

<b>Select a Course:</b>	Art Grade 5
<b>Teacher:</b>	CORE Art Grade 5
<b>Course:</b>	Art Grade 5
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August	<p><b>Grade 5 Art - observation</b> Big Idea -Observation Unit on drawing from observation</p>				
	<p><b>Enduring Understandings</b> ✕</p> <p>Observation, as a part of a creative process, can inspire art that communicates feelings, beliefs, or ideas.</p>	<p><b>Essential Questions</b> ✕</p> <p>How can artists use their observation skills to create art that reflects their feelings, beliefs, and ideas?</p>	<p><b>Standards</b> ✕</p> <p>VA:Cn.Grade5.10.1 - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. ~ Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>VA:Cn.Grade5.10.1.a - Synthesize ~ Apply <b>formal and conceptual vocabularies</b> of art and design to view surroundings in new ways through art-making.</p> <p>VA:Cn.Grade5.11.1 - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding ~ Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p>Artist practice their observation skills by sketching frequently.</p> <p>Artists use observation to provide inspiration for creative choices in their work.</p>	<p><b>Academic Language</b> ✕</p> <ul style="list-style-type: none"> <li>• contour lines</li> <li>• implied texture</li> <li>• detail</li> <li>• observation</li> <li>• still life</li> <li>• landscape</li> <li>• portrait</li> <li>• positive space</li> <li>• negative space</li> </ul>
September	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
October	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
November	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
	<p><b>Enduring</b></p>	<p><b>Essential</b></p>		<p><b>Knowledge</b></p>	<p><b>Academic</b></p>

December	Understandings ✕	Questions ✕	Standards ✕	& Skills ✕	Language ✕
January	<b>Art Grade 5 - Point of View</b> 4 week unit on two-point perspective				
	<b>Enduring Understandings</b> ✕ Art communicates a perspective. The elements of art and the principles of design are used in art to create the illusion of reality.	<b>Essential Questions</b> ✕ Why is perspective used in art? What is the benefit to see someone else's point of view? Why does your perspective change as you get older?	<b>Standards</b> ✕ VA:Cr.Grade5.2.2.a - Investigate ~ Demonstrate quality craftsmanship through care for and use of <b>materials</b> , tools, and equipment. VA:Cr.Grade5.2.3.a - Investigate ~ Identify, describe, and visually document places and/or objects of personal significance. VA:Cr.Grade5.3.1.a - Reflect-Refine-Continue ~ Create <b>artist statements</b> using art vocabulary to describe personal choices in art-making.	<b>Knowledge &amp; Skills</b> ✕ Students will have a working knowledge of two-point perspective and how it is used to create an illusion of depth. Students will create a linear composition that demonstrates an understanding of two-point perspective.	<b>Academic Language</b> ✕ vanishing point two-point perspective orthogonal lines horizon line converging lines diagonal lines horizontal lines vertical lines
February	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
March	<b>Responding to Art</b> Unit on responding to and interpreting art.				
	<b>Enduring Understandings</b> ✕ Visual literacy developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	<b>Essential Questions</b> ✕ How do artists repond to other artists and the art world? How can we read and understand a work of art? What can we learn from studying art? How can reflecting on your own work help you improve as an artist? If art is personal, how is it critiqued? Why do we need visual art terminology when responding to art?	<b>Standards</b> ✕ VA:Re.Grade5.7.2.a - Perceive ~ Identify and analyze cultural associations suggested by <b>visual imagery</b> . VA:Re.Grade5.8.1.a - Analyze ~ Interpret <b>art</b> by analyzing <b>characteristics of form</b> and structure, contextual information, subject matter, visual elements, and use of <b>media</b> to identify ideas and mood conveyed. VA:Re.Grade5.7.1.a - Perceive ~ Compare one's own interpretation of a work of art with the interpretation of others. VA:Re.Grade5.9.1.a - Interpret ~ Recognize differences in <b>criteria</b> used to evaluate works of art depending on <b>styles, genres, and media</b> as well as historical and <b>cultural contexts</b> .	<b>Knowledge &amp; Skills</b> ✕ Identify and analyze cultural associations suggested by visual imagery. Interpret art by analyzing contextual information, subject matter, visual elements used and mood conveyed. Compare one's own interpretation of a work of art with the interpretation of others. Recognize differences in criteria used to evaluate works of art depending on styles,	<b>Academic Language</b> ✕ <ul style="list-style-type: none"> <li>describe</li> <li>analyze</li> <li>interpretation</li> <li>mood</li> <li>context</li> <li>theme</li> <li>process</li> <li>visual literacy</li> <li>aesthetic theory</li> <li>Realism, Formalism, Emotionalism</li> </ul>

