# Unit of Study

**Elements of Art – Line and Perspective**

<table>
<thead>
<tr>
<th><strong>5th GRADE</strong></th>
<th><strong>Quarter 1</strong></th>
<th><strong>VISUAL ART</strong> 2018</th>
</tr>
</thead>
</table>

## Key Concepts:

- 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.

## Skills:

- 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:

- **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

- 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

## Vocabulary students should use

- Blind contour line
- 1 Pt. Perspective
- Horizon line
- Illusion
- Depth
- parallel

## Lessons (Activities)

- 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

- 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 *The School of Athens* 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.

## Additional Resources

- Elementary Visual Arts GSD books & videos available for check out
- [Artprojectsforkids.org](http://Artprojectsforkids.org)
- [Arttoremember.com](http://Arttoremember.com)
- [Dick Blick Art Supplies](http://Dickblick.com)
- *Springville Art Posters; each school has a set in their Media Center
- [5th Grade Art Lessons by Mrs. Brown](http://5thGradeArtLessons.com)

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**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**

<table>
<thead>
<tr>
<th>5th GRADE</th>
<th>Quarter 2</th>
<th>VISUAL ART 2018</th>
</tr>
</thead>
</table>

### Key Concepts:
- 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.

### Skills:
- 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:
- **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).
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<thead>
<tr>
<th>Vocabulary students should use</th>
<th>Lessons (Activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive shape</td>
<td>Create a unified repetitive positive/negative tessellation.</td>
</tr>
<tr>
<td>negative shape</td>
<td>Practice drawing an object by using the basic shapes to block-in</td>
</tr>
<tr>
<td>tessellation</td>
<td>Simplify an image into basic shapes.</td>
</tr>
<tr>
<td>basic shapes</td>
<td></td>
</tr>
<tr>
<td>blocking-in</td>
<td></td>
</tr>
</tbody>
</table>

### Visual Art / Common Core Language Objectives

- Research Edward Hopper to build knowledge about shape patterns
- Write a description of House by the Railroad

### Additional Resources

- 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**

**5th GRADE**

**Quarter 3**

**Visual ART**

**2018**

## Key Concepts:

- 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).

## Skills:

- Able to distinguish value changes.
- Able to draw complex textures.
- Able to draw value using pen and ink techniques.

## Standards:

- **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).
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<tr>
<td>transitions</td>
<td>Practice making dark to light value transitions using line and stippling techniques.</td>
</tr>
<tr>
<td>stippling</td>
<td>Draw the basic shapes of objects. Produce the illusion of form by using stippling, and line spacing techniques.</td>
</tr>
<tr>
<td>shading</td>
<td>Use line, dots, shapes, and value to make the illusion of common textures brick, grass, pebbles. Apply textures to unusual objects. e.g. <em>Lizard Relay</em> by Carel Brest van Kempen</td>
</tr>
<tr>
<td>implied texture</td>
<td>Create textures on hand built pottery. Stamp textural objects into clay.</td>
</tr>
<tr>
<td>illusion</td>
<td></td>
</tr>
<tr>
<td>3-D form</td>
<td></td>
</tr>
<tr>
<td>trompe-l’oeil</td>
<td></td>
</tr>
</tbody>
</table>

## Visual Art / Common Core Language Objectives

- Write a paragraph or short story, illustrate the main idea using shading and pen & ink techniques.
- Research trompe-l’oeil. Write a definition of this French term. Describe why an artist would want to use Trompe-l’oeil.
- **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.

## Additional Resources

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- [Artprojectsforkids.org](http://Artprojectsforkids.org)
- [Arttoremember.com](http://Arttoremember.com)
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## 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**

**5th GRADE**

**Quarter 4**

**2018**

#### Key Concepts:
- 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.

#### Skills:
- 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:
- **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).
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<th>Lessons (Activities)</th>
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<tbody>
<tr>
<td>I can paint either warm or cool colors</td>
<td>color wheel</td>
<td><strong>Analogous</strong> Art Lessons</td>
</tr>
<tr>
<td>I can paint using color schemes</td>
<td>mood</td>
<td><strong>The power of Color on Emotion Lesson</strong></td>
</tr>
<tr>
<td>I can express different moods and emotions through color</td>
<td>color scheme</td>
<td><strong>Monochromatic lesson</strong></td>
</tr>
<tr>
<td></td>
<td>analogous complementary</td>
<td>Collect color pages from magazines, cut up pages into unique <strong>collage</strong> pattern and paste to another paper. Mix paint to match collage colors as close as possible.</td>
</tr>
<tr>
<td></td>
<td>monochromatic</td>
<td>Create a <strong>monochromatic</strong> painting like Picasso did during his Blue and Rose Period. Show <strong>mood</strong> and emotion through the use of your chosen color.</td>
</tr>
</tbody>
</table>

### Visual Art / Common Core Language Objectives

- 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.

### Additional Resources

- Elementary Visual Arts GSD books & videos available for check out
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