
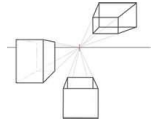










Unit of Study Elements of Art – Line and Perspective		5 <sup>th</sup> GRADE	Quarter 1	VISUAL ART 2013
<b>Key Concepts:</b>		<b>Skills:</b>		
<p>0→ The student uses the characteristics of line to create artworks. The student uses 1 Point Perspective to create the illusion of depth by drawing converging lines to one vanishing point on the horizon line.</p>		<ul style="list-style-type: none"> <li>• Proficient at making complex line designs.</li> <li>• Highly skilled at contour and structural line drawings.</li> <li>• Able to understand value changes</li> <li>• Able to make parallel lines in showing value changes.</li> <li>• Able to create the illusion of depth by using one point perspective.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>➤ <b>Making</b> -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art.</li> <li>➤ <b>Perceiving</b> –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work.</li> <li>➤ <b>Expressing</b> – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works.</li> <li>➤ <b>Contextualizing</b> –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills.</li> </ul>				
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)		
<ul style="list-style-type: none"> <li>• I can use a ruler.</li> <li>• I can draw changes in surfaces with cross-contour lines.</li> <li>• I can mimic patterns and textures.</li> <li>• I can create depth using One-Point Perspective.</li> </ul>	Blind contour line 1 Pt. Perspective Horizon line Vanishing point Illusion Depth parallel	<ul style="list-style-type: none"> <li>• Practice <a href="#">blind contour drawings</a> of a student’s shoe. Next, draw your shoe again, while looking at it and compare the two drawings.</li> <li>• Recognize <a href="#">One-Point Perspective</a>. Practice drawing cubes above, on, and below the <b>horizon line</b>.</li> <li>• <a href="#">1-Point Perspective Initials</a>.</li> </ul>		
Visual Art / Common Core Language Objectives		Additional Resources		
<ul style="list-style-type: none"> <li>• Conduct a research projects that builds knowledge about the innovative use of perspective in Renaissance depictions of architecture and flooring.</li> <li>• Write a couple of paragraphs about <i>The School of Athens</i> by Sanzio Raphael and the artist’s use of perspective.</li> <li>• Engage in collaborative discussions about class artworks.</li> </ul>	 <p>The School of Athens by Raphael</p>	<ul style="list-style-type: none"> <li>• <a href="#">Elementary Visual Arts</a> GSD books &amp; videos available for check out</li> <li>• <a href="#">5 Teaching Guide Art</a></li> <li>• *Springville Art Posters; each school has a set in their Media Center</li> <li>• <a href="#">5<sup>th</sup> Grade Art Lessons by Mrs. Brown</a></li> </ul>		
				
<b>Assessment Options:</b>				
The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Student Assessment Spiral B&amp;W 3-6 Grade Art</a>				

