

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level 5: Content Area: Visual Arts**

**Curriculum**

**Course Description:** The fifth grade visual art curriculum provides experiences for students to explore their faculty as visual communicators. Visual messages have power to inform, educate or persuade. The success of visual communication is determined by the artist’s ability to command the tools of visual art. Students are provided with experiences to develop their skills, knowledge of elements and principles of art, and awareness of their own visual perception.

<b>Standard 1.1</b>	
<b>The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation and composition of visual art.</b>	
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>How do the elements of art and principles of design help us to appreciate art?</p> <p>How do art and design enhance functionality and improve our quality of living?</p> <p>What does it mean when we say that the elements of art and principles of design are universal?</p>	<p>Students will understand that...</p> <p>Students will use the elements of art and principles of design to communicate ideas.</p> <p>Students will identify the different ways the elements and principles of art enhance functionality and improve our quality of living.</p> <p>The success of visual communication is determined by the artist’s ability to command the tools of visual art.</p> <p>Recognize that the elements of art and principles of design are universal.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Identify elements of art and principles of design that are evident in everyday life.</li> <li>• Begin to understand that ideas for visual expression and design come from many different sources</li> <li>• Describe the visual environment and visual information in daily life</li> <li>• View contemporary and historical art work</li> <li>• Gradually incorporate the vocabulary of visual art into their discussions</li> <li>• Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> </ul>
1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Draw an image of a head. Use many different kinds of lines and patterns.</li> <li>• Draw a simple figure like a snowman. Draw facial expressions to communicate an emotion.</li> <li>• Create cartoons and tell a story with these figures.</li> <li>• Make a name design. Create graphic images from the letter shapes.</li> </ul>
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><b>Instructional Strategies:</b></p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Language arts and the vocabulary of emotion</li> <li>• World language "How Do You Feel Today?" using Spanish vocabulary to express emotions.</li> <li>• Guidance counselors and identification of feelings</li> <li>• Graphic novels, comics and storytelling</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• iPhoto slide shows of nature, artists' work</li> </ul>

	<ul style="list-style-type: none"> <li>• PowerPoint slide shows of student artwork from previous years or from other sources</li> <li>• Poster "How Do You Feel Today?"</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Analyze and combine the variations in the features of a face. How modifications communicate emotion? Choose a word to describe the mood they create.</li> <li>• Examine how facial images are used in advertising, cartoons and graphic novels.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Japanese anime</li> <li>• Comic book culture</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

<b>Standard 1.2</b>	
<b>All students will understand the role, development, and influence of the arts throughout history and across cultures.</b>	
<b>Big Ideas: <i>Course Objectives / Content Statement(s)</i></b>	
<b>All students will understand and analyze the role, development, and influence of the arts in relation to world history cultures, history and society.</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>What defines an art genre?</p> <p>How can the influence of a single artist affect the artwork of other artists?</p> <p>How can the influence of a single artist cause the establishment of a new art genre?</p> <p>How do cultures distinguish themselves through their artwork?</p> <p>How do we recognize specific cultures through their art?</p> <p>What are some themes that are distinct and common to world art?</p> <p>How do societies view the value of the artist?</p>	<p>Students will understand that...</p> <p>An art genre can be identified through characteristic approaches to content, form, and style.</p> <p>The influence of a single artist can affect the artwork of other artists.</p> <p>The influence of a single artist can cause the establishment of a new art genre.</p> <p>Visual artwork from diverse cultures and historical eras has distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>The function and purpose of art making across cultures is a reflection of societal values and beliefs.</p>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. Characteristic approaches to content, form, style, and design define art genres.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Identify works of visual art based on common themes.</li> <li>• Identify works of visual art based on various world cultures.</li> <li>• Recognize how an artist has been influenced by history.</li> <li>• Recognize how an artist has been influenced by contemporary culture.</li> <li>• Recognize how artists have influenced one another.</li> <li>• Recognize how the development of genres can be caused by the work of a single artist.</li> </ul>

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

**Sample Assessments:**

- Identify themes in the artwork of various artists Bridget Riley, Victor Vasarely, Wayne Thiebaud, etc.
- Discuss the characteristics of various artists' work.
- Create a drawing using techniques observed in Op Art.
- Use perspective to create the illusion of depth
- Use shading to create the illusion of volume
- Identify how artists influence one another.
- Identify how the artwork of artists has been influenced by contemporary culture
- Use complementary colors to create vibrating boundaries.
- Use complementary colors to create after images.

