

Beach Haven School District

Art Curriculum

Grade 5-6

Introduction

The visual arts are essential to one's perception and understanding of the world around them. The creative process allows the student to explore and define the world around them visually. Visual art deepens our appreciation of life experiences and other cultures. Student enthusiasm and inquisitiveness should be cultivated and developed so as to enhance thinking ability, creativity, and problem solving. Varied experiences in the arts should be provided so that the student will be able to communicate ideas and feelings.

Literacy in the visual arts empowers students to:

- Explore and develop in thought, ability, and being in unique ways
- Make connections to the world around them
- Think critically as well as creative problem solving
- Understand themselves and those of different cultures/ethnicities
- Enrich their lives, increase their self-esteem and their academic potential

An education in the visual arts focuses on the creative process, aesthetic appreciation and arts literacy no matter the medium being explored. Visual art affords numerous opportunities for interdisciplinary connections such as mathematics, language arts, science and technology to name a few.

The creative process allows students to see how art is a part of everyday life and use this knowledge to communicate and think critically. The skills learned in art are necessary for success in other areas of school and life as a whole.

Primary Interdisciplinary Connections: Math, Language Arts, Science, Social Studies, 21st Century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Revised on:	December 4, 2019
Revised by:	Katie Micek, Stephanie Konsig, Stephanie Cecchini
Proposed Revision Date:	Summer 2022

Art Pacing Guide

Unit 1 Elements of Principles of Design	31 days- ongoing
Unit 2: Art and Multicultural	31 days- ongoing
Unit 3: Methods and Media	31 days- ongoing
Unit 4: Aesthetics and Critique	31 days- ongoing

Unit 1: Elements and Principles of Design		Duration: 31 days- ongoing
Standards		
1.1.5. D.1	Identify elements of art and principles of design that are evident in everyday life.	
1.1.5. D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.	
1.1.8. D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.	
1.1.8. D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.	
Interdisciplinary Connections		
ELA Standards		
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
	Career Ready Practices:	
	CRP1. Act as a responsible and contributing citizen and employee.	
	CRP4. Communicate clearly and effectively and with reason.	
	CRP12. Work productively in teams while using cultural global competence.	
	21st Century Life and Career Standards:	
	9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.	
Technology Standards		
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	

8.1.8.C.1. Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Essential Understandings

- Understand the compositional building blocks of visual art, include line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity.
- Art elements and principles of design are evident in everyday life.
- Creative problems are solved by using the elements of art and principles of design.
- Art is a universal language that crosses cultural and language barriers throughout time.
- Visual art helps gain insight into individual community and cultural differences.

Essential Questions

- How do the elements and principles of art enhance functionality of living?
- How are the elements of art and the principals of design used in creative problem solving?
- How does the application of the elements and principles of design in different historical eras and cultures convey intellectual and emotional significance?
- How does art provide insight into human culture and society?

Accommodations & Modifications

English Language Learners

- Present instruction/resources verbally and visually
- Flexible/Cooperative Grouping
- Teacher Tutoring

Gifted and Talented

- Alternative Assignments
- Employ valid and reliable research strategies
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics

Basic Skills

- Modified Instructions/Assignments
- Adjust timelines to provide additional time for students to complete work
- Teacher/Peer Tutoring

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals
- Send Home Materials for the Student to Use Relating to the Lesson
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to help Achieve Lesson and Unit Goals

Special Education

- Modify tools and materials for use by students with disabilities
- Provide various means through which students with disabilities can communicate their ideas or questions
- Adjust timelines to provide additional time for students to complete work
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

504 Plans

- Modify tools and materials for use by students with disabilities
- Provide various means through which students with disabilities can communicate their ideas or questions
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Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That artwork reflects the elements and principles of design. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Recognize that the elements and principles of design are universal.
<ul style="list-style-type: none"> ● How art and design enhance functionality and improve quality of life. ● Famous artists from ancient times to the present have used the basic elements of art and principles of design to express themselves. ● That art is a universal language. ● That visual communication through art crosses cultural and language barriers throughout history. 	<ul style="list-style-type: none"> ● Understand the function and purpose of the elements of art and principles of design. ● Understand that the arts elements may be combined selectively to elicit a specific aesthetic response. ● Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms. ● Study masterworks of art from diverse cultures and different historical eras to assist in understanding specific cultures.
Instructional Plan	
Suggested Activities	Resources