			historical and cultural contexts.	
April	<b>Scale and Proportions</b>			
	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>
	<p>All objects vary in size and have a natural size relationship. Learning to mentally see proportions accurately can improve a student's ability to draw objects.</p> <p>Artists in each major art period used size and proportion in their own way. How size and proportion has been used in an artwork can help identify a specific period of time, culture, or artistic style.</p> <p>Size and proportion has expressive properties and can portray ideas, moods, feelings, and values. Understanding the expressive properties of size and proportion can help to evaluate and appreciate works of art.</p>	<p>How does manipulating scale effect the viewer's perception of an image?</p> <p>How have other artists used scale in their work?</p>	<p>VA:Cn.Grade5.10.1 - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. ~ Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>VA:Cn.Grade5.10.1.a - Synthesize ~ Apply <b>formal and conceptual vocabularies</b> of art and design to view surroundings in new ways through art-making.</p> <p>VA:Cn.Grade5.11.1 - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding ~ Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>VA:Cn.Grade5.11.1.a - Relate ~ Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p> <p>VA:Cr.Grade5.1.1 - Anchor Standard 1: Generate and conceptualize artistic ideas and work. ~ Enduring Understanding 1: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>VA:Cr.Grade5.1.2 - Anchor Standard 1: Generate and conceptualize artistic ideas and work. ~ Enduring Understanding 2: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>VA:Cr.Grade5.2.2.a - Investigate ~ Demonstrate quality craftsmanship through care for and use of <b>materials</b>, tools, and equipment.</p> <p>VA:Cr.Grade5.2.3 - Anchor Standard 2: Organize and develop artistic ideas and work. ~ Enduring Understanding 3: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>VA:Cr.Grade5.2.3.a - Investigate ~ Identify, describe, and visually document places and/or objects of personal significance.</p> <p>VA:Cr.Grade5.3.1 - Anchor Standard 3: Refine and complete artistic work. ~</p>	<p>Learning to mentally see proportions accurately can improve a student's ability to draw objects.</p> <p>How size and proportion has been used in an artwork can help identify a specific period of time, culture, or artistic style.</p> <p>Understanding the expressive properties of size and proportion can help to evaluate and appreciate works of art.</p>
				<p>scale proportion ratio mentally ruler visually judge complex objects golden mean scaling</p>

			<p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>VA:Cr.Grade5.3.1.a - Reflect-Refine-Continue ~ Create <b>artist statements</b> using art vocabulary to describe personal choices in art-making.</p> <p>VA:Re.Grade5.7.1 - Anchor Standard 7: Perceive and analyze artistic work ~ Enduring Understanding 1: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>VA:Re.Grade5.7.2.a - Perceive ~ Identify and analyze cultural associations suggested by <b>visual imagery</b>.</p> <p>VA:Re.Grade5.8.1 - Anchor Standard 8: Interpret intent and meaning in artistic work. ~ Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>VA:Re.Grade5.8.1.a - Analyze ~ Interpret <b>art</b> by analyzing <b>characteristics of form</b> and structure, contextual information, subject matter, visual elements, and use of <b>media</b> to identify ideas and mood conveyed.</p> <p>VA:Re.Grade5.9.1 - Anchor Standard 9: Apply criteria to evaluate artistic work. ~ Enduring Understanding: People evaluate art based on various criteria.</p> <p>VA:Re.Grade5.9.1.a - Interpret ~ Recognize differences in <b>criteria</b> used to evaluate works of art depending on <b>styles, genres, and media</b> as well as historical and <b>cultural contexts</b>.</p>			
May	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕
June	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