

Effective Date: 2011

Hamburg Area School District

Name of Course: Fifth Grade Art
Department: Visual Art

Grade Level: Fifth Grade
Instructional Time: 27 Hours
Length of Course : All Year
Periods Per Cycle: 1
Length of Period: 45 Minutes

Texts and Resources:

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|---|
| Teacher-generated Materials |
| Reproductions of Art |
| Electronic Media: <ul style="list-style-type: none">• Videos, DVDs and CDs• Promethean Board• PowerPoints & Flip Charts• Computer/Internet |
| Books about Art and Artists |
| Examples of Student Art |

Assessments:

Formative Assessments:

- Teacher Observation
- Class Discussions
- Questioning/Interviews
- Group & Individual Critiques
- Rubrics

Summative Assessments:

- Rubrics
- Teacher Observation
- Student Self Critiques

**Hamburg Area School District
Course Plan
Visual Art**

Course Name: 5th Grade Art

Unit: Basic Skills (Integrated into all lessons & levels of the visual art curriculum)

Time Line: Year Long

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|--|--------------------------|
| What are the rules and procedures for the art room? | Follow school/classroom guidelines for positive peer interaction, demonstrating respect for others and their art. | 13.2.5.E |
| How does attitude affect student performance in art? | Understand the importance of a positive attitude in their relationships with others. | 13.3.5.A |
| In what ways does work ethic affect success in the visual arts? | Work cooperatively with others to complete tasks, including, but not limited to the production of art work and the care of the materials and tools used. | 13.3.5.B |
| | Recognize that artistic skills are learned and perfected through time, effort, and guided practice. | 9.1.5.G |
| How are specific tools and materials properly used and cared for? | Work with art tools and materials safely. Demonstrate the correct use of basic tools, such as paintbrushes, pencils, and erasers. Participate in care and storage of student work. | 9.1.5.H |
| Why is art unique to every artist? | Demonstrate, verbally and through art production, the understanding that multiple “correct” solutions exist to problems in the visual arts. | 9.3.5.F |

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Time Line: Year Long

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|--|--------------------------|
| In what ways can students communicate their ideas, needs and questions as they participate in the artistic process? | Use specific and expressive vocabulary to relate their ideas about art and the making of art to their peers and teachers. | 13.2.5.E 9.1.5.C |
| What strategies can lead to student success in the creation of both individual and group work? | Demonstrate the ability to listen to others, communicate ideas effectively, and work with established ground rules in the community setting of the art room. | 13.3.5.C |
| How and why is communication about art as important as the making of art? | Use the correct vocabulary when discussing their own and others' art work. | 9.4.5.B |
| What's the proper way to use age-appropriate art media and technology in the production of art work? | Handle/use basic art media and traditional technologies correctly for the successful production of art work. | 9.1.5.H |
| Which tools – and what skills – are necessary to create a specific work or art? | Demonstrate increased awareness of the need for refined and specific skills when using traditional and contemporary technologies to create art work. | 9.1.5.J |

**Hamburg Area School District
Course Plan
Visual Art**

Course Name: 5th Grade Art

Unit: Elements & Principles of Art (Introduced, then reviewed & integrated into subsequent lessons)

Time Line: Year Long

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|---|-------------------------------|
| <p>What are the elements & principles of art? How can students demonstrate their knowledge and understanding of the elements and principles of art?</p> | <p>Demonstrate the ability to use & manipulate line, shape/form, space, color, value and texture to create original works of art.</p> <p>Demonstrate the ability to use & manipulate contrast, repetition, balance, emphasis/focal point, unity/harmony, movement/rhythm and proportion/scale to create original works of art.</p> | 9.1.5.A. |
| <p>How can we use the elements and principles of art to create and revise our own art?</p> <p>How are the elements and principles of art used in relating to the work of other artists?</p> | <p>Demonstrate knowledge and understanding of the elements and principles of art to create and revise original works in age-appropriate art forms: drawing, painting, multi-media., and graphic design, including desktop publishing and computer-assisted drawing.</p> <p>Recognize and use specific elements and principles of art to both discuss and produce original works in the styles of other artists.</p> | <p>9.1.5.B</p> <p>9.3.5.D</p> |

