

Crest Memorial School Curriculum and Pacing Guide	
Grade: 5th	Subject Area: Visual Art
Adoption Date:	Revision Date: August 15, 2024

Mission and Vision Statements
<p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theatre, visual arts, and media arts) as a mechanism for:</p> <ul style="list-style-type: none"> <li>• Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;</li> <li>• Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;</li> <li>• Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and</li> <li>• Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.</li> </ul>

Integration of Technology
<p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

21st Century Skills
<p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p>

Career Education
<p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.</p>

Interdisciplinary Connection
------------------------------

NJ.CC.6-12.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., a play and a film, a poem and a novel, or a painting and a poem) to see how the mediums impact the interpretation of the subject or scene.

NJ.CC.6-8.21C.4: Creativity and Innovation: Develop, implement, and communicate new ideas to others effectively

NJ.CC.6-8.WHST.1: Write arguments focused on discipline-specific content.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> <li>● follow 504/IEP accommodations</li> <li>● create visual examples</li> <li>● highlight and define important vocabulary</li> <li>● ask yes/no questions</li> <li>● rephrase directions</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● create visual examples</li> <li>● highlight and define important vocabulary</li> <li>● ask yes/no questions</li> <li>● provide sentence frames or sentence stems</li> <li>● allow for use of pictures</li> <li>● create a word map</li> </ul>
Students At-Risk of Failure	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>

Assessments	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation</li> </ul>

Summative	<ul style="list-style-type: none"> <li>• Oral place presentation</li> <li>• End of unit rubric</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>• End of unit rubric</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> </ul>

Pacing Guide	
Unit Title	Number of days
Sketchbook Cover	3
Day of the Dead	4
Cleats for Charity	5
Op Art	5
Truck watercolor painting	5
Community Art Contest	5
Mandalas	9

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Students will use various art materials and techniques, such as drawing, painting, and collage, to create their sketchbook covers.	1.5.5.Cr1b	Show examples of different materials (crayons, markers, colored pencils, collage materials) and techniques (drawing, shading, blending). Allow students to practice these techniques in their sketchbooks before starting their sketchbook cover.
Students will apply basic design principles, including balance, contrast, and emphasis.	1.5.5.Cr2a	Explain design principles using visual examples. Discuss how to achieve balance (symmetrical vs. asymmetrical), contrast (color and shape differences), and emphasis (focal points). Have students sketch preliminary designs, focusing on incorporating these principles. Provide feedback as they work.

<p>Students will share their designs with classmates and offer and receive constructive feedback.</p>	<p>1.5.5.Re7a</p>	<p>Facilitate a class discussion where students can talk about what they observed in their peers' work and share their own experiences and challenges. Organize pairs or small groups to exchange feedback on their artwork. Guide them to focus on constructive and supportive comments.</p>
---	-------------------	---

<p><b>Inclusive concepts</b></p>
<p>Celebrate diverse cultures and backgrounds by encouraging students to incorporate cultural symbols, patterns, or themes into their designs.</p>

<p><b>Unit Learning Goals</b></p>
<p>Students will learn about the cultural significance of the Day of the Dead and the symbolism of sugar skulls in Mexican tradition. Students will express their feelings and memories of a loved one through the creation of a collage using construction paper. Students will develop skills in collage-making, focusing on composition, color, and texture.</p>

<p><b>Core Instructional Materials</b></p>	<p><b>Supplemental Materials</b></p>
<p>Construction paper in various colors Scissors Glue sticks or liquid glue Markers and crayons Reference images of sugar skulls and traditional Day of the Dead art A short video or slideshow about the Day of the Dead</p>	<p>Books about the Day of the Dead (e.g., "<i>Day of the Dead</i>" by Bobbie Kalman) Printouts of sugar skull templates for inspiration Access to online resources or videos for further exploration</p>


<p><b>Daily Targets</b></p>	<p><b>NJSLS Performance Expectations</b></p>	<p><b>Instructional Activities</b></p>
<p>Day 1- Understand the cultural importance of the Day of the Dead and the elements of sugar skulls.</p>	<p>1.5.5.Cn11a</p>	<p>Begin with a discussion about the Day of the Dead, including its history and traditions. Show a short video or slideshow to provide visual context.</p>

Day 2- Begin designing and creating a collage of a sugar skull dedicated to a loved one.	1.5.5.Cr1a	Present examples of sugar skulls and discuss their symbols and colors. Engage students in brainstorming words and images that represent their loved ones.
Day 3- Complete collages and reflect on the artistic process and personal significance.	1.5.5.Re9a	<p>Guide students through the steps of creating their sugar skull collages. Encourage them to use various colors and textures, incorporating personal elements that reflect their memories.</p> <p>Allow time for students to present their collages to the class, sharing the significance behind their designs. Facilitate a discussion on what they learned about the Day of the Dead and their loved ones.</p>

