

Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. By the end of grade 5.

Strand: D. Visual Art

By the end of Grade 5

Essential Questions	Enduring Understandings	Activities and Student Experiences
<ul style="list-style-type: none"> • What art elements and design principles can be recognized in works of art? • How are the elements of art and principles of design used in creating works of art? • Which art elements and design principles can be recognized in the objects and spaces in our everyday lives? 	<ul style="list-style-type: none"> • Recognition of the basic elements of art and principles of design is the initial step towards visual literacy. • Understand how subject matter, symbols, and ideas are used to communicate meaning in works of art. • Understand how line, form, color, texture, and space combine to form unity in a work of art. • Each visual arts discipline uses various formats, materials, tools and techniques that have their own unique characteristics and vocabulary. 	<p>Utilize the elements of art in a variety of art mediums.</p> <p>Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).</p> <p>Use accurate proportions to create an expressive portrait or a figure drawing or painting.</p> <p>Use the interaction between positive and negative space expressively in a work of art.</p> <p>Use complementary colors in an original composition to show contrast and emphasis.</p> <p>Explain how art elements and design principles are used in works of art.</p>
Content Statements	Cumulative Progress Indicators	<p>Create a drawing of an everyday space using one-point perspective.</p> <p>Follow directions to fold simple Origami shapes.</p>
<ul style="list-style-type: none"> • Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. • The elements of art and principles of design are 	<ul style="list-style-type: none"> • 1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life. • 1.1.5.D.2: Compare and contrast works of art in various mediums that use the same art elements and principles of design. 	

<p>universal.</p>		
<p>Desired Results</p>		
<p>Students will</p> <p>Explore and develop a working knowledge of art concepts.</p> <p>Solve visual art problems with originality, flexibility and imagination.</p>		
<p>Assessments</p> <p>Creation of two and three-dimensional art using various medias and mediums.</p> <p>Verbal reflection.</p>		<p style="text-align: center;">Teacher Resources</p> <ul style="list-style-type: none"> • Specific art teacher resources from various books and the internet. • http://www.artsandactivities.org • http://www.schoolartsdigital.com
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>Select and use art media, subject matter and symbols for expression and communication.</p>		
<p>Equipment Needed</p> <ul style="list-style-type: none"> • Paper (drawing, construction, watercolor, tissue) • Mixed media (color markers, crayons, paint, ink, oil pastels etc.) • Posters, fine art prints • Worksheets • Smart boards and the internet 		

Standard: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures, by the end of grade 5.

Strand: A. History of the Arts and Culture

By the end of Grade 5

Essential Questions	Enduring Understandings	Activities and Student Experiences
<ul style="list-style-type: none"> • How do the people of different cultures think and feel about art? • What unique characteristics/themes can be identified in works of art from different cultures? • What unique characteristics/themes can be identified in works of art from different historical periods? • What impact can an individual artist have on society and other artists? 	<ul style="list-style-type: none"> • Recognize that artists express thoughts, ideas, values and feelings in visual art. • Cultural beliefs and values influence art. • Artwork from different cultures and historical periods has distinct characteristics and common themes. • The contributions of an individual artist can sometimes influence a generation of artists and create a new art genre. 	<p>Explore how artists generate and express ideas according to their individual, cultural, and historical expressions.</p> <p>Examine culturally and historically diverse works of art, viewing fine art prints.</p> <p>Compare the different purposes of a specific culture for creating art with verbal reflection.</p> <p>Communicate responses to works of art.</p> <p>Produce works of art, which show the characteristics of a style of art; pointillism, cubism, surrealism, realism etc.</p> <p>Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.</p>
Content Statements	Cumulative Progress Indicators	
<ul style="list-style-type: none"> • Arts 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 are 	<ul style="list-style-type: none"> • 1.2.5.A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. • 1.2.5.A.2: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art 	

genre.	from diverse cultures throughout history.	
Desired Results		
<p>Students will;</p> <p>Understand the relationship of the visual arts to history, culture and other fields of knowledge.</p> <p>Understand how people's experiences influence the development of specific artworks.</p>		
<p>Assessments</p> <p>Perceive, reflect upon and evaluate the characteristics, purposes and merits of their work and the work of others.</p>		<p>Teacher Resources</p> <ul style="list-style-type: none"> • Specific art teacher resources from various books and the internet. • http://www.artsandactivities.org • http://www.schoolartsdigital.com
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>Students will participate in a group critique.</p>		
<p>Equipment Needed</p> <ul style="list-style-type: none"> • Paper (drawing, construction, watercolor, tissue) • Mixed media (color markers, crayons, paint, ink, oil pastels etc.) • Posters, fine art prints • Worksheets • Smart boards and the internet 		

Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, by the end of grade 5.

