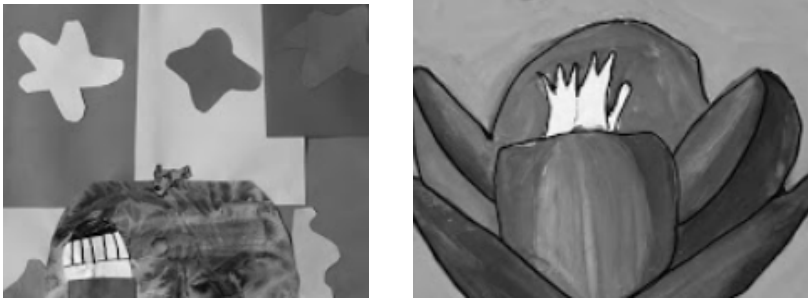
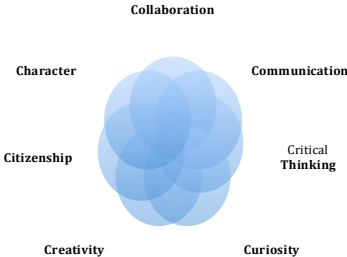


Content Area: Art	Course: Art	Grade Level: Five
		
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Shape 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Line 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Color 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Form 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Value 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Texture 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Space 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • The Etiquette of Art 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Art History 	<ul style="list-style-type: none"> • Ongoing 	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding
Respond	<ul style="list-style-type: none"> • 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. • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Title	Shape	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do we use shapes in our artwork? How can students experiment with line, shape, color, value and texture in collage? Where is shape found? How are organic and non-organic shapes used in art and design? How can students develop an awareness of form and the difference between form and shape?</p>		
Standards*	<p>Create: Investigate: VA:Cr2.2.5a Investigate: VA:Cr2.3.5a Respond: Perceive: VA:Re7.1.2.5a Perceive: VA:Re7.2.5a</p>		
Unit Strands & Concepts	Types of Shapes (symmetric, organic, geometric)		
Key Vocabulary	symmetry, organic, geometric		

*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

Unit Title	Shape	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● organic, symmetric, and geometric shapes ● line of symmetry ● the difference between an organic and geometric shape 	<ul style="list-style-type: none"> ● describe the difference between a geometric and an organic shape ● identify shapes in their environment ● distinguish between a variety of shapes in design ● discuss shapes in artwork ● identify and organize non-organic shapes ● create a collage using different shapes ● create 3D forms using multiple and varied shapes ● create shapes on a 2 dimensional surface

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Line	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<p>How can students use line to continue to enhance details and textures? What is the horizon line? What is the vanishing point? What are converging lines? What are parallel lines? How can line on a flat surface be used to create the illusion of depth?</p>		
Standards*	<p>Create: Investigate, Plan, Make: VA:Cr1.1.5a Investigate, Plan, Make: VA:Cr1.2.5a Investigate: VA:Cr2.2.5a Investigate: VA:Cr2.3.5a Respond: Perceive: VA:Cr7.2.5a</p>		
Unit Strands & Concepts	<p>Types of Lines Linear Perspective Illusion of Depth using Perspective</p>		
Key Vocabulary	<p>linear perspective, vanishing point, horizon line, converging lines, zigzag, straight, dotted, wavy, curved horizontal, vertical, diagonal, parallel</p>		

Unit Title	Line	Length of Unit	Ongoing
-------------------	------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • various kinds of lines • techniques to control lines using various mediums • linear Perspective 	<ul style="list-style-type: none"> • use a wide variety of lines to emphasize details and textures • understand the use of linear perspective • apply linear perspective to create depth • use line to create space • create the illusion of a 3D space on a flat surface • create the illusion of 3D space using the scale

