

Glen Ridge Public Schools – Visual and Performing Arts Curriculum

Course Title: Art

Subject: Visual and Performing Arts

Grade Level: 5th

Duration: 12 Weeks

Prerequisite: None

Elective or Required: Required

Visual and Performing Arts Mission Statement

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

Course Description:

The 5th Grade school year will consist of forty Art classes which will meet four times every six school days during one cycle (one third) of the school year. Projects will cover primarily two-dimensional works as well as some three-dimensional works while utilizing a four pronged approach for each project. The disciplines of Aesthetics, Production, Art History, and Critique as well as the integration of multiple media and technology, frame the approach to every unit. Students are given broad-based exposure to those basic

Art disciplines as well as the opportunity to integrate cross curricular subject matter into each project. The goal in 5th Grade is to ensure every student attains basic literacy in the content knowledge and skills outlined in the NJ Department of Education standards for the arts for Grades 3 through 5.

Author: Douglas Hellstern

Date Submitted: Summer 2016

Visual and Performing Arts – Curriculum Standards – 2016

The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Dance

Music

Theatre

Visual Art

History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

History of the Arts and Culture

Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Dance

Music

Theatre

Visual Art

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Aesthetic Responses

Critique Methodologies

5th Grade Art

Unit 1 - Form and Function

Approximate # Of Weeks: 4 Weeks

Essential Questions:

Why is Art necessary?

What is Art?

What choices must an artist make before beginning a work?

Upon completion of this unit students will be able to:

- **Students will be able to recognize that art and culture reflect and affect each other.**
- **Students will learn that criteria for determining the aesthetic merits of artwork vary according to context.**
- **Students will be able to understand the relationship between compositional design and genre provides the foundation for making value judgments about the arts.**

Standard 1.2.5.A.1

Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

Standard 1.4.5.A.3

Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

Interdisciplinary Standards

Standard 9.1 21st-Century Life & Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 8.1 – Computer and Information Literacy

All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 – Technology Education

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Standard 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Standard 6.1 US History: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Activities:

“Crosshatch Self-Portrait” project

View multi-media presentation about Art Genres

Teacher lecture/discussion

Art production

Demonstration

Digital camera

Smart Board

Interactive web sites

DVD / Television

Projector

Computer Lab

STEAM Activities (Visual Arts):

Crosshatch Self-Portrait - affords students the opportunity to apply an understanding of color and value to create form and dimension to a two-dimensional work.

Enrichment Activity: Visual Group Story Telling Drawing

Methods of Assessments/Evaluation:

Student responses
Project creation
Oral evaluation
Tests and quizzes
Rubric creation
Drawing / sketching
Dialogue
Verbal / written teacher assessment

Resources:

Exploring Art (Glencoe/McGraw Hill 1999)
Prints

Online Resources:

Teacher webpage
Online image / web page search
Art-centric websites

5th Grade Art
Unit 2 - Aesthetics and Creativity

Approximate # Of Weeks: 4 Weeks

Essential Questions:

How has Art changed through time?

What is the artistic process?

How is feeling or mood conveyed artistically?

Upon completion of this unit students will be able to:

- Students will be able to recognize that formalism in the visual arts varies according to personal, cultural, and historical contexts.

- Students will learn that levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.

Standard 1.4.5.A.2

Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

Standard 1.4.5.B.4

Define technical proficiency, using the elements of the arts and principles of design.

Interdisciplinary Standards**Standard 9.1 21st-Century Life & Career Skills**

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 8.1 – Computer and Information Literacy

All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 – Technology Education

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Standard 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Standard 6.1 US History: America in the World

All students will acquire the knowledge and skills to think analytically about how past

and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Activities:

“Three - Dimensional Mask Design” project

View multi-media presentation about Art Genres

Teacher lecture/discussion

Art production

Demonstration

Digital camera

Smart Board

Interactive web sites

DVD / Television

Projector

Computer Lab

STEAM Activities (Visual Arts):

Three - Dimensional Mask Design - affords students the opportunity to understand the educational benefits of pre-planning to create a three-dimensional work as a cross-curricular tool to teach math, arts and design.

Enrichment Activity: Visual Group Story Telling Drawing

Methods of Assessments/Evaluation:

Student responses

Project creation

Oral evaluation

Tests and quizzes

Rubric creation
Drawing / sketching
Dialogue
Verbal / written teacher assessment

Resources:

Exploring Art (Glencoe/McGraw Hill 1999)
Prints

Online Resources:

Teacher webpage
Online image / web page search
Art-centric websites

5th Grade Art
Unit 3 - Genres and Critique

Approximate # Of Weeks: 4 Weeks

Essential Questions:

How do people express themselves through Art today?
Why and how do people create Art?
How does Art reflect as well as shape culture?
How do different types of art effect us?

Upon completion of this unit students will be able to:

- Students will be able to identify each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others)
- Students will be able to associate the appropriate vocabulary and stylistic approach to art-making with each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others).
- Students will be able to recognize that artists can and do disagree about the relative merits of artwork (e.g.- the subjective nature of art).
- Students will be able to recognize the importance of considering the context for the creation and performance when assessing works art (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

Standard 1.3.5.D.3

Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

Standard 1.4.5.B.5

Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Interdisciplinary Standards

Standard 9.1 21st-Century Life & Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 8.1 – Computer and Information Literacy

All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 – Technology Education

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Standard 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Standard 6.1 US History: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Activities:

“Thematic Radial Design” project

View multi-media presentation about Art Genres

Teacher lecture/discussion

Art production

Demonstration

Digital camera

Smart Board

Interactive web sites

DVD / Television

Projector

Computer Lab

STEAM Activities (Visual Arts):

Thematic Radial Design - affords students the opportunity to understand the educational benefits of using math to create tessellation style designs which are radially symmetrical.

Enrichment Activity: Visual Group Story Telling Drawing

Methods of Assessments/Evaluation:

Student responses
Project creation
Oral evaluation
Tests and quizzes
Rubric creation
Drawing / sketching
Dialogue
Verbal / written teacher assessment

Resources:

Exploring Art (Glencoe/McGraw Hill 1999)
Prints

Online Resources:

Teacher webpage
Online image / web page search
Art-centric websites