Strand: D Visual Art

By the end of grade 5

Essential Questions	Enduring Understandings	Activities and Student Experiences
<ul style="list-style-type: none"> • Can you demonstrate what you know about the elements and principles of design? • Does your artwork show quality based on the elements and principles of design? • Can you create art using many different ideas? • Can you integrate visual, spatial, and temporal concepts with content to communicate intended meaning in your work of art? 	<ul style="list-style-type: none"> • Each visual arts discipline uses various formats, materials, tools and techniques that have their own unique characteristics and vocabulary. • The characteristics and physical properties of the various materials used for art-making present infinite possibilities for personal expression. 	<p>Create an expressive abstract composition based on real objects.</p> <p>Students will learn gesture controlled, blind contour and timed gesture drawing using variety of lines.</p> <p>Describe and share feelings in their work and the work of others.</p> <p>Recognize shapes, primary/secondary colors, textures and lines in artworks.</p> <p>Create artwork using shapes, line, texture and a variety of colors.</p> <p>Understand the terms; landscape, portrait and still life.</p>
Content Statements	Cumulative Progress Indicators	<p>Demonstrate proficiency in synthesizing elements and principles with a variety of concepts.</p> <p>Identify colors and textures in their surroundings.</p>
<ul style="list-style-type: none"> • The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. • Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are 	<ul style="list-style-type: none"> • 1.3.5.D.1: Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. • 1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate terminology (e.g. cubism, 	

<p>prevalent in works of art throughout the ages.</p> <ul style="list-style-type: none"> • Each of the genres of visual art (e.g. realism, surrealism, abstract/non-objective art, conceptual art and others) is associated with appropriate vocabulary and a stylistic approach to art-making. • The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. • There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills. 	<p>(surreal, optic, impressionistic) and experiment with various compositional approaches influenced by these styles.</p> <ul style="list-style-type: none"> • 1.3.5.D.3: Identify common and distinctive characteristics of genres of visual artworks (e.g. realism, surrealism, abstract/non-objective art, conceptual art and others) using age-appropriate terminology and experiment with various compositional approaches influenced by these genres. • 1.3.5.D.4: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles and computer imaging by the physical properties of the resulting artworks and experiment with various art media and art mediums to create original works of art. • 1.3.5.D.5: Collaborate in the creation of works of art using multiple art media and art mediums and present the completed works in exhibition areas inside and outside the classroom. 	
Desired Results		
<p>Students will</p> <p>Understand that artists use the elements of art and principles of design to organize visual communication using a variety of mediums.</p>		

<p>Assessments Identify different medias and processes that are used to create works of art.</p>	<p style="text-align: center;">Teacher Resources</p> <ul style="list-style-type: none"> • Specific art teacher resources from various books and the internet. • http://www.artsandactivities.org • http://www.schoolartsdigital.com
<p><i>To show evidence of meeting this standard, students may:</i> Create two and three-dimensional works of art using a variety of mediums and techniques.</p>	
<p>Equipment Needed</p> <ul style="list-style-type: none"> • Paper (drawing, construction, watercolor, tissue) • Mixed media (color markers, crayons, paint, ink, oil pastels etc.) • Posters, fine art prints • Worksheets • Smart boards and the internet 	

Standard: 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art, by the end of grade 5.