<b>Inclusive concepts</b>
<p>Emphasize respect for diverse cultures and encourage students to appreciate the significance of the Day of the Dead.</p> <p>Allow students to choose how they wish to represent their loved ones, ensuring that all students feel comfortable and valued in their artistic expression.</p>

<b>Unit Learning Goals</b>
<p>Students will create a unique design for NFL cleats that reflects personal style and incorporates elements of design principles.</p> <p>Students will understand the importance of charity and how art can support social causes.</p> <p>Students will learn to use various artistic techniques and tools to enhance their design projects.</p>

<b>Core Instructional Materials</b>	<b>Supplemental Materials</b>
<p><b>Art Supplies:</b></p> <ul style="list-style-type: none"> <li>● Sketch paper, colored pencils, markers, and paints</li> <li>● Craft materials (e.g., fabric swatches, embellishments)</li> <li>● Templates of NFL cleats (printed or digital)</li> </ul> <p><b>Visual References:</b></p> <ul style="list-style-type: none"> <li>● Examples of cleat designs from various NFL</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>● "The Art of Sports: The Intersection of Athletics and Art"</li> <li>● "Designing for Change: The Role of Art in Charity"</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.nfl.com/causes/my-cause-my-cleats/">https://www.nfl.com/causes/my-cause-my-cleats/</a></li> </ul>

<ul style="list-style-type: none"> <li>players</li> <li>Logos and designs from selected charities</li> </ul> <p><b>Digital Tools:</b></p> <ul style="list-style-type: none"> <li>Graphic design software or apps (e.g., Canva, Adobe Illustrator)</li> </ul>	<ul style="list-style-type: none"> <li>Tutorials on drawing brick techniques</li> <li>Interviews with NFL players discussing their personal charities</li> </ul> <p><b>Charity Information:</b></p> <ul style="list-style-type: none"> <li>Brochures or websites about the chosen charity</li> </ul> <p> [Template] CLEATS FOR A CAUSE</p>
--	---

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p><b>Day 1:</b> Introduce the project and discuss the significance of charity and sports in art. Explore design principles. Begin researching and choose a charity to focus on. Brainstorm design ideas and sketch initial concepts.</p>	<p>1.5.5.Cr1a, 1.5.5.Cr1b</p>	<p>Discuss various charities that use art for social change. Group brainstorming session on how art can reflect social issues and support charity work. Students research their chosen charity and gather inspiration for their cleat designs. Sketch multiple design concepts, focusing on integrating the charity's logo and themes.</p>
<p><b>Day 2:</b> Finalize designs and create a detailed plan for cleat decoration, including color choices and materials.</p>	<p>1.5.5.Cn11b</p>	<p>Students present their sketches to peers for feedback and suggestions. Refine designs based on peer feedback, focusing on color harmony and visual impact.</p>
<p><b>Day 3:</b> Begin creating the cleat design using selected materials or digital tools.</p>	<p>1.5.5.Cn10a, 1.5.5.Pr5a</p>	<p>Students choose between creating physical mock-ups with craft materials or designing digitally. Provide time for students to work on their projects, offering guidance on techniques and materials.</p>
<p><b>Day 4:</b> Complete designs and prepare for presentation. Reflect on the process and share insights on the chosen charity.</p>	<p>1.5.5.Cr3a</p>	<p>Each student presents their final design to the class, explaining their artistic choices and the significance of the charity. Encourage reflection on the project, discussing what they learned about art, design, and social responsibility.</p>

### Inclusive concepts

Encourage students to explore charities that represent various cultures and communities, fostering empathy and understanding.

Provide a range of materials and tools to accommodate different learning styles and abilities. For example, Foster a collaborative environment where students can support one another through feedback and shared resources.

Allow students to choose the format of their project (physical vs. digital) based on their strengths and interests.

### Unit Learning Goals

Students will learn the history and principles of Op Art, including its characteristics and prominent artists.

Students will experiment with line, shape, and color to create optical illusions in their artwork.

Students will analyze and interpret Op Art pieces, discussing the effects of optical illusions on the viewer.