**Instructional Strategies:**

Interdisciplinary Connections

- Brain Awareness Month and optical illusion
- Book illustration: Hello Red Fox by Eric Carle

Technology Integration

- PowerPoint slide shows of nature and of artists' work
- iPhoto slide shows of student artwork from previous years or from other sources

Global Perspectives

- Art work from around the world and throughout history involves tricks of the eye

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> </ul>
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<p>Standard 1.3</p>	
<p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating and/or presenting works in visual art.</p>	
<p>Big Ideas: Course Objectives / Content Statement(s)          Actively creating one's own art leads to a comprehensive understanding of the techniques and elements of art involved in the creative process.</p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b>          What will students understand about the big ideas?</p>
<p>How can the visual arts be used as a tool for expressing one's ideas?</p> <p>What makes a work of art more easily understood by the viewer?</p> <p>What are the common and distinctive characteristics of artworks from diverse cultural and historical eras?</p>	<p>Students will understand that...</p> <p>Strong skills and control of art materials help to make the visual message clear.</p> <p>Many possibilities of media, methods, and technologies are available to the visual artist.</p> <p>Collaboration leads to a variety design solutions.</p> <p>Diverse cultural and historical eras have common and distinctive characteristics.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.</li> <li>• Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.</li> <li>• Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art making.</li> <li>• The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.</li> <li>• The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>• Create a food painting in the style of Wayne Thiebaud in the Pop Art genre.</li> <li>• After the study of Australian Aboriginal art, create a dot or x-ray painting employing animal shapes.</li> <li>• In honor of Chinese New Year, students learn about the art of bamboo painting using traditional tools and techniques.</li> <li>• Create a clay dragon using a variety of joining techniques and textures.</li> <li>• Create a clay box and lid. Make it resemble food. Maybe a cupcake!</li> <li>• Create an sculpture of a fantasy figure incorporating animal patterns and features and the influence of African design.</li> <li>• Create a 3D mask in the Chinese</li> </ul>
1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and 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 stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.	
1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.	

Students will:

**Instructional Focus:**

- The elements of art and principles of design can be applied in an infinite number of ways to express personal

1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and 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 stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.



<b>Standard 1.4</b>	
<b>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.</b>	
<b>Strand A. Aesthetic Responses</b>	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>	
<b>Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>How can works of visual art be categorized?</p> <p>What are some established classifications of visual arts?</p> <p>What are the criteria for making an informed aesthetic response to a work of art?</p> <p>What individual inspiration, frame of reference, or personal/social value can be observed in a work of visual art?</p>	<p>Students will understand that...</p> <p>Works of visual art be categorized may be organized according to their functions and artistic purposes.</p> <p>Some established classifications of visual arts are genre, medium, message, and theme.</p> <p>What are the criteria for making an informed aesthetic response to a work of art?</p> <p>The viewer needs to understand the relationship between compositional design and genre in order to make informed aesthetic responses to artworks.</p>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</li> <li>• Formalism in visual art varies according to personal, cultural, and historical contexts.</li> <li>• Criteria for determining the aesthetic</li> </ul>

<p>Students will:</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.</p>	<p><b>Instructional Focus:</b></p>
<p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>	
<p>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>	

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<p style="text-align: center;"><b>Standard 1.4</b></p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.</b></p> <p><b>Strand B. Critique Methodologies</b></p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <p><b>Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b></p>	
<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<p>How do you know good art when you see it?</p> <p>What is the role of the artist in contemporary society?</p>	<p>Students will understand that...</p> <p>Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>While there is shared vocabulary among the four arts disciplines of dance, music, theatre,</p>

<p>How do you know good art when you see it?</p> <p>What is the role of the artist in contemporary society?</p>	<p>Students will understand that...</p> <p>Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline specific arts terminology.</p> <p>Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</p> <p>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?).</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Works of art may be evaluated by using objective criteria.</li> <li>• Objectivity may be ensured by employing rubrics.</li> <li>• Use specific visual arts vocabulary</li> </ul>

<p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works visual art.</p>	<ul style="list-style-type: none"> <li>• Interpret the emotional qualities/artist’s intent</li> <li>• Analytic Rubric</li> <li>• Portfolio</li> <li>• Self-Assessment</li> </ul> <p><b>Instructional Strategies:</b></p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Explore influences for visual rhythm in art (music, nature, dance, etc.)</li> <li>• Compare/contrast varied artworks having similar themes</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• iPhoto slide shows of nature, artists’ work</li> <li>• PowerPoint slide shows of student artwork from previous years or from other sources</li> </ul>
<p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>	<p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• The international influence of artists upon one another, despite country of origin</li> <li>• Art work from around the world and throughout history involves use of principles of art and design.</li> </ul>
<p>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 visual art.</p>	
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	Media Literacy  Life and Career Skills  21 <sup>st</sup> Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy  Civic Literacy  Health Literacy
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Texts and Resources:

- Metropolitan Museum of Art website: “Explore and Learn” Washington Crossing the Delaware ([www.metmuseum.org](http://www.metmuseum.org))
- [http://www.metmuseum.org/explore/gw/el\\_gw.htm](http://www.metmuseum.org/explore/gw/el_gw.htm)
- Colonial Williamsburg interactive website for children <http://www.history.org/kids/>
- <http://sarhsartroom.wordpress.com/2010/05/18/wayne-thiebaud-coil-cupcake-boxes/>