<p>Students will practice blind contour drawing of a piece of popcorn to discover how a line can create shape. Using ebony, graphite, or charcoal students will render the form through attention to light and dark areas, and add shadowing techniques to communicate space. The surface texture will be implied using blending tools and kneaded erasers.</p>	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher and student made visuals ● Chromebooks/IPads or Interactive whiteboard ● Prints of famous artwork
<p>Students will render a still life choosing one Principle of Design as the focal point of their work. At least four objects will be arranged by each student.</p>	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Collection of objects and fabric ● Student made examples ● Prints of famous Still Life Paintings and Drawings ● Chromebooks/IPads or Interactive whiteboard
<p>Students will compare and contrast actual and visual texture by exploring surfaces in both the art room and outdoors and taking a record of what they feel by placing</p>	<ul style="list-style-type: none"> ● Teacher made visuals ● Art supplies/Art Room Equipment
<p>paper on top of each surface then rubbing crayon on the paper. Each rubbing created will be logged, labeled and then used to develop original artwork. Some textures will be directly incorporated, and others recreated by the student.</p>	<ul style="list-style-type: none"> ● Thin paper ● Prints of famous collages and sculptures ● Chromebooks/IPads or Interactive whiteboard
<p>Students will develop the skills to “read” a work of art by considering the elements of art: Line, Shape, Color, Texture, Form, and Space in both two and three-dimensional art forms. including their own work and the works of other students/artists</p>	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher made visuals ● Chromebooks/IPads/ or Interactive whiteboard ● Prints of famous artwork ● Student made artwork ● Graphic organizer: How to Read Art

<p>Students will develop the skills to “read” a work of art by analyzing the Principles of Design: Balance, Proportion, Rhythm, Emphasis, and Unity in both two and three-dimensional art forms including their own work and the works of other students/artists</p>	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher made visuals ● Chromebooks/IPads or Interactive whiteboard ● Prints of famous artwork ● Student made artwork ● Graphic organizer: How to Read Art
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Literature

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| <ul style="list-style-type: none"> ● Getting to Know Series: The World’s Greatest Artists by Michael Venezia ● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg ● A Child’s book of Art: Discover great paintings by Lucy Micklethwait |
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Websites

<p>Displaying student work</p>	<p>https://www.artsonia.com</p>
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<p>Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.</p>	<p>http://art.scholastic.com</p>
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<p>Dick Blick is geared for a wide variety of age and skill levels, offering hundreds of Lesson Plans designed to meet the National Standards for Visual Art Education.</p>	<p>https://www.dickblick.com/lessonplans</p>
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<p>Teaching for Artistic Behavior</p>	<p>http://teachingforartisticbehavior.org/tab-practice/</p>
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Evidence of Student Learning

Assessments

<p>Formative Assessments</p>	<p>Summative Assessments</p>
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<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Students' oral responses to open-ended questions 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Peer and Self critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation
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Unit 2: Art History		Duration: 31 days- ongoing
Standards		
1.2.5. A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	
1.2.5. A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	
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.	
1.2.8. A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	
1.2.8. A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	
1.2.8. A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	
Interdisciplinary Connections		
ELA Standards		

W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	<p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>

	Technology Standards	
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.	
Essential Understandings		Essential Questions
<ul style="list-style-type: none"> ● Understand that Art and culture affect and reflect each other. ● Artworks share characteristic approaches to content, form, style, and design. ● Individual artists and works can influence artists 		<ul style="list-style-type: none"> ● How is a new form of art produced? ● What influences art? ● How is a culture's uniqueness expressed through art? ● How can we study cultures and history through art?

