

Title

Type

Document

Authors

Subject

Course

Grade(s)

Location

Curriculum Writing History

Notes

Attachments

Fifth Grade Art

Individual

Map

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Visual and Performing Arts

Art Grade 5

05

Lincoln/Roosevelt

Title : Fifth Grade Art
Type : Individual

	September				October				November				December				January				February				March				April				May				June			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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Graphics																																								
September/Week 1 - June/Week 40																																								
Painting																																								
September/Week 1 - June/Week 40																																								
Printmaking																																								
September/Week 1 - June/Week 40																																								
Sculpture																																								

Duration: September/Week 1 - June/Week 40

UNIT NAME: Crafts and Textiles

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will learn to differentiate between each Element of Art and each Principle of design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by genre. Students will learn that people use many historical factors to ascribe value to artwork.</p> <p>Critique: Students will learn that we can disagree as we discuss artwork.</p> <p>History: Students will learn that sometimes individual artists can influence others and /or create a new genre.</p>	<p>How does the style or genre of a piece of art connect to the style of the time it was created?"</p> <p>"What is the difference between a piece of art that evokes emotion and one that communicates cultural meaning? How are these types of art different?"</p> <p>"How can disagreements about artwork help us become better artists or art observers?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 3-dimensional, bisque, clay, pot, kiln, greenware, firing, scoring, slip, glaze, bone dry, slab, papier mache, adhesion, mask-making, metal, metal-tooling, foil, etching, emboss, wire, weaving, bead, threading, weft, warp, wrap, clock-wise</p>	<p>SWBAT create a project using crafts and textiles.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey]</p> <p>1.2.5.3-Sometimes the contributions of an individual artist can</p>

					<p>influence a generation of artists and signal the beginning of a new art genre. (03-05)[State:New Jersey]</p> <p>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. (03-05) [State:New Jersey]</p> <p>1.3.5.2-Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey]</p> <p>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. (03-05)[State:New Jersey]</p> <p>1.4.5-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment,</p>
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					<p>and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.4.5.3-Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. (03-05)[State:New Jersey] 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). (03-05) [State:New Jersey] 1.4.5.4-Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design. (03-05)[State:New Jersey] 1.4.5.B.4-Define technical proficiency, using the elements of the arts and principles of design. (03-05)[State:New Jersey]</p>
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Plans:
U Crafts & Textiles- 5th Grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Graphics

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will learn to differentiate between each Element of Art and each Principle of design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by genre. Students will learn that people use many historical factors to ascribe value to artwork.</p> <p>Critique: Students will learn that we can disagree as we discuss artwork.</p> <p>History: Students will learn that sometimes individual artists can influence others and/ or create a new genre.</p>	<p>"How does the style or genre of a piece of art connect to the style of the time it was created?"</p> <p>"What is the difference between a piece of art that evokes emotion and one that communicates cultural meaning? How are these types of art different?"</p> <p>"How can disagreements about artwork help us become better artists or art observers?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, Graphic Art, Tessellation</p>	<p>SWBAT create a project using graphic art.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey]</p> <p>1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey]</p> <p>1.2.5.A.1-Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. (03-05) [State:New Jersey]</p> <p>1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey]</p> <p>1.3.5.D.1-Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that</p>
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					<p>employ the elements of art and principles of design. (03-05)[State:New Jersey] 1.3.5.2-Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 1.3.5.D.4-Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art</p>
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					<p>mediums to create original works of art. (03-05) [State:New Jersey] 1.4.5.3-Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. (03-05)[State:New Jersey] 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). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey]</p>
<p>Plans: U Graphics - 5th grade</p>					

Duration: September/Week 1 - June/Week 40

UNIT NAME: Painting

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will learn to differentiate between each Element of Art and each Principle of design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by genre. Students will learn that people use many historical factors to ascribe value to artwork.</p> <p>Critique: Students will learn that we can disagree as we discuss artwork.</p> <p>History: Students will learn that sometimes individual artists can influence others and/or create a new genre.</p>	<p>"How does the style or genre of a piece of art connect to the style of the time it was created?"</p> <p>"What is the difference between a piece of art that evokes emotion and one that communicates cultural meaning? How are these types of art different?"</p> <p>"How can disagreements about artwork help us become better artists or art observers?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity,</p>	<p>SWBAT create a project using paint.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey]</p> <p>1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey]</p> <p>1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey]</p> <p>1.3.5.D.1-Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. (03-05)[State:New Jersey]</p> <p>1.3.5.2-Contextual clues to culturally specific thematic content,</p>
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					<p>symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 1.3.5.D.4-Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All</p>
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					<p>students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.4.5.3-Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. (03-05)[State:New Jersey]</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). (03-05) [State:New Jersey]</p> <p>1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey]</p> <p>1.4.5.B.2-Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (03-05) [State:New Jersey]</p>
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Title : Fifth Grade Art

Type : Individual

Plans:

U Painting- 5th grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Printmaking

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will learn to differentiate between each Element of Art and each Principle of design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by genre. Students will learn that people use many historical factors to ascribe value to artwork.</p> <p>Critique: Students will learn that we can disagree as we discuss artwork.</p> <p>History: Students will learn that sometimes individual artists can influence others and/or create a new genre.</p>	<p>How does the style or genre of a piece of art connect to the style of the time it was created?"</p> <p>"What is the difference between a piece of art that evokes emotion and one that communicates cultural meaning? How are these types of art different?"</p> <p>"How can disagreements about artwork help us become better artists or art observers?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 2-dimensional, printmaking, ink, brayer, block print, print, linoleum print, monoprint, engraving, etching, printing press, silkscreen,</p>	<p>SWBAT create a project using printmaking.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey] 1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey] 1.3.5.D.1-Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. (03-05)[State:New Jersey] 1.3.5.2-Contextual clues to culturally specific thematic content,</p>
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					<p>symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 1.3.5.D.4-Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. (03-05) [State:New Jersey] 1.4.5.3-Criteria for determining the aesthetic merits of artwork vary</p>
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					<p>according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. (03-05)[State:New Jersey]</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). (03-05) [State:New Jersey]</p> <p>1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey]</p> <p>1.4.5.B.2-Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (03-05) [State:New Jersey]</p>
<p>Plans: U Printmaking - 5th grade</p>					

Duration: September/Week 1 - June/Week 40

UNIT NAME: Sculpture

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Elements and Principles of Art and Design: <u>Elements</u> line, shape, space, color, value, texture, and form <u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by genre. Students will learn that people use many historical factors to ascribe value to artwork.</p> <p>Critique: Students will learn that we can disagree as we discuss artwork.</p> <p>History: Students will learn that sometimes individual artists can influence others and/or create a new genre.</p>					<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey] 1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey] 1.2.5.3-Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. (03-05)[State:New Jersey] 1.2.5.A.3-Determine the impact of significant contributions of individual</p>

					<p>artists in dance, music, theatre, and visual art from diverse cultures throughout history. (03-05) [State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.2-Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an</p>
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					<p>understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.4.5.4-Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design. (03-05)[State:New Jersey]</p> <p>1.4.5.B.4-Define technical proficiency, using the elements of the arts and principles of design. (03-05)[State:New Jersey]</p> <p>1.4.5.3-Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. (03-05)[State:New Jersey]</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). (03-05) [State:New Jersey]</p>
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Title : Fifth Grade Art

Type : Individual

Plans:

U Printmaking - 5th grade