Unit of Study Elements/Principles of Art – Shape, Form and Unity		5 <sup>th</sup> GRADE	Quarter 2	VISUAL ART 2013
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>The student uses geometric shapes and forms in artworks. The student uses the strategy of blocking-in to get correct proportion and placement of subject matter.</li> </ul>		<ul style="list-style-type: none"> <li>Able to think abstractly.</li> <li>Understands how to block-in objects.</li> <li>Demonstrates knowledge of the values in a value scale and can distinguish value areas.</li> <li>Can discuss artwork using art terms.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li><b>Making</b> -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art.</li> <li><b>Perceiving</b> –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work.</li> <li><b>Expressing</b> – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works.</li> <li><b>Contextualizing</b> –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills.</li> </ul>				
Visual Art Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>I can create positive and negative shape patterns/designs</li> <li>I can apply tessellation principles in making designs</li> <li>I can recognize basic shapes in works of art.</li> <li>I can create depth by overlapping shapes</li> <li>I can use blocking-in techniques.</li> </ul>		positive shape negative shape tessellation basic shapes blocking-in	<ul style="list-style-type: none"> <li>Create a unified repetitive <b>positive/negative tessellation.</b></li> <li>Practice drawing an object by using the <b>basic shapes to block-in</b></li> <li>Simplify an image into basic shapes.</li> </ul>	
Visual Art / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> <li>Research Edward Hopper to build knowledge about shape patterns</li> <li>Write a description of House by the Railroad</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Elementary Visual Arts</a> GSD books &amp; videos available for check out</li> <li><a href="#">5 Teaching Guide Art</a></li> <li>*Springville Art Posters; each school has a set in their Media Center</li> <li><a href="#">Drawing lesson- A Theory of Light and Shade</a></li> <li><a href="#">5<sup>th</sup> Grade Art Lessons by Mrs. Brown</a></li> </ul>	
 <p>House by the Railroad by Edward Hopper</p>				
<b>Assessment Options:</b>				
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Unit of Study Elements/Principles of Art – Value and Texture		5 <sup>th</sup> GRADE	Quarter 3	VISUAL ART 2013
<b>Key Concepts:</b> The student will create the illusion of 3-D form, by using line, dot or shape spacing to lighten or darken areas (line spacing, crosshatching, and stippling).			<b>Skills:</b> <ul style="list-style-type: none"> <li>• Able to distinguish value changes.</li> <li>• Able to draw complex textures.</li> <li>• Able to draw value using pen and ink techniques.</li> </ul>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>➤ <b>Making</b> -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art.</li> <li>➤ <b>Perceiving</b> –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work.</li> <li>➤ <b>Expressing</b> – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works.</li> <li>➤ <b>Contextualizing</b> –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills.</li> </ul>				
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)		
<ul style="list-style-type: none"> <li>• I can create a variety of values</li> <li>• I can use dots and lines as values.</li> <li>• I can mimic shading with line and dot spacing.</li> <li>• I can create <b>implied textures</b> on paper or in clay.</li> </ul> 	transitions stippling shading implied texture illusion 3-D form trompe-l'oeil 	<ul style="list-style-type: none"> <li>• Practice making dark to light value <b>transitions</b> using line and <b>stippling</b> techniques.</li> <li>• Draw the basic shapes of objects. Produce the illusion of form by using <a href="#">stippling, and line spacing techniques</a>.</li> <li>• Use line, dots, shapes, and value to make the illusion of common textures brick, grass, pebbles. Apply textures to unusual objects. E.g. <a href="#">Lizard Relay by Carel Brest van Kempen</a></li> <li>• Create textures on hand built pottery. Stamp textural objects into clay.</li> </ul>		
Visual Art / Common Core Language Objectives		Additional Resources		
<ul style="list-style-type: none"> <li>• Write a paragraph or short story, illustrate the main idea using <b>shading</b> and <a href="#">pen &amp; ink techniques</a>.</li> <li>• Research trompe-l'oeil. Write a definition of this French term. Describe why an artist would want to use Trompe-l'oeil.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Elementary Visual Arts</a> GSD books &amp; videos available for check out</li> <li>• <a href="#">5 Teaching Guide Art</a></li> <li>• *Springville Art Posters; each school has a set in their Media Center</li> <li>• <a href="#">5<sup>th</sup> Grade Art Lessons by Mrs. Brown</a></li> <li>• <a href="#">Trompe l'oeil images</a></li> </ul>		
<b>Assessment Options:</b> The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Student Assessment Spiral B&amp;W 3-6 Grade Art</a>				

Unit of Study Elements/Principles of Art – Color		5 <sup>th</sup> GRADE	Quarter 4	VISUAL ART 2013
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>The student will use color schemes and value to create an artwork with a focal point or center of interest by making one area different from the others.</li> </ul>		<ul style="list-style-type: none"> <li>Able to use color theory.</li> <li>Demonstrates skill at mixing colors.</li> <li>Adept at mixing tints, tones and shades of colors to change color value.</li> <li>Able to identify the three color schemes.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li><b>Making</b> -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art.</li> <li><b>Perceiving</b> –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work.</li> <li><b>Expressing</b> – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works.</li> <li><b>Contextualizing</b> –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills.</li> </ul>				
Visual Art Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>I can paint either warm or cool colors</li> <li>I can paint using color schemes</li> <li>I can express different moods and emotions through color.</li> </ul> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Blue Period by Picasso</p> </div> <div style="text-align: center;">  <p>Rose Period by Picasso</p> </div> </div>		<p>color wheel mood color scheme analogous complementary monochromatic collage</p> 	<ul style="list-style-type: none"> <li><a href="#">Analogous Art Lessons</a></li> <li><a href="#">The power of Color on Emotion Lesson</a></li> <li><a href="#">Monochromatic lesson</a></li> <li>Collect color pages from magazines, cut up pages into unique <b>collage</b> pattern and paste to another paper. Mix paint to match collage colors as close as possible.</li> <li>Create a <b>monochromatic</b> painting like Picasso did during his Blue and Rose Period. Show <b>mood</b> and emotion through the use of your chosen color.</li> </ul>	
Visual Art / Common Core Language Objectives		Additional Resources		
<ul style="list-style-type: none"> <li>Study the <b>color wheel</b>, analyze and list all the possible <b>analogous color scheme combinations</b>.</li> <li>Research Pablo Picasso’s Blue or Rose Period. Write about why he painted in blue rose. Include a paragraph about what color you would choose to paint in and why.</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Elementary Visual Arts</a> GSD books &amp; videos available for check out</li> <li><a href="#">5 Teaching Guide Art</a></li> <li>*Springville Art Posters; each school has a set in their Media Center</li> <li><a href="#">5<sup>th</sup> Grade Art Lessons by Mrs. Brown</a></li> </ul>		
<b>Assessment Options:</b>				
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