<p>and signal the beginning of a new art genre.</p> <ul style="list-style-type: none"> ● Art movements may be created by an individual or group. ● Cultures, societies, and eras influence art in history. ● Mediums, artistic styles and techniques can be specific to multiple cultures. ● Art reflects and shapes cultures and history. ● Available tools and technologies influence the ways in which artists express their ideas. ● Art is influenced by societal values. 	<ul style="list-style-type: none"> ● Why is it important to experience a variety of formats and techniques for effective visual communication and self-expression? ● How does art reflect society's values across cultures and eras?
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Accommodations & Modifications
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Present instruction/resources verbally and visually ● Flexible/Cooperative Grouping ● Teacher Tutoring
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Alternative Assignments ● Employ valid and reliable research strategies ● Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Modified Instructions/Assignments ● Adjust timelines to provide additional time for students to complete work ● Teacher/Peer Tutoring
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals ● Send Home Materials for the Student to Use Relating to the Lesson ● Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to help Achieve Lesson and Unit Goals

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504 Plans

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Knowledge and Skills**Content****Skills**

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That artwork reflects historical, cultural, and aesthetic perspectives. ● That artworks share characteristic approaches to content, form, style, and design. ● That tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. ● The arts reflect cultural mores and personal aesthetics throughout the ages. ● New technologies have influenced art production. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify a culture through its art. ● List shared characteristics that define a style of art. ● Recognize techniques used by artists in visual art movements throughout history. ● Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. ● Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. ● Recognize technological influences in art.
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Students will discover the life, art, and style of Monet and his impact on Impressionism. Table groups will share</p>	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher made visuals ● Chromebooks/IPads/or Interactive whiteboard ● YouTube videos/Artrageous

information posters with the class and create a project using Impressionistic techniques.	
Students will discover the life, art, and style of Picasso and the artists impact on Cubism. Table groups will share information posters with the class and create a project using Cubist techniques.	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher made visuals ● Chromebooks/IPads/or Interactive whiteboard ● YouTube videos/Artrageous
Students will discover the life, art, and style of Andy Warhol and the artists impact on Pop-Art. Table groups will share information posters with the class and create a project using Pop-Art techniques.	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher made visuals ● Chromebooks/IPads/or Interactive whiteboard ● YouTube videos/Artrageous
Students will discover the life, art, and style of Dali and the artists impact on Surrealism. Table groups will share information posters with the class and create a project using Fauvist techniques.	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher made visuals ● Chromebooks/IPads/or Interactive whiteboard ● White board ● YouTube videos/Artrageous
Students will discover the life art and style of Grant Wood and the artists impact on Regionalism. Table groups will share information posters with the class and create a project using Regionalist techniques.	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher made visuals ● Chromebooks/IPads/or Interactive whiteboard ● White board ● YouTube videos/Artrageous
Literature	
<ul style="list-style-type: none"> ● Getting to Know Series: The World's Greatest Artists by Michael Venezia ● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg ● A Child's book of Art: Discover great paintings by Lucy Micklethwait 	
Websites	
Displaying student work	https://www.artsonia.com

Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	http://art.scholastic.com
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History.	https://www.artrageouswithnate.com

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Students' oral responses to open-ended questions 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Peer and Self critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation

Unit 3: Methods and Media	Duration: 31 days- ongoing
Standards	

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.
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.
1.3.5. D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
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.
1.3.5. D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
1.3.8. D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8. D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8. D.3	Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8. D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
1.3.8. D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
1.3.8. D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
Interdisciplinary Connections	

ELA Standards	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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Technology Standards	
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.8.C.1.	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Art materials and elements can be used individually or collaboratively to express and create works of art. ● Art elements and principles of design are used to express ideas and create art. ● Tools, techniques, and materials influence the way artists express their ideas and feelings. ● Artist use the elements of art and principles of design to organize visual communication using a variety of mediums. ● Art can be classified into different movements and genres. ● Art movements can be created by an individual or a group. 	<ul style="list-style-type: none"> ● How do we use art elements and principles of design to express our ideas and create art? ● How do artists choose tools, techniques, and materials to express their ideas? ● What choices must an artist make before beginning a work of art? ● How do you know a work of art belongs to a certain movement or genre? ● How is a new form of art produced?