Hamburg Area School District
Course Plan
Visual Art

Course Name: 5th Grade Art

Unit: Production & Exhibition of Student Work

Time Line: Year Long

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|---|-------------------------------|
| Where can art be viewed in our community? | Recognize that student-created art products, as well as the works of other artists, are displayed in a number of different venues, from museums, to galleries, to school & community arts events. | 9.1.5.I |
| What is an original work of art? What is a reproduction? | Recognize the difference between artist-produced works and works reproduced in books, prints, and digital media. | 9.4.5.C |
| How can we express ourselves through art? | Define objects, express emotions, illustrate actions, and relate experiences in numerous pieces of original art. | 9.1.5.E |
| In what ways do artists influence the opinions and beliefs of others and further knowledge in the humanities? | Demonstrate an understanding of how artists use visual language as well as materials, media and technology to communicate specific concepts and ideas with their art. | 9.4.5.A 9.1.5.K 9.4.5.D |
| What is the role of elements and principles in the production and revision of art? | Recognize and choose the appropriate art elements and principles in the creation and revision of original work. | 9.1.5.B |
| What are the materials and tools we use to express ourselves through the production of art? | Recognize and correctly use age-appropriate media and tools and technologies to create drawings, paintings, prints and other forms of art. | 9.1.5.J |
| How have advances and discoveries in science and technology impacted the materials & tools used to make art? | Understand that art media and tools have changed over time due to the availability of new and improved materials used for non-art purposes . | |
| How do artists make use of the computer and digital technology to create and/or revise original work? | Demonstrate the ability to choose and use appropriate software and technology to manipulate graphic images and successfully complete basic desktop publishing projects. | 3.7.7.D |
| How do artists aid the environment by making use of recycled materials? | Collect and use a variety of recycled and reusable materials in the creation of original art. | 4.2.7.D |

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Course Name: 5th Grade Art

Unit: Production & Exhibition of Student Work

Time Line: Year Long

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|--|-------------------------------|
| How can we use the recognition and understanding of specific artistic styles, themes, and techniques in the production of original art? | Recognize and use both figurative and non-figurative subject matter in their art. Recognize and use specific styles and techniques to create unique works of art. | 9.1.5.D 9.1.5.F 9.4.3.D |
| What role does creative problem-solving and innovation play in the production of art? | Demonstrate the ability to work through a creative project by defining the problem, exploring possible solutions, making choices and adjustments, and assessing the results. | 3.2.7.A |

**Hamburg Area School District
Course Plan
Visual Art**

Course Name: 5th Grade Art
Unit: Arts & Artists

Time Line: Year Long

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|--|--|-------------------------------|
| Who is an artist? What do artists do? | Recognize that artists visually communicate stories, ideas, and/or feelings through various forms of art (drawing, painting, etc.). | 9.4.5.D |
| Who are Pennsylvania artists? | Identify and discuss the contributions of specific Pennsylvania artists to the visual arts. | 9.2.5.H |
| How are works of art identified by specific attributes? | Identify different themes, forms, techniques and styles in displayed works of art. Recognize that works of art are created with a wide variety of materials. Compare and contrast two or more art works according to their visual characteristics. | 9.2.5.L 9.3.5.C 9.3.5.F |
| How do we identify works by specific style and/or genre? | Recognize and demonstrate an understanding of artistic style. | 9.2.5.C |

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Unit: Arts & Artists

Time Line: Year Long

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|---|--------------------------|
| How is art a part of specific cultures & geographic regions? | Demonstrate knowledge of art that represents specific cultures, time periods and places. | 9.2.5.A 9.2.5.G |
| What causes the work of some artists to be different from the cultural tradition? | Use knowledge of history and culture to describe and discuss a specific work of art. | 9.2.5.D. |
| | Understand that artists create works based on both culture and their life experiences. | 9.2.5.E |
| How does art impact our culture? | Recognize and demonstrate the relationship between art and history or culture. | 9.2.5.A |
| How does art impact our economy? | Recognize the role of artists in the design, marketing and production of a wide variety of goods and services, including, but not limited to advertising and packaging. | 13.4.5.C |

**Hamburg Area School District
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Visual Art**

Course Name: 5th Grade Art
Unit: Communicating About Art

Time Line: Year Long

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|--|--------------------------|
| Why do I like or dislike a specific work of art? | Express supported opinions about works of art created and/or displayed in class. (I like this work of art because...) | 9.4.5.B |
| What is the role of an art critic? | Recognize the influence that art critics have on public opinion about art. | 9.3.5.G |
| How can we have a discussion about a work of art? | Begins to engage in meaningful dialog using descriptive and analytical vocabulary about visual qualities and meaning in art work | 9.3.5.C 9.3.5.D |
| What specific and/or unique terms are used to describe and discuss artists, their cultures and their works? | Use the correct vocabulary when describing and discussing the work of artists and their culture. | 9.2.5.F |
| What are the similarities and differences in works of art? | Recognize differences and similarities when comparing and contrasting works of art. | 9.3.5.B 9.4.5.B |
| What is a formal critique? | Use a rubric to evaluate and critique student art work based on the specific goals and objectives for the lesson or project.. | 9.3.5.A 9.3.5.E |