

Grade Level: 5

Course Title: Art

Topic/Concept: Pinwheels for Peace

Time Allotment: 2 classes

Unit Sequence: 1

Major Concepts to be learned:

1. About Installation art
2. Art created for awareness
3. Symbolism in art
4. Techniques for scratch art

Expected Skills to be demonstrated:

1. Students will be able to follow directions to construct a pinwheel
2. Students will be able to create a design with the use of pictures/symbols to convey a message
3. Students will be able to relay information about installation art
4. Students will be able to create designs on a scratch board

PA Standards/Anchors:

Eligible Content:

- 9.1. Production, Performance and Exhibition
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

- 9.1.5 A, B, C, D, E, I
- 9.2.5 E, I
- 9.3.5 C
- 9.4.5 A, B, C

Instructional Strategies:

Assessments:

- Lecture
- Demonstration

- Participation/Effort
- Evidence of following directions
- Craftsmanship
- Observation

Grade Level: 5

Course Title: Art

Topic/Concept: Optical Art

Time Allotment: 3 classes

Unit Sequence: 2

Major Concepts to be learned:

1. Creating a optical illusion
2. About Bridget Riley and the Op Art movement
3. Measuring

Expected Skills to be demonstrated:

1. Students will be able to create a design that exhibits an optical illusion
2. Students will be able to use a ruler to effectively create their design
3. Students will be able to relay information about Bridget Riley and the Op Art movement

PA Standards/Anchors:

Eligible Content:

9.1 Production, Performance and Exhibition
9.2 Historical and Cultural Contexts
9.3 Critical Response

9.1.5 A, C
9.2.5 A, C, E
9.3.5 G

Instructional Strategies:

Assessments:

Lecture
Demonstration
Guided practice

- Participation/Effort
- Craftsmanship
- Evidence of following directions
- Observation

Grade Level: 5

Course Title: Art

Topic/Concept: Mosaics / Basic Drawing

Time Allotment: 2 classes

Unit Sequence: 3

Major Concepts to be learned:

1. Drawing basic shapes or forms
2. Creating a mosaic with paper
3. Mosaics throughout Art history and related terms

Expected Skills to be demonstrated:

1. Students will create a basic drawing that is designed to be turned into a paper mosaic
2. Students will use glue and paper to neatly fill in their design
3. Students will be able to relay information and use vocabulary related to mosaics

PA Standards/Anchors:

Eligible Content:

9.1 Production, Performance and Exhibition
9.2 Historical and Cultural Contexts
9.3 Critical Response

9.1.5 A, B, C, D
9.2.5 C
9.3.5 C

Instructional Strategies:

Assessments:

Lecture
Group discussion
Demonstration

- Participation/Effort
- Craftsmanship
- Evidence of following directions
- Observation

Grade Level: 5

Course Title: Art

Topic/Concept: Cave Art / Highlights & Shadows

Time Allotment: 2 classes

Unit Sequence: 4

Major Concepts to be learned:

1. Pre-historic Art / Cave drawings
2. Differences in pre-historic and present materials
3. Techniques with drawing chalk/charcoal
4. Adding highlights and shadows to drawings

Expected Skills to be demonstrated:

1. Students will create their own cave drawing based on Pre-historic subjects
2. Students will use drawing chalk and create shadows and highlights within their drawing
3. Students will be able to relay information about Pre-historic Art and the traditional materials

PA Standards/Anchors:

Eligible Content:

9.1 Production, Performance and Exhibition
9.2 Historical and Cultural Contexts
9.3 Critical Response

9.1.5 A, B, C, D, E, J
9.2.5 A, B, C, D, E, F, G, L

Instructional Strategies:

Assessments:

Lecture
Group discussion
Demonstration

- Participation/Effort
- Craftsmanship
- Evidence of following directions
- Observation

Grade Level: 5

Course Title: Art

Topic/Concept: O'Keeffe Flowers/Abstraction

Time Allotment: 5 classes

Unit Sequence: 5

Major Concepts to be learned:

1. About Georgia O'Keeffe and her flower abstractions
2. Creating an abstract painting from a realistic object
3. Tints and shades

Expected Skills to be demonstrated:

1. Students will be able to recognize the work of Georgia O'Keeffe and relay information about the artist
2. Students will be able to explain and demonstrate how to create an abstract art piece
3. Students will be able to mix paint to create tints and shades of a color

PA Standards/Anchors:

Eligible Content:

- 9.1 Production, Performance and Exhibition
- 9.2. Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

- 9.1.5 A, B, C,
- 9.2.5 D, G, L
- 9.3.5 B, D, G
- 9.4.5 C, D

Instructional Strategies:

Assessments:

- Lecture
- Group discussion
- Demonstration
- Read relevant story

- Participation/Effort
- Craftsmanship
- Evidence of following directions
- Observation

