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|  | **Fifth**  |  |  |
|  | Unit 1: Creative Process |  |  |
|  | Unit 2: History of the Arts and Culture |  |  |
|  | Unit 3: Performance- Recorder |  |  |
|  | Unit 4: Aesthetic Responses  |  |  |
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| **Content Area: Art** | **Grade Level : Fifth**  |
| **Unit Title: Unit 1: Creative Process** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building  on others' ideas and expressing their own clearly. SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on  the remarks of others. SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**
		- **Apply Technology Effectively**
* **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |
| **Unit Title: Unit 1: Creative Process** | **Grade Level: Fifth September- October** |
| **Standard**: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** 1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
* 1.1.5.D.2 The elements of art and principles of design are universal
 |
| Enduring Understanding:* Distinguish parallel lines in everyday life and known two and three-dimensional works of art from various cultures that emphasize the convergence of lines to create the illusion of perspective. Create artwork in various mediums emphasizing line as a tool for perspective.
* Compare and contrast shape & form found in everyday life with artists and architects that utilize shape and form as the dominant element. Combine geometric and organic shapes in the design and creation of original three-dimensional forms.
* Compare and contrast how geometric, organic, abstract and kinetic forms exist in the environment and incorporated in masterworks of art from diverse cultures and historical eras.
 | Essentials Questions:* How is art related to other subject areas?
* Where do you see art in your everyday life?
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| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.  |
| Knowledge and Skills:* Define proportion & scale
* Explain calligrams
* Create their own scratch boards
* Define radial symmetry
 | Demonstration of Learning/Assessment:* SWBAT create a self-portrait using a grid as a guide
* SWBAT create a radial symmetry image of the Sun on scratch boards
* SWBAT create rope coils using colored yarn
* SWBAT create a calligram using the first initial of their name and images to describe who they are
 |
| Suggested Tasks and Activities:* Google images of descriptive letters (temperature, mood, etc.)
* Google images of various portraits
* Teacher Power Point presentation radial symmetry
* Create a self-portrait
* Use a grid to aid in proportion & scale
* Create calligrams
* Create rope coils
* Create scratch board images
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* Books
* Power Point Presentations
* Incredibleart.org
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| Resources: Google Images, Books with visuals |

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| **Content Area: Art** | **Grade Level : Fifth**  |
| **Unit Title: Unit 2: History of the Arts and Culture** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building  on others' ideas and expressing their own clearly. SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on  the remarks of others. SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**
		- **Apply Technology Effectively**
* **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 2: History of the Arts and Culture**  | **Grade Level: Fifth November- January** |
| **Standard**: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**Cumulative Progress Indicators:*** 1.2.5.A.1 Art and culture reflect and affect each other.
* 1.2.5.A.2 Characteristic approaches to content, form, style, and design define art genres.
* 1.2.5.A.3 Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
 |
| Enduring Understanding:* Understanding the contributions of various cultures and distinguish the style of certain cultures and how their artwork reflects their geographical locations
 | Essentials Questions:* How does location affect a cultures’ artwork?
* How did they use materials available?
* Does location affect the colors used by each culture?
 |
| Knowledge and Skills:* Describe how artwork has evolved throughout history
* Describe how an artists’ work is influenced by their culture
* Differentiate the artistic styles of various cultures
 | Demonstration of Learning/Assessment:* SWBAT create a Japanese origami kimono
* SWBAT create Native American Kachina Dolls
* SWBAT create a French Rosetta window
* SWBAT create Aboriginal x-ray designs
 |
| Suggested Tasks and Activities:* Creating 3D sculptures using paper mache’
* Transferring images onto clear film using permanent markers
* Using different painting styles that correlate to the specific culture
* Reinforce basic art vocabulary
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* Books
* Power Point Presentations
* Incredibleart.org
 |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.  |
| Resources: Stereo, computer, smart board |

