

Wilson Area School District Planned Course Guide

Title of planned course: 5th Grade Art

Subject Area: Art

Grade Level: 5th

Course Description: This course will provide the students understanding of the essential elements of a well-balanced course of study in art. Students will experience knowledge in the interpretation and creation of art in two and three dimensions. Additionally artists from different time periods and cultures. As the years activities proceed, there will be evidence of growth in design, ideas, creative and technical drawings skills, color arrangement, and appreciation of the arts.

Time/Credit for this Course: One Full Academic Year, 1 class per week

Curriculum Writing Committee: Regina Moyer

Curriculum Map

August/September: 2 Dimensional Art (2-D) (Room Drawings) (Elements and Principles of Design Book)

October : 2 Dimensional Art (2-D) (Elements and Principles of Design Book)

November: 2 Dimensional Art (2-D) (Magazine ½ and ½ Drawings)

December: 3-Dimensional Art (3-D) (Pop Art - Wayne Tiebaud-Cupcakes, 3-D Pop up Cards)

January: 2-Dimensional Art (2-D) (Wassily Kandinsky- Watercolors)

February: Color and Design (Henri Matisse/Piet Mondrian -Collages)

March: Animation and Music (Walt Disney and Pixar -Flip Art Simple Animation)

April/ May: 3-Dimensional Art (3-D) (Georgia Okeefe -Flowers)

June: 2-Dimensional Art (2-D) (Scratch Art Trees)

Planned Course Materials

Course Title: 5th Grade Art

Textbook: Art a Global Pursuit

Teacher Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art museums
- Professional journals
- Colleagues
- Artists and visuals:

Wayne Thiebaud:

Artworks: *Cakes, Confections, Dessert Tray, Three Cones, Three Machines, Display Cakes, Cut Meringues, Two Seated, Bakery Counter, Candied Apples, "Pies, Pies, Pies", Levee Farms, Neapolitan Cupcakes, Yellow Mickey Mouse Cake, Cakes and Pies, Lipsticks, Three Strawberry Milkshakes, Lemon Meringue Pie, Two Paint Cans.*

Wassily Kandinsky:

Artworks: *Composition 8, Composition VII, Composition X, Several Circles, Circles in a Circle, Yellow-Red-Blue, Blue Painting, Color Study: Squares with Concentric Circles.*

Henri Matisse :

Artworks: *The Sorrows of the King, The Snail, Two Masks, Woman with a Hat, The Green Stripe, Matisse Cut Outs (multiple designs just titled his cut outs)*

Piet Mondrian:

Artworks: *Composition with Red Blue and Yellow, Composition Red Blue and Yellow II, Broadway Boogie- Woogie, Gray Tree, New York City I, Avond (Evening): The Red Tree, Composition A, Victory Boogie-Woogie, Composition with Large Red Plane: Yellow, Black, Gray, and Blue, Composition 10 in Black and White, Composition with Oval in Color Planes II, Composition with Gray and Light Brown, Composition C, Apple Tree in Bloom*

Georgia O'Keefe:

Artworks: *Jimson Weed, Red Poppy, The White Calico Flower, Abstraction White Rose, Autumn Leaves, Canna Red and Orange, Oriental Poppies, Petunias, Red Hills With Flowers.*

Curriculum Scope & Sequence

Planned Course: 5th Grade Art

Unit: 2 Dimensional Art (2-D)

Time frame: 16 weeks spread out with individual lessons throughout the year.

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.3.5.D, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Students will describe, identify, or construct
 - Collage
 - Assemblage
 - Overlapping
 - Found Objects
 - Objective/ Non-Objective design
 - Balance
 - Contour drawings

Core Activities: Students will complete/participate in the following:

- Creating 2-D art forms in black and white or color using different art media and techniques. (e.g., contour drawings, collages, and sketching)

Extensions:

- Working with groups on large-scale projects, i.e. scenery or thematic works
- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view recent collage work, assemblages, or drawings
- Use paints to create a design or theme chosen by the instructor. Add collage when painting is complete
- Observe paintings which display more depth and contemporary, abstract works and identify the vocabulary learned

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Use paints or pastels to create a design or theme chosen by the instructor.
- Use magazines newspapers and other printed matter to make a fantasy animal and paste in an environment
- Assistance from other students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work

- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios (Project/ presentation)
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: Art Grade 5

Unit: 3- Dimensional Art (3-D)

Time frame: 12 weeks spread out with individual lessons throughout the year.

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Differentiate between 2-D and 3-D art.
- Identify sculpture in-the-round, high and low relief sculptures.

Core Activities: Students will complete/participate in the following:

- Exploring the methods and techniques of building a 3-D piece using different materials
- Using various materials (e.g., paper mache, wood, cardboard, fabric, yarn, etc.) to create 3-D projects using appropriate themes
- Developing an awareness of alternative sculpture as well as traditional sculpture and vocabulary

Extensions:

- Working with a group on large-scale project to create a
- Using found objects, construct a 3-D structure to represent a theme or emotion
- Create a mobile using found objects or creating pieces from assorted media

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios (Project/ presentation)
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: Art Grade 5

Unit: Animation and Music (Integrating Art, Music, and Technology)

Time frame: 5 weeks spread out with individual lessons.

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.F, 9.1.5.H, 9.1.5.I, 9.1.5.J, 9.1.5.K, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.3.5.D, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Discuss storytelling as an art form and how art was first form of communication
- Discuss the integration of art and music to create a storyline in animation
- Describe art that is narrative in nature
- Compare and contrast symbols used throughout time to convey messages (e.g. animation from the past to modern animation techniques)
- Compare and contrast works of art that are imaginative and realistic

Core Activities: Students will complete/participate in the following:

- Exploring different techniques for making animation
- Developing an awareness of animation from the past and animation of the future
- Learning different genres in music class that will further their understanding of the pairing of art and music to create a story with emotion
- Computer class reinforcing modern animation techniques
- Creating a simple form of animation called flip art

Extensions:

- Access various websites approved by teacher to research further the animation process and music's influence
- Students watch a variety of old and new animations and compare and contrast the animation techniques and music from past to modern technology.

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: Art Grade 5

Unit: Color/Design

Time frame: 3 weeks spread out with individual lessons throughout the year.

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.H, 9.1.5.J, 9.2.5.B, 9.3.5.A, 9.3.5.D

Essential content/objectives: At the end of the unit, students will be able to:

- Construct a basic color wheel and experiment with color mixing using primary colors
- Mix and identify primary, secondary, intermediate (tertiary) colors
- Mix and identify shades and tints
- Identify complementary and analogous colors, cools and warms
- Observe how color suggests a feeling or emotion
- Discover how color can be used to create a feeling of depth/ how some colors appear to recede and how some move forward

Core Activities: Students will complete/participate in the following:

- Color mixing
- Color identification—warm/cool, primary, secondary, and tertiary; complementary/analogous
- Creating an organized color system (e.g., color wheel)
- Using knowledge of color mixing, create paintings for various assignments including poster design, landscape, and correlation in various subjects
- Creating 2-D art forms with color knowledge and different art media

Extensions:

- Students use complementary colors to create team logos, or a fictional product (advertisement)
- Students observe paintings which display more depth, and contemporary, abstract works that seem flat
- Student will create a monochromatic painting (shades and tints of one color only)

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs (e.g., use crayon to make a simple color wheel, exercises or worksheets reviewing color mixing)
- Observations of various paintings (resources) point out use of cool or warm colors, shades, tints, etc.
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric