


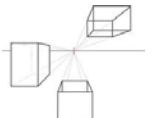
Unit of Study Elements of Art – Line and Perspective	5th GRADE	Quarter 1	VISUAL ART 2018
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Key Concepts:	Skills:
<ul style="list-style-type: none"> □ The student uses the characteristics of line to create artworks. The student uses 1 Point Perspective to create the illusion of depth by drawing converging lines to one vanishing point on the horizon line. 	<ul style="list-style-type: none"> • Proficient at making complex line designs. • Highly skilled at contour and structural line drawings. • Able to understand value changes • Able to make parallel lines in showing value changes. • Able to create the illusion of depth by using one point perspective.



Standards:
<ul style="list-style-type: none"> ➤ CREATE (5.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (Standards 5.V.C.1–3). ➤ PRESENT (5.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 5.V.P.1–3). ➤ RESPOND (5.V. R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 5.V.R.1–2) ➤ CONNECT (5.V.CO.) Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 5.V.CO.1–2).




Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> • I can use a ruler • I can draw changes in surfaces with cross-contour lines • I can mimic patterns and textures • I can create depth using One-Point Perspective 	Blind contour line 1 Pt. Perspective Horizon line Vanishing point Illusion Depth parallel	<ul style="list-style-type: none"> • Practice blind contour drawings of a student’s shoe. Next, draw your shoe again, while looking at it and compare the two drawings. • Recognize One-Point Perspective. Practice drawing cubes above, on, and below the horizon line.



Visual Art / Common Core Language Objectives		Additional Resources
<ul style="list-style-type: none"> • Conduct a research projects that builds knowledge about the innovative use of perspective in Renaissance depictions of architecture and flooring. • Write a couple of paragraphs about <i>The School of Athens</i> by Sanzio Raphael and the artist’s use of perspective. • For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 	 <p>The School of Athens by Raphael</p>	<ul style="list-style-type: none"> • Elementary Visual Arts GSD books & videos available for check out • Artprojectsforkids.org • Arttoremember.com • Dick Blick Art Supplies • *Springville Art Posters; each school has a set in their Media Center • 5th Grade Art Lessons by Mrs. Brown



Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.

Unit of Study Elements/Principles of Art – Shape, Form and Unity		5 th GRADE	Quarter 2	VISUAL ART 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Able to think abstractly. Understands how to block-in objects. Demonstrates knowledge of the values in a value scale and can distinguish value areas. Can discuss artwork using art terms. 		
Standards:				
<ul style="list-style-type: none"> CREATE (5.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (Standards 5.V.C.1–3). PRESENT (5.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 5.V.P.1–3). RESPOND (5.V. R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 5.V.R.1–2). CONNECT (5.V.CO.) Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 5.V.CO.1–2). 				
Visual Art Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> I can create positive and negative shape patterns/designs I can apply tessellation principles in making designs I can recognize basic shapes in works of art I can create depth by overlapping shapes I can use blocking-in techniques 		positive shape negative shape tessellation basic shapes blocking-in	<ul style="list-style-type: none"> Create a unified repetitive positive/negative tessellation. Practice drawing an object by using the basic shapes to block-in Simplify an image into basic shapes. 	
Visual Art / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> Research Edward Hopper to build knowledge about shape patterns Write a description of House by the Railroad  <p>House by the Railroad by Edward Hopper</p> <ul style="list-style-type: none"> For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding 			<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out *Springville Art Posters; each school has a set in their Media Center Artprojectsforkids.org Arttoremember.com Dick Blick Art Supplies Drawing lesson- A Theory of Light and Shade 5th Grade Art Lessons by Mrs. Brown 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				

Unit of Study Elements/Principles of Art – Value and Texture		5 th GRADE	Quarter 3	VISUAL ART 2018
Key Concepts:			Skills:	
<ul style="list-style-type: none"> 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). 			<ul style="list-style-type: none"> Able to distinguish value changes. Able to draw complex textures. Able to draw value using pen and ink techniques. 	
Standards:				
<ul style="list-style-type: none"> CREATE (5.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (Standards 5.V.C.1–3). PRESENT (5.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 5.V.P.1–3). RESPOND (5.V. R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 5.V.R.1–2). CONNECT (5.V.CO.) Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 5.V.CO.1–2). 				
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)		
<ul style="list-style-type: none"> I can create a variety of values I can use dots and lines as values. I can mimic shading with line and dot spacing I can create implied textures on paper or in clay 	transitions stippling shading implied texture illusion 3-D form trompe-l'oeil	<ul style="list-style-type: none"> Practice making dark to light value transitions using line and stippling techniques. Draw the basic shapes of objects. Produce the illusion of form by using stippling, and line spacing techniques. Use line, dots, shapes, and value to make the illusion of common textures brick, grass, pebbles. Apply textures to unusual objects. e.g. Lizard Relay by Carel Brest van Kempen Create textures on hand built pottery. Stamp textural objects into clay. 		
Visual Art / Common Core Language Objectives	 <p>Learn-How-To-Draw-Now.com</p> <p>Fig. 1—Practice Lines for Pen-and-ink. Fig. 2</p> 	Additional Resources	<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out Artprojectsforkids.org Arttoremember.com Dick Blick Art Supplies *Springville Art Posters; each school has a set in their Media Center 5th Grade Art Lessons by Mrs. Brown 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				

Unit of Study Elements/Principles of Art – Color		5 th GRADE	Quarter 4	VISUAL ART 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Able to use color theory. Demonstrates skill at mixing colors. Adept at mixing tints, tones and shades of colors to change color value. Able to identify the three color schemes. 		
Standards:				
<ul style="list-style-type: none"> CREATE (5.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (Standards 5.V.C.1–3). PRESENT (5.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 5.V.P.1–3). RESPOND (5.V. R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 5.V.R.1–2). CONNECT (5.V.CO.) Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 5.V.CO.1–2). 				
Visual Art Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> I can paint either warm or cool colors I can paint using color schemes I can express different moods and emotions through color  <p>Blue Period by Picasso Rose Period by Picasso</p>		<p>color wheel mood color scheme analogous complementary monochromatic collage</p> 	<ul style="list-style-type: none"> Analogous Art Lessons The power of Color on Emotion Lesson Monochromatic lesson Collect color pages from magazines, cut up pages into unique collage pattern and paste to another paper. Mix paint to match collage colors as close as possible. Create a monochromatic painting like Picasso did during his Blue and Rose Period. Show mood and emotion through the use of your chosen color. 	
Visual Art / Common Core Language Objectives		Additional Resources		
<ul style="list-style-type: none"> Study the color wheel, analyze and list all the possible analogous color scheme combinations. 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. For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 		<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out Artprojectsforkids.org Arttoremember.com Dick Blick Art Supplies *Springville Art Posters; each school has a set in their Media Center 5th Grade Art Lessons by Mrs. Brown 		
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				