

Fifth Grade Art Curriculum Map 2022

<b>Pacing Guide</b>	<b>Standard Code &amp; Indicator</b>	<b>Sample Learning Activities</b>	<b>Sample Assessments</b>	<b>Additional Standards</b>
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<p><b>August–October</b></p>	<p><b>Creating</b></p> <p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p><b>Responding</b></p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p><b>Connecting</b></p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p><b>Media Art</b></p> <p>1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.</p> <p>1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.</p>	<p>- Review art room rules and procedures.</p> <p>-Apply elements and principles of design - color, balance, repetition / pattern.</p> <p>- Suggest perspective &amp; proportion in drawings.</p> <p>- Learn how to use graduated value.</p> <p>- self portraits</p> <p>- Combining photography with drawing</p> <p>-Explore the element of art line to create patterns-zentangles</p> <p>Zentangle portraits or chalk portraits</p> <p>-Use technology (AR makr and Eyejack) to have students explain their work</p> <p><b>Instructional Resources:</b> Teacher created Google Slide presentation Teacher created handouts/instructions on zentangle patterns</p>	<p><b>Formative Assessments:</b> Quizzes Homework/Classwork Teacher Observation Student Participation</p> <p><b>Summative Assessments:</b> Graded zentangle portrait</p> <p><b>Benchmark Assessment:</b> BOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>Language Arts</b> <b>NJSLSA.SL2</b> <b>SL.5.1</b> Students will engage in class discussions about various works of art.</p> <p><b>Technology Standard:</b> 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p><b>October - November</b></p>	<p><b>Creating</b></p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p><b>Presenting</b></p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p><b>Responding</b></p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re7b: Analyze visual arts including cultural associations.</p> <p><b>Connecting</b></p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>	<ul style="list-style-type: none"> <li>- Define, understand and discuss: Printmaking</li> <li>- Create a picture using block printing</li> <li>- Learn how to correctly use printmaking tools Correct use of tools</li> <li>- Discuss, observe and apply how to pull prints</li> <li>- El Dia de los Muertos-learn about the Mexican traditions and folk arts of Mexico</li> </ul> <p>Students will create a design on paper that they will transfer onto a foam sheet.</p> <p>Students will learn how to plan/modify their work carefully, trying out several options before creating their print.</p> <p>Students will print their design onto construction paper, then color using pastels.</p> <p>Students will learn how to choose colors to matt and frame their own artwork for display</p>	<p><b>Formative Assessments:</b> Quizzes Homework/Classwork Teacher Observation Student Participation</p> <p><b>Summative Assessments:</b> Graded Carp Kite</p> <p><b>Benchmark Assessment:</b> EOY Benchmark</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard:</b> <b>Math 5.G.B. 3</b> Students will create patterns using geometric shapes and their attributes to print on their carp kites.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p> <p><b>Technology Standard:</b> 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p><b>December-February</b></p>	<p><b>Creating</b></p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p><b>Responding</b></p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re7b: Analyze visual arts including cultural associations.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p><b>Media Art</b></p> <p>1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.</p> <p>1.2.5.Cr1e: Model ideas and plans in an effective</p>	<ul style="list-style-type: none"> <li>- Identify and apply ways to use paint as a tool of expression.</li> <li>- Discuss and use the color wheel to understand the qualities of color.</li> <li>- Experience the qualities of color through mixing using a variety of media.</li> <li>- Meaningfully pick and use color as it influences size and distance through value.</li> <li>- Meaningfully pick and use color for its attention getting qualities.</li> <li>- Compare and contrast famous works of art and how the artists used color to convey a mood or emotion.</li> <li>- Participate in a class critique applying learned vocabulary</li> <li>- Stuffed bear drawings from observation focusing on analogous colors.</li> </ul> <p>Use chromadepth glasses</p>	<p><b>Formative Assessments:</b></p> <p>Quizzes Homework/Classwork Teacher Observation Student Participation</p> <p><b>Summative Assessments:</b></p> <p>Color Theory Quiz Completed analogous color painting</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard (with blurb):</b></p> <p><b>Science</b> 5-PS1-3 Students will explore properties of various types of paint, and make observations on color mixing</p> <p><b>Technology Standard:</b> 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p><b>March - April</b></p>	<p><b>Creating</b></p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p><b>Presenting</b></p> <p>1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.</p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p><b>Media Art</b></p> <p>1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.</p> <p>1.2.5.Cr2b: Model ideas, plan in an effective direction.</p> <p>1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.</p>	<ul style="list-style-type: none"> <li>- Create a clay dragon eye using various methods of construction- coiling, slab, modeling.</li> <li>- Decorate or ornament the surface of the clayware as required.</li> <li>- Discuss ceramic vocabulary and function of related equipment.</li> <li>- Discuss and understand the changes that take place during the firing process- bisque firing and glaze firing. Why does the glaze change color in the kiln? What happens?</li> <li>- Apply surface decoration or ornamentation proficiently through: <ul style="list-style-type: none"> <li>carving</li> <li>excising</li> <li>glazing</li> <li>incising</li> <li>modeling</li> <li>piercing</li> <li>relief</li> </ul> </li> </ul> <p><b>Instructional Resources:</b>  Google Slide presentation  Teacher created instructional video</p>	<p><b>Formative Assessments:</b>  Quizzes  Homework/Classwork  Teacher Observation  Student Participation</p> <p><b>Summative Assessments:</b>  Graded clay project  Webquest</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  <b>Science</b>  3-5-ETS1-1  Define a simple design problem using clay to reflect a need or a want that includes specified criteria for success and constraints on materials.</p> <p><b>Technology Standard:</b>  8.2.5.ED.3:  Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p><b>May-June</b></p>	<p><b>Creating</b>  1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p><b>Media Art</b></p> <p>1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.</p> <p>1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.</p> <p>1.2.5.Cr1e: Model ideas and plans in an effective direction.</p> <p>1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.</p>	<ul style="list-style-type: none"> <li>- Introduce fiber arts and understand its characteristics</li> <li>- Learn sewing history and safety</li> <li>- Understand the movements and strategies for sewing</li> <li>- Create a stuffed monster doll</li> <li>- Learn and apply different stitching patterns</li> </ul> <p><b>Instructional Resources:</b>  Google Slides</p> <p><b>Student Technology:</b>  iPads/Chromebooks</p> <p><b>Teacher Technology:</b>  ActiveView  ActivePanel</p>	<p><b>Formative Assessments:</b>  Quizzes  Homework/Classwork  Teacher Observation  Student Participation</p> <p><b>Summative Assessments:</b>  Graded fiber arts project</p> <p><b>Benchmark Assessment:</b>  EOY  Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  <b>Writing 4.2</b> Write a How-To Paragraph after sewing a stuffed monster doll using domain-specific vocabulary, transitions and an opening/closing statement</p> <p><b>Technology Standard:</b>  8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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**Alternate Assessments:** Peer critiques & rubric use, Project Choice Board & Research artist painting inspiration

**21st Century Standards:** 9.2.1.A.1, 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4

**21st Century Skills:** Critical thinking, creativity, collaboration, communication, technology literacy

**Career Ready Practices: CRP8, CRP 11 & CRP 12**