

Fifth Grade Art

Unit Title: Color- Fifth Grade

Stage 1: Desired Results

[Standards & Indicators:](#)

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate Craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cr2C: Individually or collaboratively represent an environment or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations:

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

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Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including change.

NJSLS for Visual and Performing Arts - Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations

1.2.5.Cr2b: Model ideas, plan in an effective direction.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations

1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

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Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

NJSLS - 9.4 Life Literacies and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

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<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● Color is an element of art. ● Colors can be mixed. ● Colors can be dark and light. ● Colors can be primary: red, yellow, blue. ● Colors can be secondary: orange, green, violet. ● Colors can be categorized as warm or cool. ● Repeated colors can create pattern. ● Colors can create unity as well as contrast. ● Colors help achieve balance in a composition. ● Colors can express emotion, feelings, and moods. ● Colors can be Tints or Tones. ● Colors can be complimentary. ● Combining primary colors creates black. ● Analogous colors are side-by-side on the color wheel (yellow, yellow-orange, orange) ● White is the absence of color. ● Chroma or intensity is the brightness of a color. ● Intermediate color is the result of mixing two or more colors. ● Intermediate colors result when primary colors and secondary colors are mixed (e.g. blue and green = aquamarine). 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● What is color? ● Where do you find colors? ● How do artists use colors in their work? ● Can colors express emotions? ● What are the primary colors? ● What are the secondary colors? ● Which are warm and cool colors? ● How do you use balance in color? ● How do you use pattern in color? ● How do you use unity in color? ● How can we create contrast with color? ● What is a tint? ● What is a tone? ● What is a complimentary color? ● Is white a color? ● What is the combination of all hues? ● What are analogous colors? ● What does monochromatic mean? ● What are intermediate colors? ● How are they made? ● How many combinations can you find?
<p><u>Content:</u> <u>Color Variety:</u></p> <ul style="list-style-type: none"> ● Primary colors ● Secondary colors ● Bright ● Dull ● Light ● Dark ● Layered ● Blended ● Warm ● Cool ● Tint ● Tone ● Hue ● White/Black ● Complimentary ● Chroma ● Analogous ● Monochromatic ● Intermediate 	<p><u>Skills(Objectives):</u> <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Demonstrate relationships of various colors in artwork. ● Analyze the use of color in Master's paintings. ● Use white and a color to create tints. ● Use black and a color to create tones. ● Use complimentary color schemes in art. ● Create light and dark colors. ● Get inspiration from other artists' works. ● Use a variety of color in their work. ● Utilize color to create balance, unity, pattern and contrast. ● Use color to reveal emotion. ● Incorporate analogous colors in a painting. ● Create a monochromatic scheme in their artwork. ● Define intermediate colors. ● Explain how they are created. ● Explore and create intermediate colors
<p><u>Interdisciplinary Connections:</u> Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><u>NJSLS Standards for Mathematical Practice</u></p> <ul style="list-style-type: none"> ● 4. - Model with mathematics. ● 5. - Use appropriate tools strategically. ● 6. - Attend to precision. ● 7. - Look for and make use of structure. <p><u>NJSLS Science</u></p> <ul style="list-style-type: none"> ● 3-5-ETS1-2. - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. <p><u>NJSLS ELA</u></p>	

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- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue, or event and use and quote several sources to support the proposed central idea.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

NJSLS Social Studies

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

Performance Task(s):

- Project-based assessments
- SGO assessments

Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Art critique
- Student self-assessment
- Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Learning about Color

- Review primary, secondary, warm and cool colors.
- Discuss Tints and Tones.
- Use a color wheel to comprehend complimentary colors.
- Discussion of analogous colors.
- Introduce monochromatic hues.
- Introduce intermediate colors.
- Reveal intermediate colors on a color wheel.
- Practice painting intermediate colors by mixing.

1.2 Painting

- Refer to the color wheel as necessary.
- Experience mixing Tints and Tones.
- Applying color mixing to their painting.
- Using complementary color schemes in painting.
- Use color contrast in painting.
- Choose a hue and paint with monochromatic Tints and Tones.
- Create a watercolor painting with analogous colors.
- Design and paint an abstract monochromatic painting.
- Paint a still-life/landscape/portrait using intermediate colors.
- Recognize intermediate colors in Masters' art.
- Observe intermediate colors in their environment.
- Observe intermediate colors in nature.

1.3 Color Application

- Study various artwork from world cultures and art history.

Suggested Resources:

1.1

- Paper, paint, markers, crayons, printmaking, Tempera paint, color sticks, colored pencils
- Art prints
- References/Internet
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.2

- Paper, paint, markers, crayons, printmaking, Tempera paint, color sticks, colored pencils.
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.3

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- Observe how artists utilize color differently.
- Creation of mixed media artwork such as crayon resist.
- Make a collage with analogous colored paper.
- Design a cut paper design utilizing monochromatic scheme.
- Design a paper collage using a variety of intermediate colors and papers.

1.4 Expressing Feelings

- Review how colors can express feelings.
- Explore symbolism of colors that express emotion (sad = blue)
- Investigate how Master and contemporary artists use color.
- Focus on projects using paint, colored pencils, and other media to express emotions.
- Create a self-reflection mask with intermediate colors to express mood.

1.5 Patterns

- Review repetition of color in a pattern.
- Pattern is a principle of design used in art.
- Rhythm can be achieved by repeating a color scheme.
- Observe patterns made with colors that are found in nature and man's environment.

1.6 and 1.7 Abstract Art

- Review abstract and non-objective art that shows color.
- Create artwork that is abstract using primary, secondary, and tints and tones.
- Create an analogous landscape.
- Design a monochromatic self-portrait.

- Paints; tempera, watercolor, and acrylic, markers, crayons, cut construction paper, colored pencils, printed paper, glue, scissors.
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.4

- Markers, crayons, paint, construction paper, scratchboard, canvases.
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.5

- Markers, crayons, paint, construction paper, scratchboard, canvases.
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.6 and 1.7

- Paper, paint, markers, crayons, printmaking media, construction paper.
- Art prints
- References/Internet/movies
- PowerPoint presentations
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
		Modified Assessment	Alternative Assessment

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	Additional Assignment When Finished Early	Peer Assistance Reduced Workload Extended Time	Peer Assistance Reduced Workload Extended Time Individual Goal Setting Guided step-by-step Instructions Templates
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Unit Title: Line - Fifth Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

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Performance Expectations:

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Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

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Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

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Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations:

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

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Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

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Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

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NJSLS for Visual and Performing Arts - Media Arts

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Performance Expectations

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1.2.5.Cr1e: Model ideas and plans in an effective direction.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations

1.2.5.Cr2b: Model ideas, plan in an effective direction.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.

Anchor Standard 6: Conveying meaning through art.

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Performance Expectations

1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

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1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

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Performance Expectations

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Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

NJSLS - 9.4 Life Literacies and Key Skills

Fifth Grade Art

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Central Idea / Enduring Understanding:

- Lines can converge towards a vanishing point to make objects appear three-dimensional.
- Vanishing points, horizon lines, and eye-level lines can create a one--point perspective drawing.

Essential/Guiding Question:

- What is a vanishing point?
- What are horizon lines and eye-level lines?

Content:

- Linear perspective
- Converging lines

Skills(Objectives):

Students will be able to:

- Recognize a vanishing point.
- Utilize and recognize horizon lines and eye-level lines.

Interdisciplinary Connections:

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.
- **7.** - Look for and make use of structure.

NJSLS Science

- **3-5-ETS1-2.** - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

NJSLS ELA

- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue, or event and use and quote several sources to support the proposed central idea.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

NJSLS Social Studies

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

Performance Task(s):

- Project-based assessments
- SGOs

Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Art critique
- Student self-assessment
- Exit slips

Fifth Grade Art

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Learning about Lines

- Recognize that lines can make flat objects appear three-dimensional.
- Study famous artists' work and their use of one-point perspective.

1.2 Drawing

- Use a ruler to design a city street.
- Design their names in block letters using a vanishing point.

1.3 Painting

- Review and discuss horizon line
- Review and discuss vanishing point
- Design a landscape using a horizon line and a vanishing point.

1.4 Expressing Feelings

- Review how colors can express feelings.
- Explore symbolism of colors that express emotion (sad = blue)
- Investigate how Master and contemporary artists use color.
- Focus on projects using paint, colored pencils, and other media to express emotions.

1.5 Patterns

- Review repetition of color in a pattern.
- Pattern is a principle of design used in art.
- Rhythm can be achieved by repeating a color scheme.
- Observe patterns made with colors that are found in nature and man's environment.

1.6 and 1.7 Abstract Art

- Review abstract and non-objective art that shows color.
- Create artwork that is abstract using primary, secondary, and tints and tones.
- Create an analogous landscape.
- Design a monochromatic self-portrait.

Resources:

1.1

- Ruler, drawings, pencils , paper
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Teachers' artwork/paintings

1.2

- Colored pencils, thin markers, rulers, paper
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Teachers' artwork/paintings

1.3

- Paints, watercolors, temperas, pastels, pencils, paper, rulers
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Teachers' artwork/paintings

1.4

- Paints, watercolors, temperas, pastels, pencils, paper, rulers
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Teachers' artwork/paintings

1.5

- Paints, watercolors, temperas, pastels, pencils, paper, rulers
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Teachers' artwork/paintings

1.6 and 1.7

- Paints, watercolors, temperas, pastels, pencils, paper, rulers
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Teachers' artwork/paintings

Fifth Grade Art

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

Unit Title: Shape- Fifth Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate Craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cr2c: Individually or collaboratively represent an environment or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Fifth Grade Art

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations:

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including change.

NJSLS for Visual and Performing Arts - Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

Anchor Standard 2: Organizing and developing ideas.

Fifth Grade Art

Performance Expectations

1.2.5.Cr2b: Model ideas, plan in an effective direction.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations

1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

Fifth Grade Art

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

NJSLS - 9.4 Life Literacies and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Central Idea / Enduring Understanding:

- Shapes can be made using lines.
- A shape is an area bounded by an edge.
- Shape is an element of art.
- A shape has two dimensions.
- Shapes can create symmetry and asymmetry.
- Shapes can create patterns when repeated.
- Shapes are either geometric or organic.
- The size and placement of shapes can create the illusion of space in a landscape.
- Shapes may be concave or convex.
- Overlapping of shapes show depth.
- Fractals can be formed from shapes.
- Shapes are both negative and positive.
- Shapes can create emphasis.
- Positive shapes are the subjects or areas of interest in an artwork.
- Negative space is area around the subjects.
- Positive and negative space are important in composition.

Essential/Guiding Question:

- What is the definition of a shape?
- What are the names of geometric shapes?
- What is an organic shape?
- What shapes do you see in your environment?
- How do artists use shapes in their work?
- What are some concepts that you use with shapes in your artwork?
- What do you create when you repeat shapes?
- What is symmetry and asymmetry?
- What is convex?
- What is concave?
- Where are fractals found in nature?
- What is a negative/positive shape?
- How do you show emphasis in your artwork using various shapes?
- What is positive shape in an artwork?
- What is negative shape in an artwork?

Fifth Grade Art

<p>Content: <u>Shape Variety:</u></p> <ul style="list-style-type: none"> ● Geometric (square, triangle, etc.) ● Organic/abstract/irregular ● Closed ● Symmetrical ● Asymmetrical ● Small/Medium/Large ● Shapes to create depth ● Convex ● Concave ● Fractal ● Positive/Negative shapes 	<p>Skills(Objectives): <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Recognize a variety of shapes. ● Create artworks using a variety of shapes. ● Use shapes to create pattern, symmetry, and asymmetrical designs. ● Be inspired by other artists and their work. ● Use shapes in a composition to create space and contrast. ● Analyze the use in master artists' works throughout history. ● Recognize and produce concave and convex shapes. ● Recognize fractals. ● Recognize negative and positive shapes. ● Paint/create a landscape creating depth and space utilizing a variety of shape sizes. ● Recognize positive space in an artwork. ● Recognize negative space in an artwork. ● Create artwork with positive and negative spaces.
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Interdisciplinary Connections:
Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- 4. - Model with mathematics.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.
- 7. - Look for and make use of structure.

NJSLS Science

- 3-5-ETS1-2. - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

NJSLS ELA

- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue, or event and use and quote several sources to support the proposed central idea.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

NJSLS Social Studies

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Project-based assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Teacher observation ● Teacher-student discussions ● Student observation checklist ● Turn and talk ● Peer assessment ● Art critique ● Student self-assessment ● Exit slips
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Fifth Grade Art

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Learning about Shape

- Review and identify previously-learned shape types.
- Identify shapes in our environment.
- Differentiate between shape and form.
- Compare and contrast the use of shapes in art.
- Review that shapes can create patterns.
- Review organic and geometric shapes.
- Discuss positive and negative space.
- Observe famous artwork and the use of positive and negative space.
- Critique peers' artwork.
- Recognize and observe the use of positive and negative space in their environment.
- Study positive and negative shapes found in nature (e.g. animals, foliage, etc.)

