Catasauqua Area School District
Planned Course of Study

Course Title: Visual Art

Grade Level(s): 5th Grade

Course Description

The 5th grade Visual Art Curriculum will build on the foundation of knowledge and skills laid out from Kindergarten through 4th grade. The course will dive into the elements of art and their importance to the art world, especially color. Projects in 5th grade will be student driven, requiring more responsibility in the planning and creation process.

Projects will contain cross-curricular aspects throughout the course. Students will take part in class discussions enabling them to develop speaking and writing skills. Students will also learn the proper way to read and use a ruler, reinforcing math skills.

Throughout the course color will be a main focus. Students will investigate the color wheel, understanding primary, secondary, tertiary, warm, cool and complementary colors. To engage their understanding students will create various projects on what they have learned about the color wheel.

Finally, in 5th grade students will also be introduced to the critique process. Students will have the opportunity to go through the process when reviewing art history pieces, like Van Gogh's self-portraits, as well as their own and classmates

Essential Questions

1. Why are planning, creating, and refining essential elements of the art-making process?
2. What can inspire artists to create a work of art?
3. How can artists communicate a theme or idea through multiple individual works?
4. How does visual culture demonstrate experiences and ideas?
5. Why must people be able to talk about art and have clear opinions to judge the quality of an artwork?
6. How might the setting in which an artwork is displayed affect a viewer's response?

Competencies

1. While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.
2. Create works of art inspired by both natural and man-made objects.
3. Create multiple artworks that share a common theme or idea.
4. Analyze a contemporary visual culture artifact for the ideas and experiences it communicates.
5. Articulate personal thoughts and defend a position within a critique of their own artwork.
6. View the same artwork in different settings and explain how the setting affects viewers' response to the work.

Catasauqua Area School District
Course Title: Visual Art
Grade Level: 5th

Course Syllabus

Course Content	Tentative Timeframe	National Standard	State Standards
Establish art room rules, procedures and expectations	1 Lesson	1	9.1.5.H
Recognize, conceptualize and produce artwork using various media, techniques and technologies -Watercolor Painting -Sculpture Creation -Line/Self-Portrait -Optical Illusion	Throughout the marking period	1	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5. E 9.1.5.G 9.1.5.J 9.1.5.K
Develop skills to organize artwork, materials and presentations -Focus on Color	Throughout the marking period	2	9.1.5.A 9.1.5.D 9.1.5.F 9.1.5.H 9.1.5.I
Refine and reflect on choices in artwork	Throughout the marking period	3	9.4.5.A 9.4.5.C 9.4.5.D
Prepare and analyze artwork for presentation	Occasionally throughout the marking period	4 5	9.4.5.B 9.4.5.C
Understand and relate visual art in relation to history and culture -Contemporary Art -Photorealism	Occasionally throughout marking period	6 10 11	9.2.5.A 9.2.5.B 9.2.5.I 9.2.5.J
Engage in the process of art criticism	Occasionally throughout marking period	7 8 9	9.3.5.A 9.3.5.B 9.3.5. D
Make connections between visual arts and other disciplines	Occasionally throughout marking period	6	9.2.5.F

Teaching Strategies Utilized

Teacher Demonstrations

Direct Instruction

Student Production of work

Group Collaboration

Critical Evaluation

Student Response

Catasauqua Area School District
Course Title: Visual Art
Grade Level: 5

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Establish art room rules, procedures and expectations 1. Introduce students to physical space of the classroom 2. Establish expectations for projects 3. Review behavior policies for classroom and school 4. Establish routines or art room cleanliness	AW K AP M R	First Day of class Distributed Syllabus Ungraded Pre-Quiz through technology Class Discussion	Class Discussion Pop Quiz	2 5	9.1.5.H

Resources/Materials

iPads, Projector, Online Classroom (Google)

Interdisciplinary Relationships

N/A

Catasauqua Area School District
Course Title: Visual Art
Grade Level: 5

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Recognize, conceptualize and produce artwork using various media, techniques and technologies 1. Name the elements of art 2. Explain the importance of color in the creation of art 3. Communicate experiences, stories and emotions through various media, techniques and technologies 4. Know the importance of and utilize practice in the creation of art 5. List the media, techniques and technologies used 6. Use traditional and contemporary technologies to produce art	AW K AP M R	Nearpod Color Wheel (Watercolor Painting) Dale Chihuly Sculpture (Sculpture making/Acrylic painting) Optical Illusion (Colored Pencils) Self Portrait (Line drawing/Value)	Class Discussions Self-Assessment Production of Work Rubric for grading Group Critiques and Gallery Walks Teacher Observation	1	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5. E 9.1.5.G 9.1.5.J 9.1.5.K

Resources/Materials

iPad, Bristol board, Sharpie, rulers, Watercolor paint, paint brushes, Google Slides, Projector, Acrylic Paint, Water Bottles, Paper Mache, Fish Line, Sand paper, Colored pencils, erasers, construction paper, graph paper, graphite pencil, printer and various internet resources.

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements, Geometry and division
ELA-Speaking/listening
Science-patterns and optical illusions
Social Studies-Art history
Technology-Use of iPads for Nearpod and photo editing

Catasauqua Area School District
Course Title: Visual Art
Grade Level: 5

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Develop skills to organize pieces in artwork, materials and presentation 1. Name the elements of art 2. Use the elements of art (specifically color) to organize a piece of art 3. Use visual structures and functions of art to communicate ideas 4. Use and maintain art materials and tools in a safe and responsible manner 5. Identify the process of preparing and organizing artwork for presentation	AW K AP M	Nearpod Color Wheel (Color/Value/Line) Dale Chihuly Sculpture (Color/Space) Optical Illusion (Color/Value/Line/ Space/Form) Self Portrait (Color/Value/Line/ Form) Review of materials and tools at the beginning of each lesson	Class Discussions Self-Assessment Production of Work Rubric for grading Group Critiques and Gallery Walks Teacher Observation	2	9.1.5.A 9.1.5.D 9.1.5.F 9.1.5.H 9.1.5.I

Resources/Materials

iPad, Bristol board, Sharpie, rulers, Watercolor paint, paint brushes, Google Slides, Projector, Acrylic Paint, Water Bottles, Paper Mache, Fish Line, Sand paper, Colored pencils, erasers, construction paper, graph paper, graphite pencil, printer and various internet resources.

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements, Geometry and division
ELA-Speaking/listening
Science-patterns and optical illusions
Social Studies-Art history
Technology-Use of iPads for Nearpod and photo editing

Catasauqua Area School District
Course Title: Visual Art
Grade Level: 5

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Refine and reflect on choices of subject matter, techniques and ideas made in artwork 1. Read artists statements that explain choices made in artwork 2. Label pieces of an artist statement 3. Identify symbols and meanings in various artwork from historical, contemporary and modern artists 4. Communicate and improve upon decisions made in artwork	AW K AP M	Artist statement discussed for Dale Chihuly, Van Gogh and Chuck Close Self-Portrait Nearpod	Class Discussions Self-Assessment Production of Work Rubric for grading Group Critiques and Gallery Walks	3	9.4.5.A 9.4.5.C 9.4.5.D

Resources/Materials

iPad, Projector, Google Slides, Nearpods, graph paper, graphite pencils

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements
ELA-Writing (Grammar/Spelling) and Speaking/listening
Social Studies-Art history
Technology-Use of iPads for Nearpod and photo editing

Catasauqua Area School District
Course Title: Visual Art
Grade Level: 5

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Prepare and analyze artwork for presentation 1. Select what will be best presented in artwork 2. Investigate technologies on presentation of artwork 3. Define the steps for preparation for artwork presentation	AW K AP M	Optical Illusion and Self-Portrait (Illusion drawing and line drawing) Matting/Signing projects for presentation	Class Discussions Self-Assessment Production of Work Group Critiques	4 5	9.4.5.B 9.4.5.C

Resources/Materials

iPad, Projector, Google Slides, Nearpods, graph paper, construction paper, colored pencils erasers and graphite pencils

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements, Geometry and division
ELA-Speaking/listening
Science-patterns and optical illusions
Technology-Use of iPads for Nearpod and photo editing

Catasauqua Area School District
Course Title: Visual Art
Grade Level: 5

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Understand and relate visual art in relation to history and culture 1. Identify the historical and cultural context of artwork 2. Convey historical and cultural meanings in artwork 3. Define vocabulary that correctly relays information on artwork from specific time periods 4. See how time and traditions can be reflected in artwork	AW K AP M R	Nearpod Dale Chihuly Sculpture (Fine Art/Glassblowing) Group Critique of artwork from time period Self Portrait (Google Slides reviewing artwork from Van Gogh and Chuck Close) Chuck Close (Contemporary Art)	Class Discussions Production of Work Group Critiques	6 10 11	9.2.5.A 9.2.5.B 9.2.5.F 9.2.5.I 9.2.5.J

Resources/Materials

iPad, Bristol board, Sharpie, rulers, Watercolor paint, paint brushes, Google Slides, Projector, Acrylic Paint, Water Bottles, Paper Mache, Fish Line, Sand paper, Colored pencils, erasers, construction paper, graph paper, graphite pencil, printer and various internet resources.

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements, Geometry and division
ELA-Speaking/listening
Science-patterns and optical illusions
Social Studies-Art history
Technology-Use of iPads for Nearpod and photo editing

Catasauqua Area School District
Course Title: Visual Art
Grade Level: 5

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Engage in the process of art criticism 1. Name and recall the process of art criticism 2. Compare and contrast characteristics of artwork 3. Through discussion express one's view on a piece of artwork 4. Critique one's own artwork after creation	AW K AP	Group Critique of artwork: Sculpture (Google Slides reviewing artwork from Dale Chihuly) Self Portrait (Google Slides reviewing artwork from Van Gogh and Chuck Close) Optical Illusion (Discussion of various Optical Illusions)	Group Critique Gallery Walk Think-Pair-Share	7 8 9	9.3.5.A 9.3.5.B 9.3.5.D

Resources/Materials

iPad, Bristol board, Sharpie, rulers, Watercolor paint, paint brushes, Google Slides, Projector, Acrylic Paint, Water Bottles, Paper Mache, Fish Line, Sand paper, Colored pencils, erasers, construction paper, graph paper, graphite pencil, printer and various internet resources.

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements, Geometry and division
ELA-Speaking/listening
Science-patterns and optical illusions
Social Studies-Art history
Technology-Use of iPads for Nearpod and photo editing

Catasauqua Area School District
Course Title: Visual Art
Grade Level: 5

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Making connections between visual arts and other disciplines. 1. Understand and use similarities and differences between characteristics of the visual arts and other disciplines 2. Identify connections between the visual arts and other disciplines in the curriculum	AW K AP M R	Color Wheel (Math) Dale Chihuly Sculpture (Math, Social Studies and Science) Optical Illusion (Math) Self Portrait (Math/Social Studies/English)	Class Discussions Group Critiques Production of work	6	9.2.5.F

Resources/Materials

iPad, Bristol board, Sharpie, rulers, Watercolor paint, paint brushes, Google Slides, Projector, Acrylic Paint, Water Bottles, Paper Mache, Fish Line, Sand paper, Colored pencils, erasers, construction paper, graph paper, graphite pencil, printer and various internet resources.

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements, Geometry and division
ELA-Speaking/listening
Science-patterns and optical illusions
Social Studies-Art history
Technology-Use of iPads for Nearpod and photo editing