluate, and interpret an artwork. Art room experiences will emphasize individual as well as collaborative endeavors.

New Jersey Core Curriculum Content Standards

***Mission:** The arts contribute to the achievement of social, economic and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to

aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Big Idea: Aesthetic knowledge stimulates judgement and imagination empowering students to interpret, appreciate and exact meaning from the arts.

Strands A and B: Knowledge and Skills

Essential Questions

- Why should I care about the arts?
- What's the difference between a thoughtful and thoughtless artistic judgement?

Enduring Understandings

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.
- The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.
- Experts can and do disagree about the value, power and source of art.

Strands and Cumulative Progress Indicators

By the end of grade 5, all students will demonstrate Basic Literacy in the content knowledge and skills in this grade band cluster in aesthetics.

Content Understandings

- Works of art may be organized according to their function and artistic purposes.
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural and historical contexts.
- Criteria for determining aesthetic merits of artwork vary according to context.

Understanding the relationship between compositional design and genre provides the foundation for making value judgements about the arts.

Cumulative Progress Indicators

1.1.5C.1 Employ basic domain-specific arts language to categorize works of dance, music, theater, and visual art according to established classifications.

1.1.5C.2 Make informed aesthetic responses to artwork in response to structural arrangement, personal, cultural, and historical points of view.

1.1.5C.3 Demonstrate how art communicates ideas about personal and social values, and is inspired by an individual's imagination and frame of reference

Suggested activities may include, but are not limited to:

- Identify art elements in classroom discussions of famous and historical art.
- Examine a period of art by comparing work from different artists in the same time period. What common imagery, elements, and style. etc. are observed?
- Study the life and time period of Vincent Van Gogh. Create conclusions about his choices of subjects, and style.

- Use Venn diagrams to compare two similar subject artworks from different periods. What items relate particularly to each piece, and what items do they have in common?
- Play an “Aesthetic Awards” game, where small groups or tables of students choose the ‘most beautiful’, ‘original’, ‘best composition’, etc. for about 10 famous artworks. Display the reproductions around the room, and let the students judge the ‘show’. See which artworks received the most votes the same. Examine how some groups did not agree in opinion- were they ‘wrong’?
- Study the Surrealist style of Renee Magritte, examine his creation of metaphors in his pieces.

STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND

VISUAL ART.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

Strands A-D: Dance, Music, Theatre, and Visual Arts

Essential Questions

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

Enduring Understandings

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.

Strands and Cumulative Progress Indicators

By the end of grade 5, all students will demonstrate basic literacy in the content knowledge and skills in this grade band cluster in Visual Art.

Content Understandings

- The elements of art and principles of design can be used in infinite variety as personal responses to creative problems.
- Contextual clues to culturally specific thematic content, symbolism, and compositional, stylistic nuance are prevalent in works of art throughout the ages.
- Each of the categories/ genres of art has an appropriate vocabulary and stylistic approach to art making.
- The characteristics and physical properties of the various materials available for use in art making are infinite in their variety and potential application.
- There are many types of aesthetic arrangements for the exhibition of art.

- Creating or assembling gallery exhibitions requires good time management and problem solving skills.

Cummulative Progress Indicators

1.2.5B(4).1 Create cohesive visual statements individually and collaboratively that employ the elements of art and utilize the principles of design in two and three-dimensional works of art.

1.2.5B(4).2 Identify common and distinctive characteristics of works of art from diverse cultural and historical eras of visual art in age appropriate stylistic terminology and experiment with various compositional approaches influenced by these styles.

1.2.5B(4).3 Differentiate drawing painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.

1.2.5B(4).4 Experiment with various formats, mediums and materials to create different works of art.

1.2.5B(4).5 Collaborate in the creation and presentation of completed works of art generated through multiple mediums in exhibition areas inside and outside the classroom.

Suggested activities may include, but are not limited to:

- Develop skills in time management.
- Create a still-life of greyscale values, using white and black charcoal on a middle tone grey paper.
- Create a painting inspired by the work of Georgia O'Keefe. Create blended brushwork gradation from dark to light, and color to color, and mixing colors right on the paper.
- Create a simple carved linoleum block print, with emphasis on positive and negative space.

- Use a ruler to draw straight lines, and simple geometric shapes, and create a design using one point perspective.
- Create a multi-media piece, where watercolor is used in a non-traditional way. Stretch spider web across a wet watercolor to create a pattern in the paint. Have students turn on their imagination to work the resulting painting into a piece incorporating descriptive words and drawn images.
- Use clay construction techniques to create an animal, correctly joining separate pieces of clay together.
- Study the idealized proportion formula for the human form, and apply it to the drawing of an action pose for sports, dance, or other active movement.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life

Big Idea: An understanding of the elements and principles of art is essential to the creative process and artistic production.

Strands A-D: Dance, Music, Theatre, and Visual Arts

Essential Questions

- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?