Strand: A. Aesthetic Responses

By the end of Grade 5

Essential Questions	Enduring Understandings	Activities and Student Experiences
<ul style="list-style-type: none"> • How is feeling or mood conveyed visually? • What role does art play in our lives? • How do your life experiences influence your art? • How does studying art help you view art? • How do you judge artwork? 	<ul style="list-style-type: none"> • Visual art can portray different views, opinions, emotions, and interpretations. • Visual art can be a representation of an individual's response to the world. • Art is influenced by events of that particular era. • Art serves many purposes, including aesthetics, educational and entertainment. • All art has value even if it differs from an individual's artistic preference (Art means something different to each person). 	<p>Students will create a personal work of art guided by how other artists' work includes personal characteristics.</p> <p>Demonstrate/model critique techniques related to individual projects.</p> <p>Demonstrate proficiency in synthesizing elements and principles with a variety of concepts.</p> <p>Create art that reflects knowledge of other cultures.</p> <p>Synthesize knowledge of other disciplines in creating and understanding artwork.</p> <p>Identify characteristics of themes-based artworks, such as family and community, from various historical periods and world cultures.</p>
Content Statements	Cumulative Progress Indicators	
<ul style="list-style-type: none"> • Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). • Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical 	<ul style="list-style-type: none"> • 1.4.4.A.1: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. • 1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 	

<p>contexts.</p> <ul style="list-style-type: none"> Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. 	<ul style="list-style-type: none"> 1.4.5.A.3: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 	
<p>Desired Results</p>		
<p>Students will;</p> <p>Understand that art is a personal experience.</p>		
<p>Assessments</p> <p>Informal assessment identifying qualities of exemplary works of art and the characteristics of the artists.</p>	<p style="text-align: center;">Teacher Resources</p> <ul style="list-style-type: none"> Specific art teacher resources from various books and the internet. http://www.artsandactivities.org http://www.schoolartsdigital.com 	
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>Create a work of art that expresses a particular emotion or feeling.</p>		
<p>Equipment Needed</p> <ul style="list-style-type: none"> Paper (drawing, construction, watercolor, tissue) Mixed media (color markers, crayons, paint, ink, oil pastels etc.) Posters, fine art prints Worksheets Smart boards and the internet 		

<p>Standard: 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art, by the end of grade 5.</p>		
<p>Strand: B. Critique Methodologies</p>		<p>By the end of Grade 5</p>
<p>Essential Questions</p> <ul style="list-style-type: none"> • What is critique and how is it helpful? • How does studying art help you view art? • What are some different ways artists express their vision? • How do your life experiences influence your art? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Students will develop knowledge of the process of critique and apply that knowledge in reflecting upon and judging works of art. • Able to learn from their experiences. • Visual art can be a representation of an individual/group response to the world. • Studying art allows one to make informed opinions when viewing art. 	<p>Activities and Student Experiences</p> <p>Compare and contrast works of art in various mediums that utilize the same art elements and principles of design.</p> <p>Have students participate in a group critique using a set of criteria that enables them to develop an artistic interpretation.</p> <p>Art knowledge will guide students to create an artistic interpretation.</p> <p>Identify and describe how various cultures define and value art differently.</p> <p>Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.</p> <p>Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.</p> <p>Students organize artworks based upon their aesthetic responses to the work for example selecting a variety of works that make them feel a particular emotion (happy, sad, peaceful, excited...).</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Identifying criteria for evaluating performances results in deeper understanding of art and art making. • Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. • While there is shared vocabulary among the four arts disciplines of dance, music, theatre, 	<p>Cumulative Progress Indicators</p> <ul style="list-style-type: none"> • 1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. • 1.4.5.B.2: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. • 1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 	

<p>and visual art, each also has its own discipline-specific arts terminology.</p> <ul style="list-style-type: none"> • Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design. • Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?) 	<ul style="list-style-type: none"> • 1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design. • 1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. 	
Desired Results		
<p>Students will;</p> <p>Develop knowledge of the process of critique and apply that knowledge in reflecting upon and judging works of art.</p>		
<p>Assessments Students will participate in a group critique and verbally critique works of art using the vocabulary of art.</p>	Teacher Resources	

<p><i>To show evidence of meeting this standard, students may:</i></p> <p>Critique personal artwork and artwork of others in terms of selected art elements and/or principles.</p>	<ul style="list-style-type: none">• Specific art teacher resources from various books and the internet.• http://www.artsandactivities.org• http://www.schoolartsdigital.com
<p>Equipment Needed</p> <ul style="list-style-type: none">• Paper (drawing, construction, watercolor, tissue)• Mixed media (color markers, crayons, paint, ink, oil pastels etc.)• Posters, fine art prints• Worksheets• Smart boards and the internet	