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Color	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can students mix values of colors? • How can students experiment with the relationship of one color to another? • What effects can be produced by changing the color of ink and paper? • How do artists use color theory to create form and space? • What are the primary, secondary, intermediate, and neutral colors? • What are tints and shades? • What is tone? • How do artists use color to create an emotional response to their artwork? 		
Standards*	<p>Create: Investigate: VA: CR2.2.5a Reflect-Refine-Continue:VA:Cr3.1.5a</p> <p>Present: Select: VA: Pr4.1.5a Analyze: VA: Pr5.1.5a</p> <p>Respond: Perceive: VA: Re7.2.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Tints and Shades • The Color Wheel • Values of Colors • Emotional Use of Color 		
Key Vocabulary	color theory, emotional use of color		

Unit Title	Color	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● color theory ● emotional use of color 	<ul style="list-style-type: none"> ● explore relationships between colors on the color wheel ● mix colors to create new ones with specific qualities, i.e warm/cool, tints/shades ● experiment with different colored inks and paper ● explore color value ● demonstrate how mixing black and white with color creates tints and shades ● demonstrate how complementary colors create neutral colors ● use tints and shades of colors to create value ● create a tone of a color ● create neutral colors

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Form	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is sculpture and what materials create structure? • How do artists use 3D design? • What is an armature? • How is an armature used to create additive sculpture? • What is the difference between additive and subtractive sculpture? • How can students create a three-dimensional form for self-expression? • How can students use color, texture and pattern to enrich their form? • How can students explore and manipulate a three-dimensional medium? • How can students develop an awareness of form and the difference between form and shape? • How can students use modeling tools to create texture and form? 		
Standards*	<p>Create: Investigate- Plan- Make: VA:Cr1.1.5a Investigate- Plan- Make: VA Cr1.2.5a Investigate: VA: Cr2.1.5a Investigate: VA: Cr2.2.5a Reflect- Refine- Continue: VA: Cr3.1.5a</p> <p>Respond: Perceive: VA: Re7.1.5a Perceive: VA: Re7.2.5a Analyze: VA:8.1.5a Interpret: VA: Re9.1.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Constructing an armature to create an additive sculpture • The use of color, texture, and pattern to enrich a sculptural piece • Cylinder Slab Clay Vessel 		
Key Vocabulary	armature, additive sculpture, subtractive sculpture, cylinder, slab construction		

Unit Title	Form	Length of Unit	Ongoing
-------------------	------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● techniques for creative structures ● process for creating 3D structures 	<ul style="list-style-type: none"> ● discuss various forms of sculpture ● consider the surface of finished pieces ● create a 3D form using additive and subtractive methods of construction ● use a variety of materials to create a 3D form ● using different tools to create different surface textures ● create a three-dimensional form for self-expression ● use color, texture and pattern to enrich and embellish form ● explore and manipulate clay ● explore the difference between form and shape by building with slabs of clay ● use modeling tools to create texture and form

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Value	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Inquiry Questions (Engaging & Debatable)	<p>What is value?</p> <p>How can students create different values of colors?</p> <p>How can students use values to create a sense of form or depth in a work?</p>
Standards*	<p>Create: Investigate: VA:Cr2.2.5a</p> <p>Respond: Perceive: VA: Re7.1.5a Perceive: VA: Re7.2.5a Analyze: VA:8.1.5a Interpret: VA: Re9.1.5a</p>
Unit Strands & Concepts	<p>Creating tints and shades of a color</p> <p>Use of tints and shades to create the illusion of form or depth in a work</p>
Key Vocabulary	value, shading, tints and shades of a color

Unit Title	Value	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> value may be used to create a sense of form and/or depth in a piece of artwork 	<ul style="list-style-type: none"> understand color mixing to create value create value using various media

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Texture	Length of Unit	Ongoing
-------------------	---------	-----------------------	---------

Inquiry Questions (Engaging & Debatable)	How can students use line to continue to enhance details and textures? How can students use texture and pattern to enrich their form? How can students use modeling tools to create texture and form?
Standards*	Create: Investigate: VA: Cr2.1.5a Investigate: VA: Cr2.2.5a Respond: Perceive:VA: Re7.1.5a Interpret: VA: Re9.1.5a
Unit Strands & Concepts	Patterns in Art Texture in Art
Key Vocabulary	texture, pattern, elephant ear sponges, potter ribs, loop tools, needle tools, fettling knives, and toggle clay cutters

