

Grade 5 Art Curriculum Maps

Unit of Study: Color

Unit of Study: Value/Space

Unit of Study: Space/Shape/Line

Unit of Study: Line/Space

Unit of Study: Shape/Line/Color

Unit of Study: Line/Color

Unit of Study: Space/Value

Grade: 5 Subject: Art	Unit of Study: Color
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT independently identify and place Primary and Secondary color families • SWBAT independently identify and place Warm/Cool and Complimentary color families • SWBAT independently identify and place Intermediate and Analogous color families • SWBAT draw, cut and trace a set of related symbols • SWBAT apply correct color families to symbols
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce six color families on the color wheel and properties of each • Introduce order/purpose/use of color wheel • Discuss color mixing properties • Review creation of two related symbols • Review tracing, cutting, painting, techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the six color families on the color wheel? • What are the properties of each color group? • How is size relevant to the Intermediate color family? • What are the proper painting, tracing and cutting techniques in the creation of a color wheel? • Why is the color wheel an important tool for artists?
Content (Subject Matter)	<ul style="list-style-type: none"> • Shape/Color
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.5.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. • 1.3.5.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

	<p>influenced by these styles.</p> <ul style="list-style-type: none"> • 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective 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. • 1.4.5.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).
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Black Construction Paper • Color Wheel • White Paper • Tempera Paint
<p>Notes</p>	

Grade: 5 Subject: Art	Unit of Study: Value/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and create a realistic self-portrait • SWBAT identify the difference between tint, tone, shade and hue. • SWBAT identify Value as an element of art. • SWBAT identify warm & cool color families as well as Neutrals
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce self-portraits throughout art history. • Discuss use of color. Introduce Monochromatic color schemes. • Introduce hue and how to mix tones, tints and shades of a color • Discuss meaning of Value and its importance in a composition. • Review the Warm and Cool color families.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How is a realistic self-portrait created? • What are tints, tones, shades and hues? • What is Value and why is it important? • What does the word Monochromatic mean? • What are the warm and cool color families?
Content (Subject Matter)	<ul style="list-style-type: none"> • Value/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.5.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. • 1.3.5.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/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these

	<p>genres.</p> <ul style="list-style-type: none"> • 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. • 1.4.5.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).
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • White paper • Tempera Paint • Black Paper/Oil Pastel
<p>Notes</p>	

Grade: 5 Subject: Art	Unit of Study: Space/Shape/Line
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and create Geometric, Freeform, Overlapping and Repeated shape • SWBAT use line, shape and color to portray feeling/emotional response to musical arrangements. • SWBAT apply color and pattern to painted shapes in the style of Wassily Kandinsky. • SWBAT identify all Principles of Art (Movement, Unity, Rhythm, Contrast, Balance, Harmony, Emphasis, Variety, Proportion) in relation to use of Shape, Line, Color and Value • SWBAT identify Line, Color, Value and Shape as Elements of Art.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce Wassily Kandinsky and his use of Shape/Line/Color/Value. Discuss influence of music on his artwork. • Discuss difference between Geometric and Freeform Shapes. • Recognize/Review that emotion can be portrayed through the elements of art . • Identify all Principles of Art (Movement, Unity, Balance, etc.) and discuss importance in a composition. • Play various musical selections and create art influenced by different pieces of music.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Who was Wassily Kandinsky & what are the properties of his work? • How did music influence his art • How can Shape, Line, Color and Value portray emotion? • What are Geometric and Freeform Shapes? • What are the Principles of Art and how did Kandinsky use them in his work? • Why are the Elements of Art important in his artwork?
Content (Subject Matter)	<ul style="list-style-type: none"> • Space/Shape/Line
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.5.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.