Grade Level: 5

Course Title: Art

Topic/Concept: M.C. Escher / Tessellations

Time Allotment: 3 classes

Unit Sequence: 6

Major Concepts to be learned:

1. About M.C Escher and his tessellations
2. How to create tessellations

Expected Skills to be demonstrated:

1. Students will be able to relay information about MC Escher and tessellations
2. Students will be able to follow a set of steps to create a tessellation
3. Students will be able to think creatively to turn their tessellation into a recognizable object(s)

PA Standards/Anchors:

Eligible Content:

- 9.1 Production, Performance and Exhibition
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response

- 9.1.5 A, C, D
- 9.2.5 C, I, L
- 9.3.5 B,C

Instructional Strategies:

Assessments:

- Lecture
- Group discussion
- Demonstration
- Hands on activity

- Participation/Effort
- Craftsmanship
- Evidence of following directions
- Observation

Grade Level: 5

Course Title: Art

Topic/Concept: Georges Seurat / Pointillism

Time Allotment: 3 classes

Unit Sequence: 7

Major Concepts to be learned:

1. About Georges Seurat and Pointillism
2. Optical blending
3. Shading using dots

Expected Skills to be demonstrated:

1. Students will be able to draw a simple object to be filled in with dots
2. Students will be able to relate Pointillism to Georges Seurat
3. Students will be able to explain optical blending and how to shade using dots
4. Students will neatly fill in their drawing with dots using optical blending and shading

PA Standards/Anchors:

Eligible Content:

- 9.1 Production, Performance and Exhibition
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response

- 9.1.5 A, B, C, F, G
- 9.2.5 C, G
- 9.3.5 A, C

Instructional Strategies:

Assessments:

- Lecture
- Group discussion
- Demonstration
- Guided practice

- Participation/Effort
- Craftsmanship
- Evidence of following directions
- Observation

Grade Level: 5

Course Title: Art

Topic/Concept: Ceramic Handbuilding / Coiling

Time Allotment: 4 classes

Unit Sequence: 8

Major Concepts to be learned:

1. Ceramic handbuilding through the use of coils
2. Making coils
3. Review of joining clay
4. About Maria Martinez and Pueblo Pottery

Expected Skills to be demonstrated:

1. Students will be able to use clay to create a vessel by following proper steps
2. Students will be able to create coils for handbuilding
3. Students will be able to apply knowledge of joining clay to create their vessel
4. Students will be able to use appropriate vocabulary relating to the techniques
5. Students will be able to relay information about Maria Martinez and Pueblo Pottery

PA Standards/Anchors:

Eligible Content:

- 9.1 Production, Performance and Exhibition
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

- 9.1.5 B, C, H, J
- 9.2.5 A, C, D, G, L
- 9.3.5 C
- 9.4.5 D

Instructional Strategies:

Assessments:

- Lecture
- Group discussion
- Demonstration

- Participation/Effort
- Craftsmanship
- Evidence of following directions
- Observation

Grade Level: 5

Course Title: Art

Topic/Concept: Robots/Assemblage Sculpture

Time Allotment: 6 classes

Unit Sequence: 9

Major Concepts to be learned:

1. Differences between types of sculptures
2. Practicing trial and error
3. Assembly techniques

Expected Skills to be demonstrated:

1. Students will be able to explain differences in sculpture and identify techniques used in different pieces
2. Students will use trial and error to determine the best way to assemble their robots
3. Students will be able to design a robot based on a set of guidelines
4. Students will be able to use time management to complete set goals for their assemblage

PA Standards/Anchors:

Eligible Content:

9.1 Production, Performance and Exhibition
9.2 Historical and Cultural Contexts
9.3 Critical Response

9.1.5 B, C, D, H, J
9.2.5 L
9.3.5 C

Instructional Strategies:

Assessments:

Lecture
Group discussion
Demonstration

- Participation/Effort
- Craftsmanship
- Evidence of following directions
- Observation

Grade Level: 5

Course Title: Art

Topic/Concept: Pop Art Prints

Allotment: 3 classes

Unit Sequence: 10

Major Concepts to be learned:

1. About Pop Art Movement
2. Review of printing techniques

Expected Skills to be demonstrated:

1. Students will be able to use knowledge of Pop Art to create a design based on current popular culture
2. Students will be able to print their design neatly and efficiently
3. Students will be able to use the correct vocabulary that relates to printmaking

PA Standards/Anchors:

Eligible Content:

- 9.1 Production, Performance and Exhibition
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

- 9.1.5 B, C, D
- 9.2.5 C, D, E, H, L
- 9.3.5 G
- 9.4.5 A, B, D

Instructional Strategies:

Assessments:

- Lecture
- Group discussion
- Demonstration

- Participation/Effort
- Craftsmanship
- Evidence of following directions
- Observation