

Elementary Visual Arts--Fifth Grade

Overview - Every elementary student will develop aesthetic awareness, imagination, perception, and cultural understanding through exposure to the visual arts. Students will be encouraged to foster their creative abilities, self-expression, self-confidence, and self-discipline. Students will learn and practice responsibility, workmanship, and safety procedures. Students will be able to demonstrate craftsmanship and techniques in the visual arts. Artists have been influencing other artists throughout time and across cultures. Fifth grade students develop an artistic understanding.

Rationale - The Elementary Art program is based on the framework of *Perform, Create and Analyze* as defined by the Department of Education *Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, 2011* and *National Core Arts Standards, 2014*.

Grades: Kindergarten - 5th

Units of Study:

Color	4-5 weeks
Form	4-5 weeks
Line	4-5 weeks
Shape	4-5 weeks
Space	4-5 weeks
Texture	4-5 weeks
Value	4-5 weeks

ELEMENTARY ART CURRICULUM

Course Title: 5th Grade Art

Unit Title: “Art of Color”

Length of Unit: 4 weeks

Page 1 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.5.1 Use materials, techniques, media, technology, and processes to communicate ideas and experiences.</p> <p>ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas.</p> <p>ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation.</p> <p>ART.VA.II.5.1 Synthesize the knowledge of materials, techniques, and processes to create artwork.</p> <p>ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas.</p> <p>ART.VA.II.5.3 Explore and understand prospective subject matter, ideas, and symbols for works of art.</p> <p>ART.VA.II.5.4 Select and use subject matter, symbols, and ideas to communicate meaning.</p> <p>ART.VA.II.5.5 Analyze how art conveys ideas to express one’s individuality.</p> <p>ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life.</p> <p>ART.VA.V.5.2 Identify various careers in the visual arts.</p> <p>ART.VA.V.5.3 Understand and use comparative characteristics of the visual arts and other arts disciplines.</p>	<p>I can talk about color and use it in my artwork.</p> <p>I can find examples of color in art.</p> <p>I can see examples of color in my environment.</p> <p>I can create and use color in my artwork.</p> <p>I can look at and discuss how artists use color in their artwork.</p>	<p>Color</p> <p>Primary colors</p> <p>Secondary colors</p> <p>Intermediate colors</p> <p>Complementary colors</p> <p>Blending</p> <p>Mixing</p> <p>Color Wheel</p> <p>Abstract</p> <p>Realistic</p> <p>Warm colors</p> <p>Cool colors</p> <p>Palette</p> <p>Hue</p> <p>Watercolor</p> <p>Acrylic</p> <p>Tempera</p> <p>Color scheme</p>	<ul style="list-style-type: none"> ● Students will explore the element of color with a variety of materials and tools.. ● Students will be able to explain how artists use color to create art. ● Students will produce artwork that uses color. ● Students will discuss and describe visual qualities of color in art. ● Students can mix secondary colors. ● Checklist/Rubric ● Color mixing ● Illustrating ● Painting techniques ● Color wheel ● Complementary color Portraits ● Graphic Design ● Papermaking 	<ul style="list-style-type: none"> ● Artists of interest: Monet, Kandinsky, Chagall, Impressionism ● Books: “Mouse Paint” E. Stoll Walsh, “White Rabbit’s Colors” A. Baker, “Mix it Up!” H. Tullet, “Little Blue and Little Yellow” L. Lionni, “Color Dance” A. Jonas ● YouTube videos: claymation, Primary/secondary colors, Complementary color ● Supplies: tempera paints, mixing trays, color wheel resources, color pencils, markers, crayons, drawing paper and construction paper various, embossing tools, light box, paper pulp, blenders, screens

ELEMENTARY ART CURRICULUM

Course Title: 5th Grade Art

Unit Title: “Art of Form” Length of Unit: 4 weeks

Page 2 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.5.1 Use materials, techniques, media, technology, and processes to communicate ideas and experiences.</p> <p>ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.</p> <p>ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas.</p> <p>ART.VA.II.5.1 Synthesize the knowledge of materials, techniques, and processes to create artwork.</p> <p>ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas.</p> <p>ART.VA.II.5.4 Select and use subject matter, symbols, and ideas to communicate meaning.</p> <p>ART.VA.II.5.5 Analyze how art conveys ideas to express one’s individuality.</p> <p>ART.VA.III.5.2 Identify and defend various purposes for creating works of visual art.</p> <p>ART.VA.IV.5.1 Defend the history of visual arts and specific relationships to various cultures and times.</p> <p>ART.VA.V.5.3 Understand and use comparative characteristics of the visual arts and other arts disciplines.</p> <p>ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.</p>	<p>I can talk about form and use it in my artwork.</p> <p>I can name examples of form.</p> <p>I can find examples of form in art.</p> <p>I can see form in my environment.</p> <p>I can create form in my artwork.</p> <p>I can look at and discuss how artists use form in their artwork.</p>	<p>Three dimensional Geometric Cube Sphere Cylinder Pyramid Sculpture Mobile Assemblage Modelling Building Sculpting Shading</p>	<ul style="list-style-type: none"> ● Students will explore the element of form with a variety of material and tools. ● Students will be able to explain how artists create art using form. ● Students will produce artwork that shows use of form. ● Students will discuss and describe visual qualities using form in art. ● Checklist/Rubric ● Shapes vs. Forms ● Sculpture exploration ● Drawing 3-D shapes with shading/shadows ● Papier mache sculpture ● Mobiles ● Public Art 	<ul style="list-style-type: none"> ● Artists of interest: Renaissance, DaVinci, Michelangelo, Donatello, Calder, Moore, Egypt ● Books: “13 Sculptures Children should know” A. Wenzel, “Sandy’s Circus” T. Stone, “Leonardo and the Flying Boy” L. Anholt, “Leonardo da Vinci for Kids” J. Herbert, “Getting to know the World’s Greatest Artists” Series M. Venezia ● youtube learning how to shade forms ● foam building pieces, modelling clay, blocks, paper template forms ● Supplies: Chalk, papier mache, balloons, tag board, foam core, drawing and construction paper various

ELEMENTARY ART CURRICULUM

Course Title: 5th Grade Art

Unit Title: “Art of Line”

Length of Unit: 4 weeks

Page 3 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.5.1 Use materials, techniques, media, technology, and processes to communicate ideas and experiences.</p> <p>ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.</p> <p>ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas.</p> <p>ART.VA.II.5.1 Synthesize the knowledge of materials, techniques and processes to create art.</p> <p>ART.VA.III.5.4 Analyze the characteristics of personal artwork.</p> <p>ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.</p>	<p>I can name types of lines and draw them in my artwork.</p> <p>I can create patterns using lines.</p> <p>I can add details to my drawing using lines.</p> <p>I can use lines to show design.</p> <p>I can make lines to show movement or feeling in my artwork.</p> <p>I can use lines to show direction or quality in my artwork.</p> <p>I can design using symmetry</p> <p>I can discuss how artists use balance in their artwork.</p> <p>I can look at and discuss how artists use line in their artwork.</p>	<p>Vertical line Diagonal line Horizontal line Pattern Rhythm Self-portrait Illusion Symmetrical Balance Abstract Art</p>	<ul style="list-style-type: none"> ● Students will use a variety of materials to communicate personal experiences with line through self portraits, name writing, and portfolios. ● Students will explore the element of line with a variety of materials to solve visual problems in artwork. ● Students will make appropriate choices after analyzing material and technology choices in the creation of line design. ● Rubric/Checklist ● Drawing self-portraits ● Decorating and labeling portfolios ● Creating patterns with line for decorative design ● Drawing lines to show movement or feeling ● Drawing lines to show physical quality ● Designing to show symmetry ● Use ipads to create lines in drawing apps 	<ul style="list-style-type: none"> ● Artists of interest: VanGogh, Miro, Munch, Cezanne, Wood ● Books: “Lines that Wiggle” C. Whitman, “The Line” P.Bossio, “When a line bends...A shape begins” R. Gowler Greene, “Beautiful Oops” B. Saltzberg, ● YouTube Learn about lines ● Supplies: drawing paper various, 18x24 paper, markers, crayons, colored pencils, rulers, ipads

ELEMENTARY ART CURRICULUM

Course Title: 5th Grade Art

Unit Title: “Art of Shape” Length of Unit: 4 weeks

Page 4 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.5.1 Use materials, techniques, media, technology, and processes to communicate ideas and experiences.</p> <p>ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.</p> <p>ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas.</p> <p>ART.VA.II.5.1 Synthesize the knowledge of materials, techniques and processes to create art.</p> <p>ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas.</p> <p>ART.VA.II.5.3 Explore and understand prospective subject matter, ideas, and symbols for works of art.</p> <p>ART.VA.II.5.5 Analyze how art conveys ideas to express one’s individuality.</p> <p>ART.VA.III.5.2 Identify and defend various purposes for creating works of visual art.</p> <p>ART.VA.IV.5.3 Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art.</p>	<p>I can reflect on geometric and organic shapes and use them in my artwork.</p> <p>I can compare geometric and organic shapes to create art.</p> <p>I can create art using shapes with a variety of media.</p> <p>I can use organic shapes to design a still life with overlapping, cropping.</p> <p>I can use contour drawing techniques to creatively communicate ideas.</p> <p>I can create an interesting composition..</p> <p>I can look at and discuss how artists use shape in their artwork.</p>	<p>Geometric shapes</p> <p>Organic shapes</p> <p>Two-Dimensional</p> <p>Three-Dimensional</p> <p>Abstract</p> <p>Realistic</p> <p>Observational drawing</p> <p>Still Life</p> <p>Portraits</p> <p>Symmetrical</p> <p>Asymmetrical</p> <p>Balance</p> <p>Contour</p> <p>Overlap</p> <p>Crop</p> <p>Placement</p>	<ul style="list-style-type: none"> ● Students will use a variety of materials to communicate ideas with geometric and organic shapes. ● Students will explore the element of shape with a variety of materials to solve visual problems in artwork. ● Students will make appropriate choices after analyzing material and technology choices in the creation of shape design. ● Rubric/Checklist ● Geometric and organic shape exploration with symmetry ● Organic shape: Still life ● Contour Leaf drawing watercolor painting ● Plaster masks 	<ul style="list-style-type: none"> ● Artists of interest: Pablo Picasso, Paul Klee, Escher, Matisse ● Shape puzzles ● Books: “The Dot” P. Reynolds, “Color Farm” and “Color Zoo” L. Ehlert, “I Spy Shapes in Art” L. Micklethwait, Ed Emberley’s Drawing Books, ● Geometric shape printable resources ● Mask resources, slideshow ● Supplies: watercolor paper, watercolor paint (liquid and tray), salt, saran wrap, still life items, plaster strips, mask forms, embellishments (feathers, gems, yarn, sequins, glitter glue), tempera and acrylic paints

ELEMENTARY ART CURRICULUM

Course Title: 5th Grade Art

Unit Title: “Art of Space” Length of Unit: 4 weeks

Page 5 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.5.1 Use materials, techniques, media, technology, and processes to communicate ideas and experiences.</p> <p>ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas.</p> <p>ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas.</p> <p>ART.VA.II.5.6 Explore and understand the impact of digital media and technology in the creation of artwork.</p> <p>ART.VA.III.5.1 Validate the effects of visual structures and functions, and reflect upon these effects in personal work.</p> <p>ART.VA.III.5.5 Develop a sensitivity and understanding of how personal experiences can influence the development of artwork.</p> <p>ART.VA.V.5.3 Understand and use comparative characteristics of the visual arts and other arts disciplines.</p>	<p>I can talk about space and use it in my artwork.</p> <p>I can find examples of space in art.</p> <p>I can see space in my environment.</p> <p>I can create space in my artwork.</p> <p>I can look at and discuss how artists use space in their artwork.</p>	<p>Overlapping</p> <p>Cropping</p> <p>Position</p> <p>Foreground</p> <p>Middle ground</p> <p>Background</p> <p>Positive space</p> <p>Negative space</p> <p>Perspective</p> <p>Vanishing point</p> <p>Parallel lines</p> <p>Illusion of depth</p> <p>Spatial Organization</p>	<ul style="list-style-type: none"> ● Students will explore the element of space with a variety of material and tools. ● Students will be able to explain how artists create art using space. ● Students will produce artwork that shows use of space. ● Students will discuss and describe visual qualities using space in art. ● Checklist/Rubric ● Positive and negative space design ● landscapes ● Digital drawing with iPad ● Puzzle Murals ● Tessellation ● clay tile ● Realistic/Abstract Art 	<ul style="list-style-type: none"> ● Artists of interest: Rivera, Kahlo, Degas, Klimt, O’Keeffe ● Books: “Perspective Drawing for kids” L. Yanconsky, “Art for Kids: Drawing in Perspective” M. Story, “Exploring Landscape Art with Children (Come look with Me)” G. Blizzard ● YouTube videos on perspective and vanishing point ● Abstract art slideshow, mural resources ● Supplies: Tempera paint supplies, rulers, drawing/painting paper, air dry clay, ipads

ELEMENTARY ART CURRICULUM

Course Title: 5th Grade Art

Unit Title: “Art of Texture”