Unit Title	Texture	Length of Unit	Ongoing
-------------------	---------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● modeling techniques ● rubbing methods ● tools used to create textures in clay 	<ul style="list-style-type: none"> ● use a wide variety of lines to emphasize details and textures ● draw a variety of textures using a variety of materials ● use texture and pattern to enrich and embellish form ● use modeling tools to create texture and form

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Space	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is space in art? • What are ways that space that can be used in our own artwork and the artwork of others? • How do we show and explain the relationship between parts and the whole? • How do we use overlapping to create a sense of space? • How can you make objects appear closer or farther away? • What is the difference between foreground and background? • How are positive and negative space used in art? 		
Standards*	<p>Create: Investigate: VA: Cr2.1.5a Investigate: VA: Cr2.2.5a</p> <p>Present: Select: VA: Pr4.1.5a Analyze: VA: Pr5.1.5a Share: VA: Pr6.1.5a</p> <p>Respond: Perceive: VA: Re7.1.5a Perceive: VA: Re7.2.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Space • Depth • Foreground • Middle ground • Background 		
Key Vocabulary	right, left, over, under, top, bottom, front, back, side, foreground, middleground, background, symmetric, asymmetric, overlapping, positive and negative space, 1 and 2 point perspective		

Unit Title	Space	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Critical Content: My students will KNOW...	Key Skills: My students will be able t (Do)...
<ul style="list-style-type: none"> ● foreground ● middleground ● background 	<ul style="list-style-type: none"> ● apply color to make objects appear closer or farther away ● adjust the size of objects to make them appear closer or farther away ● overlap objects to make them appear closer or farther away ● distinguish the difference between the foreground, middleground, and background ● recognize foreground, background, and middle ground in artist’s work ● identify objects that are closer and farther away ● demonstrate overlapping as it relates to space ● use positive and negative space appropriately in a piece of artwork

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	The Etiquette of Art	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>		
Standards*	<p>Create: Investigate: VA:Cr2.2.5a Reflect- Refine- Continue: VA: Cr3.1.5a Present: Select: VA:Pr4.1.5a Analyze: VA:PR5.1.5a Share: VA:Pr6.1.5a Respond: Perceive:VA:Re7.2.5a Analyze: VA:Re8.1.5a Interpret: VA:Re9.1.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Art Critique (peer, self, and teacher) • Art Show (preparation, set up, striking) • Art Room Etiquette 		
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgement.</p>		

Unit Title	The Etiquette of Art	Length of Unit	ongoing
-------------------	-----------------------------	-----------------------	---------

Critical Content: My students will KNOW...	Key Skills: My students will be able to (DO)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one’s creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work

Unit Title	Art History	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence chape deas, beliefs, and experiences? How do objects, artifact, and artworks collected, preserved, or presented, cultivate appreciate and understanding?</p> <p>How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p>		
Standards*	<p>Present: Share: VA:Pr6.1.5a</p> <p>Connect: Relate: VA:Cn11.1.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art 		
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance		

Unit Title	Art History	Length of Unit	ongoing
-------------------	--------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art history is the study and appreciation of art and artists within the context of past and present cultures • artists and the periods in which they worked • movements and styles • an understanding of how individual artists work • art as a basic and universal language • artists synthesize the ideas of their own and other cultures to create their work • artists have communicated ideas in different ways 	<ul style="list-style-type: none"> • incorporate historical reference into studio activities • recognize common elements in different artists' work that represent a movement • make connections between their understanding of their heritage, social experience, and environment as it allows them to understand themselves and the similarities and diversities of mankind • make connections between art and culture • develop an appreciation for cross-cultural influences in art • recognize that art and the artist connecting links between cultures • develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise ,Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources Artists website - based on medium Former student work