Accommodations & Modifications
English Language Learners <ul style="list-style-type: none"> ● Present instruction/resources verbally and visually ● Flexible/Cooperative Grouping ● Teacher Tutoring

Gifted and Talented

- Alternative Assignments
- Employ valid and reliable research strategies
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics

Basic Skills

- Modified Instructions/Assignments
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Knowledge and Skills	
Content	Skills
<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> ● There are a variety of artistic styles. 	<ul style="list-style-type: none"> ● Use learned styles to create their own works.
<ul style="list-style-type: none"> ● There are many types of aesthetic arrangements for the exhibition of art. ● Themes in art are often communicated through symbolism, allegory, or irony. ● That each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making. 	<ul style="list-style-type: none"> ● Use appropriate vocabulary and a stylistic approach to art-making. ● Apply various art media, art mediums, technologies, and processes in the creation of art. ● Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras.
Instructional Plan	
Suggested Activities	Resources
Students will analyze and discuss artworks from various time periods and create updated versions of iconic paintings, visually telling stories relating to contemporary art.	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher and student made visuals ● Chromebooks/IPads/ or Interactive whiteboard
Students will choose one project to create a speed drawing film of on their Chromebook individually or in small groups. They will film themselves working from beginning to end in time lapse. Completed films will be posted in Google Classroom.	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher and student made visuals ● Chromebooks/IPads/ or Interactive whiteboards ● Speed Drawing example films in Google Classroom
Students will learn through practice that creating an artwork with meaning requires planning and intention. They will each develop drawings, paintings, or sculptures that incorporate a personal narrative represented through	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Teacher and student made visuals ● Chromebooks/IPads/ or Interactive whiteboards

symbolic objects.	
Through formal analysis, students will recognize that art has aesthetic value. Students will explore the use of symbols in art as effective methods of communication to create a drawing or collage about his or her own life, and choose how to share their completed work with peers using	<ul style="list-style-type: none"> • Art supplies/Art Room Equipment • Teacher and student made visuals • Chromebooks/IPads/ or Interactive whiteboards • Magazines

display space, technology, photography, or verbal presentation.	
Students will create a short video explaining the appropriate use of materials, tools, and equipment to create quality craftsmanship in artwork.	<ul style="list-style-type: none"> • Chromebooks/IPads

Literature

- Getting to Know Series: The World's Greatest Artists by Michael Venezia
- The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg
- A Child's book of Art: Discover great paintings by Lucy Micklethwait

Websites

Displaying student work	https://www.artsonia.com
Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	http://art.scholastic.com
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History.	https://www.artrageouswithnate.com
Dick Blick is geared for a wide variety of age and skill levels, offering hundreds of Lesson Plans designed to meet the National Standards for Visual Art Education.	https://www.dickblick.com/lessonplans

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Students' oral responses to open-ended questions 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Peer and Self critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation

Unit 4: Aesthetics and Critique		Duration: 31 days- ongoing
Standards		
1.4.5. A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	
1.4.5. A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	
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).	
1.4.5. B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	

1.4.5. B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5. B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5. B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5. B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.8. A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8. A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8. A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8. A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8. A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8. A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8. A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8. B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8. B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8. B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
	Interdisciplinary Connections
	ELA Standards

SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>

	Technology Standards	
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
8.1.8.C.1.	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.	
Essential Understandings		Essential Questions

<ul style="list-style-type: none">● Works of art may be organized according to their functions and artistic purposes. Criteria for determining the aesthetic merits of artwork vary according to context.● Visual art can be a representation of an individual response to the world.● Artists of different cultures express messages and ideas in different ways.● Artwork is evaluated using a set of criteria.	<ul style="list-style-type: none">● How do your life experiences influence your art?● What are some ways artists express their visions/ ideas?● How does studying art help you view and judge art?● How do you observe art?● What role does art play in our lives?● How can art portray different views, opinions, emotions, and interpretations?● What is the value of critique to an artist?
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<ul style="list-style-type: none">● Art knowledge guides an individual to an artistic interpretation.● Visual art can be a representation of an individual's response to the world.● Art enriches our lives.● Critique is a multi-level process using proper terminology to evaluate the effectiveness of a work of art. (formal and informal).	
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Knowledge and Skills

Content

Students will know...