Length of Unit: 4 weeks

Page 6 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.</p> <p>ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas.</p> <p>ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation.</p> <p>ART.VA.II.5.1 Synthesize the knowledge of materials, techniques and processes to create art.</p> <p>ART.VA.II.5.5 Analyze how art conveys ideas to express one’s individuality.</p> <p>ART.VA.III.5.2 Identify and defend various purposes for creating works of visual art.</p> <p>ART.VA.IV.5.1 Defend the history of visual arts and specific relationships to various cultures and times.</p> <p>ART.VA.IV.5.2 Compare and contrast works of art as belonging to particular cultures, times, and places.</p> <p>ART.VA.IV.5.3 Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art.</p> <p>ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life.</p> <p>ART.VA.V.5.2 Identify various careers in the visual arts.</p>	<p>I can talk about texture and use it in my artwork.</p> <p>I can find examples of texture in my environment.</p> <p>I can find examples of texture in art.</p> <p>I can create texture with a variety of media.</p> <p>I can use tools to make texture.</p> <p>I can look at and discuss how artists use texture in their artwork.</p>	<p>Texture</p> <p>Bumpy</p> <p>Smooth</p> <p>Soft</p> <p>Rough</p> <p>Actual texture</p> <p>Simulated texture</p> <p>Rubbing</p> <p>Printing</p> <p>Contrast</p> <p>Pattern</p> <p>Perspective</p> <p>Focal Point</p> <p>Weaving</p> <p>Loom</p> <p>Warp</p> <p>Weft</p>	<ul style="list-style-type: none"> ● Students will explore the element of texture with a variety of material and tools. ● Students will be able to explain how artists from other cultures create art using texture.. ● Students will produce artwork that shows texture. ● Students will discuss and describe sensory qualities using texture in art. ● Checklist/Rubric ● Texture landscapes ● Native American arts ● Folk arts ● Weaving 	<ul style="list-style-type: none"> ● Artists of interest: Grandma Moses, Remington, Russell, Quick to see Smith, Ringgold ● Folk Arts, Native American Arts, slideshow ● Books: “Fuzzy, Fuzzy, Fuzzy!” S. Boynton, “Touch the Art: Tickle Tut’s Toes” J. Appel, “More than Moccasins: a kid’s activity guide to traditional North American Indian Life” L. Carlson, “Raven” G. McDermott, ● Reading Rainbow episodes ● YouTube videos on weavers and Native American arts ● Supplies: yarn, feathers, beads, drawing and construction papers various, craft sticks, paper plates 9”

ELEMENTARY ART CURRICULUM

Course Title: 5th Grade Art

Unit Title: “Art of Value” Length of Unit: 4 weeks

Page 7 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.</p> <p>ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas.</p> <p>ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation.</p> <p>ART.VA.II.5.1 Synthesize the knowledge of materials, techniques, and processes to create artwork.</p> <p>ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas.</p> <p>ART.VA.II.5.4 Select and use subject matter,</p> <p>ART.VA.III.5.1 Validate the effects of visual structures and functions, and reflect upon these effects in personal work.</p> <p>ART.VA.III.5.4 Analyze the characteristics of personal artwork.</p> <p>ART.VA.IV.5.1 Explain how visual arts have inherent relationships to everyday life.</p> <p>ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.</p>	<p>I can talk about value and use it in my artwork.</p> <p>I can find examples of value in art.</p> <p>I can see value in the colors of my environment.</p> <p>I can create value through painting and use of color in my artwork.</p> <p>I can look at and discuss how artists use value in their artwork.</p>	<p>Value</p> <p>Light</p> <p>Dark</p> <p>Color</p> <p>Bright</p> <p>Dull</p> <p>Tint</p> <p>Tone</p> <p>Shade</p>	<ul style="list-style-type: none"> ● Students will explore the element of value with a variety of materials and tools. ● Students will be able to explain how artists use value to create art. ● Students will be able to explain how artists use value in their artwork. ● Students will produce artwork that demonstrates value. ● Students will discuss and describe visual qualities of value in art. ● Checklist/Rubric ● Painting with tints, tones, and shades ● Color mixing with various media ● Using pattern to show value ● Color Wheel exploration 	<ul style="list-style-type: none"> ● Artists of interest: Bearden, Lawrence, Ringgold, Hokusai, Japan ● Books: “Pantone: Colors”, “Snowmen at Night: C. Buehner, “Tar Beach” F. Ringgold, “My Hand Sing the Blues: Romare Bearden’s Childhood Journey” J. Walker Harvey, “Llang and the Magic Paintbrush” Demi ● Value scale, color wheel resources ● Supplies: Tempera painting materials, mixing trays, black ink, drawing papers various, charcoal, chalk, pencils