1.2 Drawing

- Drawing exploration using geometric and organic shapes.
- Using lines to create shapes.
- Drawing from the natural world and the imagination to create stories.

1.3 Painting

- Create paintings that begin with shapes.
- Using lines to create shape.
- Various painting themes presented.

1.4 Collage

- Learn and/or review different types of shapes.
- Explore different materials to create shape for collage.
- Use geometric and organic shapes to create a collage.
- Explore shapes in relationships to each other.

1.5 Patterns

- Review how shapes can create pattern
- Recognizing patterns is a principle of design used in art to create variety.
- Observe patterns made with shapes that are found in nature and man-made environments.
- Review the use of shape patterns in math and in art.
- Use various materials, including patterns in the development of an artwork.

Suggested Resources:

1.1

- Pencil, colored pencil, crayons, markers, watercolor crayons, oil pastels, soft pastels, stencils
- Art prints
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.2

- Tempera paint, watercolor paints, markers, construction paper, printed paper, glue, scissors
- Art prints
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.3

- Markers, crayons, oil pastel, paint, stamps, yarn, fabric, magazines
- Art prints
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.4

- Markers, crayons, oil pastels, color sticks, Tempera, white drawing paper, construction paper
- Art prints
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.5

- Paper, paint, markers, crayons, printmaking media, construction paper
- Art prints
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

Fifth Grade Art

<ul style="list-style-type: none"> ● Explore how pattern is used in crafts. ● Discuss how rhythm and pattern are different. ● Create different size patterns/shapes to show emphasis. <p><u>1.6 Non-Objective Shapes</u></p> <ul style="list-style-type: none"> ● Review abstract and non-object art. ● Explore non-objective art of the past. ● Use various methods and materials to develop non-objective art. ● Study how shapes reveal emphasis in the works of Kandinsky and Miro. ● Introduce cubism. <p><u>1.7 and 1.8 Symmetrical and Asymmetrical Balance</u></p> <ul style="list-style-type: none"> ● Review that balance and movement are principles of art. ● Create balanced artworks using repetition of visual shapes. ● Symmetry can be created by shapes similar in size and arrangement. ● Emphasis can be portrayed with a focal point. ● Explore asymmetrical balance through various art media. 	<p><u>1.6</u></p> <ul style="list-style-type: none"> ● Paper, paint, markers, crayons, printmaking media, construction paper ● Art prints ● References/Internet/movies ● PowerPoint presentations ● Appropriate art blogs/websites ● SMART Board <p><u>1.7 and 1.8</u></p> <ul style="list-style-type: none"> ● Paper, paint, markers, crayons, printmaking media, construction paper ● Art prints ● References/Internet/movies ● PowerPoint presentations ● Appropriate art blogs/websites ● SMART Board
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
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Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
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Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
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		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

Fifth Grade Art

Unit Title: Art Elements and Principles of Design- Fifth Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate Craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cr2C: Individually or collaboratively represent an environment or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations:

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

Fifth Grade Art

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including change.

NJSLS for Visual and Performing Arts - Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations

1.2.5.Cr2b: Model ideas, plan in an effective direction.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations

1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

Fifth Grade Art

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

NJSLS - 9.4 Life Literacies and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

Fifth Grade Art

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Central Idea / Enduring Understanding:

- Elements of art are building blocks to create visual art.
- Principles of design use art element building blocks to create a whole.
- Artworks are composed using the elements of art and principles of design.
- Elements and principles of design overlap and form holistic relationships where one is dependent upon the other.
- Contrast can be used to enhance a design with Value.
- Color and texture.
- Movement is the visual flow of art.
- Proportion is the relative size and scale of various elements in a design.
- The relationship between objects in an artwork can determine context.

Essential/Guiding Question:

- Review: What the Elements and Principles of design?
- How can they be used to convey ideas and feelings?
- What is contrast?
- How can contrast be used with different elements?
- How can contrast affect Principles of Design?
- How can movement in art make a visual path?
- What is proportion?
- Is it important in an artwork?
- Can proportion reveal the context of an artwork?
- Can proportion express a mood or emotion?