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| **Content Area: Art** | **Grade Level : Fifth**  |
| **Unit Title: Unit 3: Performance** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building  on others' ideas and expressing their own clearly. SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on  the remarks of others. SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
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		- **Work Independently**
		- **Be Self-directed Learners**
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		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 3: Performance** | **Grade Level: Fifth February- March** |
| **Standard**: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** 1.3.5.D.1: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
* 1.3.5.D.2: Contextual clues to culturally specific thematic content; symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
* 1.3.5.D.3: Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art making.
* 1.3.5.D.4: The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
* 1.3.5.D.5: There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.
 |
| Enduring Understanding:* Comparing realistic vs. non-realistic pieces of art
* Understanding that all art is significant and meaningful no matter the genre or country or origin
* Demonstrating principles of design
 | Essentials Questions:* What is proportion?
* How is proportion shown by different artists?
 |
| Knowledge and Skills:* Learn and understand facial proportions
* Compare and contrast realistic and non-realistic faces
* Reinforce vocabulary words, tints and shades
* Mixing paint into different values of one color
* Reinforce use of media, e.g. oil pastel, chalk pastel, watercolor paint, tempera paint, color pencils
 | Demonstration of Learning/Assessment:* SWBAT create a self portrait
* SWBAT create a monochromatic still life
* SWBAT create a landscape using a focal point & 1 point perspective
* SWBAT create a jungle scene using torn paper
* SWBAT create a calligram
 |
| Suggested Tasks and Activities:* Show Brain Pop Jr. video on Impressionism
* Show images created by Henri Rousseau
* Show different examples of calligrams
* Showing various types of art genres (impressionism, cubism, realism)
* Open discussion informal critique
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* Books
* Power Point Presentations
* Incredibleart.org
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| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.  |
| Resources: Stereo, iPod, smart board, Google Images, Books with visuals |

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| **Content Area: Art** | **Grade Level : Fifth**  |
| **Unit Title: Unit 4: Aesthetic Response** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building  on others' ideas and expressing their own clearly. SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on  the remarks of others. SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities |
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		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 4: Aesthetic Responses**  | **Grade Level: Fifth April-June** |
| **Standard**: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** 1.4.5.A.1: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
* 1.4.5.A.2: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
* 1.4.5.A.3: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
* 1.4.5.B.1: Identifying criteria for evaluating performances results in deeper understanding of art and art making.
* 1.4.5.B.2: Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
* 1.4.5.B.3: While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has it’s own discipline-specific art terminology.
* 1.4.5.B.4: Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
* 1.4.5.B.5: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the audience?)
 |
| Enduring Understanding:* Employ basic, discipline-specific arts terminology to see how artistic pieces can serve a useful purpose in daily lives.
* Identify how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference in self-generated, peer and masterworks of art from diverse cultures and eras.
 | Essentials Questions:* What emotion was the artist trying to convey in this artwork?
* How does art make you feel?
* Would you like it if there were only one type of art, or one painting in the world?
 |
| Knowledge and Skills:* Introduce some basic art vocabulary, e.g. elements of art, principles of design, proportion, landscape, horizontal, portrait, vertical, symmetry, monochromatic, tint, shade, and cubism
* Use appropriate art terminology to evaluate strengths and weaknesses in specific artwork of classmates
 | Demonstration of Learning/Assessment:* SWBAT identify elements of art and principles of design
* SWBAT identify and communicate the various purposes of art using different genres, such as, portrait, still life, landscape, realistic, abstract
* SWBAT identify and describe various aspects of personal, social, and historical context from various genres
* SWBAT communicate personal preferences on the meaning of the work inspired by the artists’ imagination and culture
 |
| Suggested Tasks and Activities:* Showing various types of art genres (impressionism, cubism, realism)
* Show various Google images comparing and contrasting genres
* Open discussion about the artists’ motivation behind the artwork
* Open discussion using art terminology to evaluate how the artist used the elements and principles
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
 |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| Resources: Stereo, iPod, smart board, Google Images, Books with visuals |