Enduring Understandings

- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

Strands and Cumulative Progress Indicators

By the end of grade 5, all students will demonstrate Basic Literacy in the content knowledge and skills in this grade band cluster in Visual Art.

Content Understandings

- Understanding the function and purpose of art elements and design principles assists with the appreciation of how art and design enhance functionality and improve quality of living.
- The elements of art and principles of design are universal in nature.

Cummulative Progress Indicators

1.3.5A(4).1 Identify the elements of art and principles of design that are evident in everyday life.

1.3.5A(4).2 Compare and contrast works of art in various mediums that utilize the same art elements and principles of design.

Suggested activities may include, but are not limited to:

- Focus on line by drawing with a glue bottle. Emphasize the line by rubbing pastels into the paper to make the line stand out.
- Create a painting inspired by Marc Chagall's "Paris Through the Window". Explore 'point of view', and space, in planning the compositional space of the window - a frame within a frame. Contrast the differences of 'inside' and 'outside' characteristics.
- Study the mobiles of Alexander Calder, and use them to understand asymmetrical balance.
- Work a project in scratchboard or pen and ink. Explore the textures and patterns used to create the techniques for this media.
- Create a painted paper collage by mixing paint for two different complimentary colors, and painting paper that will be cut up into shapes. Leave one color 'pure', and the other color dilute with the first to dull it. Use the pure color for emphasis and contrast.
- Study the mobiles of Alexander Calder to foster an understanding of asymmetrical balance.
- Design a new dollar bill, or paper currency, developing repetitive patterns in the border design, and framed spaces. Identify other items of everyday life which incorporate repeat designs or decoration.

STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression quality in both their

own artistic and creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

Big Idea: Through the critical process, students formulate judgements regarding artistic and aesthetic merits of artwork.

Strands A and B: Knowledge and Skills

Essential Questions

- When is art criticism vital and when is it beside the point?

Enduring Understandings

- The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgements regarding the relative merits of artworks.

Strands and Cumulative Progress Indicators

By the end of grade 5, all students will demonstrate basic literacy in the content knowledge and skills in this grade band cluster in critique.

Content Understandings

- Identifying criteria for evaluating performances results in deeper understanding of art and art making.
- Decoding simple contextual clues requires evaluation mechanisms such as rubric, to sort fact from opinion.
- While there is shared vocabulary among dance, music, theatre, and visual art, each has its own specific terminology.
- Levels of proficiency can be assessed through analysis of applications of elements of art and principles of design.
- Artists and audiences can and do disagree about the relative merits of artwork. It is important to consider the context for the creation and performance of works of dance, music, theatre and visual art when assessing the arts.

Cumulative Progress indicators

1.4.5C.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5C.2 Determine the value of a critique's content and form by evaluating the written critiques of critics, peers, and self.

1.4.5C.3 Use domain-specific arts terminology to determine the strengths and weaknesses of specified works of dance, music, theatre, and visual art.

1.4.5C.4 Define technical proficiency utilizing the elements of the arts and principles of design.

1.4.5C.5 Distinguish ways individuals have different opinions regarding relative merits and effectiveness of artistic choices in the creation and performance of the visual and performing arts.

Suggested activities may include, but are not limited to:

- Create a universal set of four or five questions for the class to use when when examining an artwork. Use these as a beginning for independent critiques, directed by students.
- Develop a Rubric to evaluate a famous painting, and have pairs or small groups prepare the rubric description. Share the results as a class, and compare the similarities and differences.
- Present a classroom timeline of historical art milestones; use it as a reference when referring to an ancient culture or a particular artist.
- Use correct Art vocabulary when describing artwork.
- Share work in progress, as well as completed student work; celebrate and discuss choices, and differences.

- Create exhibits of student artwork inside and outside the classroom. Using a guide of questions, critique their own work, as well as the work of others.

STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Big Idea: the relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

Strands A and B: Knowledge and Skills

Essential Questions

- Does art define culture or does culture define art?
- What is old and what is new in any work of art?
- How important is “new” in art?

Enduring Understandings

- Culture affects self-expression, whether we realize it or not
- Every artist has a style: every artistic period has a style.

Strands and Cumulative Progress Indicators

By the end of grade 5, all students will demonstrate basis literacy in the

content knowledge and skills in this grade band cluster in arts history and culture.

Content Understandings

- Art and culture reflect and affect each other.
- Characteristic approaches to content, form, style, and design define art genres.
- Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Cummulative Progress Indicators

1.5.5C.1 Recognize art as a reflection of societal values and beliefs.

1.5.5C.2 Relate common artistic elements that define distinctive arts genres in dance, music, theatre, and visual art. (e.g. Romanticism, Classicism, Post-modernism).

1.5.5C.3 Determine the impact of significant contributions of individual artists from diverse cultures throughout history.