Core Instructional Materials	Supplemental Materials
<p><b>Art Supplies:</b></p> <ul style="list-style-type: none"><li>• White drawing paper and cardstock</li><li>• Rulers, compasses, and protractors</li><li>• Black markers, colored pencils, and highlighters</li><li>• Paint (optional)</li></ul> <p><b>Visual References:</b></p> <ul style="list-style-type: none"><li>• Images of notable Op Art works by artists such as Victor Vasarely, Bridget Riley, and Yaacov Agam</li><li>• Video examples showcasing Op Art techniques</li></ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"><li>• "Optical Illusions: An Eye-Popping Exploration of the Science of Seeing" by National Geographic Kids</li><li>• "Op Art: The Visual Language of Op Art" by Claudia W. P. C.</li></ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"><li>• Documentaries or short clips on Op Art movements and artists</li><li>• Tutorials on creating Op Art techniques</li></ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"><li>• Access to online galleries featuring Op Art</li><li>• Interactive websites for creating digital Op Art designs</li></ul>

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p><b>Day 1:</b> Introduce Op Art, its history, and key characteristics. Discuss how Op Art creates</p>	<p>1.5.5.Re7a</p>	<p>Start with a class discussion about Op Art and its impact on visual perception. Show examples of famous Op Art pieces.</p>

illusions and impacts viewers.		Engage students in a brief visual analysis of selected artworks, prompting them to describe what they see and feel.
<b>Day 2:</b> Explore basic design elements (line, shape, color) used in Op Art. Begin sketching simple patterns.	1.5.5.Cr2b	Introduce the concepts of line, shape, and color through examples of how they are used in Op Art. Have students create practice sketches using simple shapes and patterns, experimenting with repetition and variation.
<b>Day 3:</b> Experiment with creating optical illusions using patterns and color contrast. Refine designs.	1.5.5.Cr2a	Guide students in developing their Op Art pieces. Discuss techniques such as overlapping shapes, contrasting colors, and radial symmetry. Allow time for students to experiment with their designs, providing support and feedback.
<b>Day 4:</b> Complete final Op Art pieces using chosen materials, incorporating learned techniques.	1.5.5.Pr5a	Students work on their final pieces, applying the techniques learned. Encourage them to think critically about the illusion they want to create. Incorporate a reflection process where students write about their design choices and how they achieved the optical effects.
<b>Day 5:</b> Prepare for a gallery walk. Present Op Art pieces to classmates and reflect on the techniques used.	1.5.5.Cr3a	Organize a gallery walk where students display their finished artworks. Each student presents their piece, explaining the techniques used and the intended optical effects. Facilitate peer feedback and discussion.

### Inclusive concepts

Provide varied levels of complexity in design tasks. Allow students to choose from simple to more complex optical illusions based on their confidence and skill level.

Ensure that all art supplies are available to accommodate different learning needs (e.g., larger tools for those with fine motor difficulties).

Encourage students to explore Op Art elements from different cultures, integrating discussions about how art can reflect diverse perspectives.

Facilitate small group discussions where students can share ideas and techniques, fostering a supportive learning environment.



### Unit Learning Goals

Students will understand and apply basic watercolor painting techniques, including wet-on-wet, wet-on-dry, and layering.  
 Students will learn about primary, secondary, and tertiary colors and how to create their own color palette.  
 Students will practice designing a balanced composition and effectively utilizing space in their artwork.  
 Students will create a personal watercolor painting that reflects their own experiences, interests, or emotions.

Core Instructional Materials	Supplemental Materials
<p><b>Watercolor Paints:</b> A set of basic watercolor paints (primary colors, secondary colors).  <b>Watercolor Paper:</b> High-quality watercolor paper for painting.  <b>Brushes:</b> Various sizes of watercolor brushes.  <b>Palettes:</b> For mixing colors.  <b>Water Containers:</b> For rinsing brushes and activating paints.  <b>Paper Towels:</b> For cleaning brushes and controlling water usage.  <b>Visual References:</b> Images of watercolor artworks and demonstrations of techniques.</p>	<p><b>Color Wheel:</b> Visual aids to help students understand color mixing.  <b>Step-by-Step Guides:</b> Printed instructions on various watercolor techniques.  <b>Art History Resources:</b> Information on famous watercolor artists and their techniques (e.g., Winslow Homer, John Singer Sargent).  <b>Journals:</b> Sketchbooks for brainstorming and planning their paintings.</p>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p><b>Day 1:</b> Introduce watercolor techniques and color theory; create a color wheel.</p>	1.5.5.Cr1a	<p>Technique Demonstration: The teacher will demonstrate various watercolor techniques using live models or video.</p>
<p><b>Day 2:</b> Demonstrate and practice watercolor techniques (wet-on-wet, wet-on-dry).</p>	1.5.5.Cr2a	<p>Hands-On Practice: Students will practice each technique on scrap paper, experimenting with blending and layering.</p>
<p><b>Day 3:</b> Plan and sketch a composition based on a theme; peer feedback on sketches.</p>	1.5.5.Cr2a	<p>Sketching: Students will brainstorm ideas for their main painting and create preliminary sketches.</p>

<b>Day 4:</b> Begin the watercolor painting process; focus on layering techniques.	1.5.5.Cn10a	Painting Session: Students will paint their final piece, applying learned techniques and using their color palettes.
<b>Day 5:</b> Complete watercolor paintings; engage in group critique and self-reflection.	1.5.5.Cr3a	Group Critique: After completing their artwork, students will participate in a critique session to discuss their works and receive feedback.