- Criteria for determining the aesthetic merits of artwork vary according to context
- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes)
- There is domain specific vocabulary.
- Artists and viewers can and do disagree about the relative merits of artwork.
- Contextual clues to artistic intent are embedded in artworks.
- That awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality.
- That assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

Skills

Students will be able to...

- Make value judgments about the arts by understanding the context, compositional design and genre.
- Determine the aesthetic merits of artwork vary according to context.
- Analyze and assess levels of proficiency through how artists apply the elements of art and principles of design.
- Identify and utilize criteria for evaluating art.
- Generate observational and emotional responses to diverse culturally and historically specific works of art.
- Differentiate between “traditional” works of art and those that do not use conventional elements of style.
- Use the format of a critical essay to assess a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

Instructional Plan

Suggested Activities	Resources
<p>Students will collaboratively observe, analyze, and interpret artwork created by their peers using T.A.G. While looking closely at artwork created by a classmate, and focusing on content, style, and technique. Students will write 3 sentences on a sticky note: “T” Tell the artist something you like, “A” Ask the artist a question, and “G” Give the artist a suggestion. Work is returned to the original owner with the note attached.</p>	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Student work in progress
<p>Students will create an artwork that communicates something about a place that has significance to them. Another student from class will do research on this place, and communicate their findings by visually adding to the original piece in a way agreeable to both students using various tools and materials, and or media and technology.</p>	<ul style="list-style-type: none"> ● Art supplies/Art Room Equipment ● Completed student art work ● Chromebooks/IPads/ or Interactive whiteboard
<p>Students will write an artistic statement as a table group, while looking at a reproduction of a famous piece of art. Statements will be placed by the reproduction, and different groups will move through the room to read them. Then, as students complete their own projects in the future, they will write an artistic statement to reflect about their artwork. The finished five sentence paragraph will be displayed with their work.</p>	<ul style="list-style-type: none"> ● Artistic statement flow chart ● Completed student art work ● Prints of famous artworks
<p>Students will present their artworks and artistic statements to their peers, and engage in group discussion about an appropriate location for physically or digitally displaying the finished work and how a display communicates information and ideas to the viewer.</p>	<ul style="list-style-type: none"> ● Completed student art work ● Chromebooks/IPads ● School map and event calendar

Literature	
<ul style="list-style-type: none"> ● Getting to Know Series: The World's Greatest Artists by Michael Venezia ● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg ● A Child's book of Art: Discover great paintings by Lucy Micklethwait 	
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The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.	https://www.theartofed.com
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Accommodations & Modifications

English Language Learners

- Present instruction/resources verbally and visually
- Flexible/Cooperative Grouping
- Teacher Tutoring

Gifted and Talented

- Alternative Assignments
- Employ valid and reliable research strategies
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics

Basic Skills

- Modified Instructions/Assignments
- Adjust timelines to provide additional time for students to complete work
- Teacher/Peer Tutoring

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals
- Send Home Materials for the Student to Use Relating to the Lesson
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to help Achieve Lesson and Unit Goals

Special Education

- Modify tools and materials for use by students with disabilities
- Provide various means through which students with disabilities can communicate their ideas or questions
- Adjust timelines to provide additional time for students to complete work
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

504 Plans

- Modify tools and materials for use by students with disabilities
- Provide various means through which students with disabilities can communicate their ideas or questions
- Adjust timelines to provide additional time for students to complete work
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

Evidence of Student Learning**Assessments****Formative Assessments**

- Teacher Observation
- Student demonstrated skills
- Students' oral responses to open-ended questions

Summative Assessments

- Teacher created assessments
- Rubrics
- Peer and Self critique

Benchmark

- Student Art Piece with Rubric

Alternative

- Student drawing to stretch project ideas or layout
- Student self-reflection about art creation or discussion while planning art project
- Conversation/presentation rubric to score student work and presentation of final creation