	<ul style="list-style-type: none"> • 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/nonobjective 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. • 1.4.5.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).
Materials and Resources	<ul style="list-style-type: none"> • Poster board • Colored Tissue Paper & Eimers Glue/Brushes • Crayons/Colored Pencils, Markers
Notes	

Grade: 5 Subject: Art	Unit of Study: Line/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and discuss how realistic movement can be portrayed • SWBAT identify and discuss use of space in relation to movement • SWBAT create a composition using realistic figures moving in space • SWBAT independently create resist painting with a theme • SWBAT independently create realistic portraits • SWBAT use emphasis, proportion and balance effectively
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce various examples of abstract and realistic portraits showing movement • Discuss properties of Realistic portraiture • Review resist painting techniques • Discuss use of space in relation to balance, emphasis and proportion • Review themes in art (Degas dancers, Picasso circus performers)
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the techniques used to create realistic portraits? • What types of movement can be portrayed though drawing figures in space? • What are painting techniques of resist painting? • What art principles can be used in relation to space? (Discuss proportion, emphasis and balance) • What are the characteristics of creating a realistic portrait?
Content (Subject Matter)	<ul style="list-style-type: none"> • Line/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.5.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. • 1.3.5.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

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Materials and Resources	<ul style="list-style-type: none"> • White Paper • Black Marker • Tempera Cakes
Notes	

Grade: 5 Subject: Art	Unit of Study: Shape/Line/Color
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT independently identify Primary, Secondary, Complimentary and Warm/Cool color families • SWBA T Create a rotational design using measuring techniques • SWBAT use painting techniques in the creation of rotational design • SWBAT design and create a unique symbol pattern
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review the role of Primary Colors on the color wheel • Review Complementary color families • Review Warm/Cool and Secondary color families • Introduce techniques to grid a rotational design
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the four basic color families? • What are the techniques used to create a grid? • What are the correct painting techniques used with tempera? • What are possible ideas for symbol patterns?
Content (Subject Matter)	<ul style="list-style-type: none"> • Line/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.5.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. • 1.3.5.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/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

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Materials and Resources	<ul style="list-style-type: none"> • White Paper • Rulers • Pencils • Posterboard • Brushes • Tempera Paint
Notes	

Grade: 5 Subject: Art	Unit of Study: Line/Color
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify the work and style of Peter Max • SWBAT identify characteristics of Pop Art • SWBAT use printmaking techniques independently • SWBAT identify tools used in printing process • SWBAT carve a realistic statue of liberty
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will identify Pop Art as a movement in art history • Students will identify the techniques of Peter Max • Students will use printmaking techniques independently • Students will use carving techniques to create realistic image • Students will participate in self and class critique
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Who is Peter Max and what are the characteristics of his work? • What are characteristics of Pop Art? • What is the history of the Statue of Liberty? • What are the materials and techniques used for printmaking? • Why do you think he made images of the statue of liberty?
Content (Subject Matter)	<ul style="list-style-type: none"> • Shape/Space/Line/Color
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.5.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. • 1.3.5.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/nonobjective art, conceptual art, and others) using age-appropriate terminology, and

	<p>experiment with various compositional approaches influenced by these genres.</p> <ul style="list-style-type: none"> • 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. • 1.4.5.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).
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Tempera Paint • Brayers • Ink • White Paper
<p>Notes</p>	

Grade: 5 Subject: Art	Unit of Study: Space/Value
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify & discuss characteristics of Sumi-e painting • SWBAT identify contrast in Ink Wash values • SWBAT apply paint in washes to create value contrast • SWBAT identify & replicate subject matter of Sumi-e painting • SWBAT identify historical & cultural importance of Sumi-e painting in Japan
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce art of Japan and the technique/history of Sumi-e painting • Introduce technique of creating washes and discuss importance of value contrast • Discuss drawing objects from life and creating an interesting composition using value
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is Sumi-e painting? • What is an ink wash and how can different values be created through this process? • What creates an interesting composition? • What is the subject matter in Sumi-e painting? • What is contrast and why is it important?
Content (Subject Matter)	<ul style="list-style-type: none"> • Space/Value
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.5.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. • 1.3.5.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

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<p>Materials and Resources</p>	<ul style="list-style-type: none"> • White paper • Tempera Paint • Brushes • Examples of Sumi-e paintings
<p>Notes</p>	