Suggested activities may include, but are not limited to:

- Using numerous post-impressionist reproductions from different artists, list common artistic elements. Examine some of the earlier impressionist work to see a progression in style.
- Present a classroom timeline of historical art milestones; use it as a reference when referring to an ancient culture, or a particular artist.
- “Visit” an ancient civilization, like Egypt, by learning facts about the day-to-day life, and the spiritual beliefs of their people. Examine the artifacts and designs of this period, and create a project inspired by it.
- Study the art of Japanese Sumi painting. Research the tools and technique used to produce Sumi, as well as the cultural attitudes

of tradition, respect, and family. Practice simple Sumi brushstrokes, and create a Sumi painting.

- Have students view George Bingham's "Fur Traders Descending the Missouri". Learn about American life in early 1800's where Bingham grew up in the mid-west. Identify how his experiences affect his choice of subject and how he painted it.
- Compare Pottery of the American Indians. Recognize similarities in shape, and decoration. Create a drawing of a pottery design, inspired by the historical pieces.

STANDARD 1.6: ALL STUDENTS WILL DEVELOP DESIGN SKILLS FOR PLANNING THE FORM AND FUNCTION OF SPACE, STRUCTURES, OBJECTS, SOUND, AND EVENTS.

Descriptive Statement: The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business or community. Elements of design affect nearly all aspects of daily living.

Cumulative Progress Indicators

Building upon knowledge and skills gained in the preceding grades, by the end of grade 8, students:

1. Identify and state needs and opportunities for design in the contexts of home, school, recreation, and play.
2. Plan and execute solutions to design problems.

3. Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

Suggested activities may include, but are not limited to:

- Use a cardboard loom to help students understand fabric design. Create a fabric pouch using three or four weft yarn colors, any a pattern of stripes.
- Using a ruler and some simple drawing techniques, design an ideal student bedroom. Include areas for study, game play, music listening, storage, and sleeping.
- Study the Japanese Ikebana, the Japanese art of flower arranging. Use silk flowers, and material found outside; sticks, and greenery, to form the arrangements.
- Create a Treasure box, after exploring the jewel encrusted jewelry, and metal work of ancient cultures. Using a variety of templates for different box shapes, have students cut out their shape in heavy paper board, and decorate with glue designs. Spray paint the dried glue gold and antique with black. The assembled box may be also have jewels, beads, and other adornments.
- Learn the basics of communicating through poster design. Study the theatrical posters of Toulouse Latrec, and learn about his style. Have students create a poster which has impact, and gets the ideas across affectively.
- Design a gameboard and playing pieces for a board game. Have students think of a totally new game or re-design an old one.

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

Descriptive Statement: Using computer applications and technology tools students will conduct research, solve problems, improve learning,

achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and consumer family, and life skills. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

B. Application of Productivity Tools

Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:
 - Internet access
 - Copyrighted materials
 - On-line library resources

- Personal security and safety issues
- 3. Practice appropriate Internet etiquette.
- 4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.

Information Access and Research

5. Recognize the need for accessing and using information.
6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems and solve simple problems.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Basic Computer Skills and Tools

1. Use appropriate technology vocabulary.
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.
4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
5. Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.

10. Use network resources for storing and retrieving data.
11. Choose appropriate electronic graphic organizers to create, construct, or design a document.
12. Create, organize and manipulate shortcuts.

B. Application of Productivity Tools

Social Aspects

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice “etiquette” when using the Internet and electronic mail.

Information Access and Research

6. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:
 - On-line resources and databases
 - Search engines and subject directories
7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems and demonstrate the ability to solve common problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

Suggested activities may include, but are not limited to:

- Develop skills used to save resource images in a folder or file.

- Use a variety of search engines to do research in preparation of an art problem.
- Recognition of different Graphic design presentations on Internet websites.
- Visit on-line art museum web sites to enrich and reinforce information about a particular artist.
- Use a 'paint' or drawing program to create a design or image on the computer.
- Experiment with fonts and lettering shapes to create a design composition of lettering shapes.
- Create an on-line gallery of student artwork.
- Solve problems independently, or as a group, using computer applications.

Cross-Content Workplace Readiness

All students will:

Develop career planning and workplace readiness skills.

Use technology, information and other tools.

Use critical thinking, decision-making and problem-solving skills.

Demonstrate self-management skills.

Apply safety principles.

Instructional Strategies

Demonstration

Sample student art work.

Teacher produced samples

Reproductions of famous art work

Bulletin Board displays

Books on Artists

Classroom Timeline

Gallery and school displays

Home drawing assignments

Sketchbook idea progression
Brainstorming
Game playing
Venn Diagrams
Resource files and folders

Evaluation/Assessment of Students

Students will be evaluated in a number of different activities, not all production based. Class participation to include input in classroom discussions and critiques, as well as writing assignments, and responsibilities with time manage, and clean-up. An assortment of art products will be produced in each unit covered by the class; preliminary practice assignments, idea formulating sketches, and final project pieces will all be input for grading. Evaluations will use a general rubric, or a specific one relating to the particular skill or assignment.

Resources and Bibliography

State of NJ Department of Education, Core Curriculum Standards, 2004
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