Content:

- Repetition of lines, shapes and colors creates visual movement.
- Review that form is three-dimensional.
- Value is the element of art concerned with lightness or darkness of a color.
- Space is the way in which an artwork is organized within an area.
- Balance can be symmetrical and asymmetrical.
- Unity brings everything together in artwork.
- Proportion shows the relationships between the sizes of objects in art.
- How can contrast be used with varying elements
- Movement can be created by object position or a value pattern.
- Dark and light hues can move your attention through a composition.
- Proportion is a principle of art.
- Proportion/scale is the size relationship of parts to a whole and to one another.
- Scale is relating size to a constant, such as a human body.

Skills(Objectives):

Students will be able to:

- Recognize the basic use of each art element: line, shape, form, color, value, texture, space.
- Recognize the basic use of each principle of design: pattern, rhythm/movement, proportion/scale, balance, unity, emphasis.
- Recognize and use Contrast with various elements such as color, value, contrast.
- Recognize and create directional movement by placement and object position.
- Recognize proportions in two-dimensional and three-dimensional art.
- Recognize the use of scale in artwork.
- Observe the elements of proportion and scale in their environment (architecture, sculptures).
- Observe proportion and scale in nature.

Interdisciplinary Connections:

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- 4. - Model with mathematics.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.
- 7. - Look for and make use of structure.

NJSLS Science

- 3-5-ETS1-2. - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

NJSLS ELA

- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue, or event and use and quote several sources to support the proposed central idea.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Fifth Grade Art

- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

NJSLS Social Studies

- **6.1.5 History SE2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

Performance Task(s):

- Project-based assessments
- SGOs

Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Art critique
- Student self-assessment
- Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Learning about Proportion

- Observe artwork and sculptors, both Masters and contemporaries.

1.2 Drawing

- Learn to utilize scale and proportion when rendering human body.
- Learn to use scale to emphasize an object's importance.
- Create a drawing depicting an object with a new perspective.

1.3 Painting

- Study various artwork from world cultures and art history.
- Creating paintings that reveal proportions realistically.
- Paint self-portraits to scale.
- Paint objects in relation to body size.
- Life-sized, miniature, oversized, enormous

1.4 Collage

- Review how colors can express feelings.
- Explore magazine cut-outs to create scale.
- Use mixed-media to design a mural.

Suggested Resources:

1.1

- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings
- Found objects
- Various papers

1.2

- Paper, paint, markers, crayons, printmaking, Tempera paint, color sticks, colored pencils.
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.3

- Tempera paints, watercolor paints, acrylic paints, markers, crayons, cut construction paper, colored pencils, printed paper, glue, scissors.

1.4

- Markers, crayons, paint, construction paper, scissors
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Magazines

Fifth Grade Art

<p><u>1.5 Patterns</u></p> <ul style="list-style-type: none"> ● Review repetition of color in a pattern. ● Understand that pattern is a principle of design used in art. ● Repeat a color scheme to create rhythm. ● Observe patterns made with colors that are found in nature and man's environment. <p><u>1.6, 1.7 and 1.8 Abstract Art</u></p> <ul style="list-style-type: none"> ● Review abstract and non-objective art that shows color. ● Create artwork that is abstract using primary, secondary, and tints and tones. ● Create an analogous landscape. ● Design a monochromatic self-portrait. 	<p><u>1.5</u></p> <ul style="list-style-type: none"> ● Markers, crayons, paint, construction paper, scratchboard, canvases. ● Art prints ● References/Internet/movies ● PowerPoint presentations ● SMART Board ● Color Wheel ● Teachers' artwork/paintings ● Found objects ● Various papers <p><u>1.6, 1.7 and 1.8</u></p> <ul style="list-style-type: none"> ● Paper, paint, markers, crayons, printmaking media, construction paper. ● Art prints ● References/Internet/movies ● PowerPoint presentations ● SMART Board ● Color Wheel ● Teachers' artwork/paintings ● Found objects ● Various papers
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

Fifth Grade Art

5th Grade Art Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Color	7 days	--
Line	7 days	14 days
Shape	8 days	22 days
Elements and Principles of Design	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Art sessions during the course of the year.