<b>Inclusive concepts</b>
<p>Provide additional support for students who need help with motor skills (e.g., using thicker brushes or practicing with finger paints).</p> <p>Encourage students to incorporate elements from their own cultures or backgrounds into their artworks, promoting diversity and inclusion.</p>

<b>Unit Learning Goals</b>
<p>Students will learn about the history, cultural significance, and various forms of mandalas from different cultures.</p> <p>Students will explore symmetry, balance, and radial design through the creation of their own mandalas.</p> <p>Students will express their personal identity and emotions through the themes and elements of their mandala designs.</p> <p>Students will develop fine motor skills through the use of various drawing and coloring techniques.</p> <p>Students will engage in self-reflection and peer feedback, enhancing their understanding of artistic processes.</p>

<b>Core Instructional Materials</b>	<b>Supplemental Materials</b>
<p><b>Drawing Paper:</b> High-quality drawing paper for creating mandalas.</p> <p><b>Pencils and Erasers:</b> For sketching and refining designs.</p> <p><b>Rulers and Compasses:</b> To help create symmetrical and geometric patterns.</p> <p><b>Markers, Colored Pencils, or Gel Pens:</b> For coloring mandalas.</p> <p><b>Visual References:</b> Examples of mandalas from different cultures (e.g., Buddhist, Native American, Celtic).</p>	<p><b>Mandala Templates:</b> Pre-printed templates for students who need support in creating symmetrical designs.</p> <p><b>Books and Articles:</b> Resources about the history and significance of mandalas in various cultures.</p> <p><b>Online Resources:</b> Access to videos and tutorials that demonstrate mandala creation techniques.</p> <p><b>Art Journals:</b> For brainstorming ideas and documenting the creative process.</p>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<b>Day 1:</b> Introduce the concept of mandalas and explore their cultural significance; students will sketch initial ideas.	1.5.5.Cr1b, 1.5.5.Re7b, 1.5.5.Cn11a	<b>Introduction to Mandalas:</b> Present a slideshow or video showcasing various mandalas, discussing their origins and meanings.
<b>Day 2-3:</b> Demonstrate techniques for creating symmetrical designs; students will create a draft of their mandala using a compass and ruler.	1.5.5.Cr2b	<b>Sketching Session:</b> Guide students through a sketching exercise where they create a basic mandala design, emphasizing symmetry.
<b>Day 4-6:</b> Begin finalizing mandala designs and discuss color choices; students will start coloring their mandalas.	1.5.5.Pr5a	<b>Demonstration:</b> Show techniques for using a compass and ruler to create precise circular patterns, and discuss how to incorporate different elements and themes.
<b>Day 7-8:</b> Complete coloring and add finishing touches; introduce the concept of reflection and feedback.	1.5.5.Re7a	<b>Color Exploration:</b> Discuss color theory and encourage students to select a color scheme that reflects their chosen theme or emotion for their mandala.
<b>Day 9:</b> Conduct a gallery walk for peer critique and reflection; students will write a brief reflection on their process and outcomes.	1.5.5.Re8a	<b>Gallery Walk:</b> Organize a gallery walk where students display their work, provide peer feedback, and reflect on their creative journey.

Inclusive concepts
<p>Provide templates and varied resources for students who need additional support or are at different skill levels.</p> <p>Allow students to choose personal themes for their mandalas (e.g., nature, emotions, interests), promoting personal expression.</p> <p>Foster collaborative learning through group discussions and peer feedback, where students can share ideas and techniques.</p> <p>Encourage all students to share their thoughts and feelings about their artwork, supporting emotional expression and verbal skills.</p>

Unit Learning Goals
<p>Students will explore a variety of themes (e.g., nature, community, emotions, diversity) to inspire their artwork.</p> <p>Students will develop artistic skills in drawing, painting, or mixed media as they create their contest submissions.</p> <p>Students will learn to express their thoughts, feelings, and ideas through their artwork, considering the</p>

contest theme.

Students will engage in collaborative discussions and feedback sessions to enhance their artistic process. Students will understand the importance of art in community building and will participate in a public exhibition of their work.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● <b>Art Supplies:</b> Various materials depending on chosen mediums (e.g., drawing paper, canvas, watercolor paints, colored pencils, markers, clay).</li> <li>● <b>Reference Materials:</b> Books and articles about famous artists and community art projects.</li> <li>● <b>Visual Aids:</b> Examples of artwork related to different themes to inspire students.</li> <li>● <b>Submission Guidelines:</b> Handouts outlining the requirements and criteria for the community art contest.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Theme Exploration Guides:</b> Resources that help students brainstorm ideas based on the contest themes.</li> <li>● <b>Art Sketchbooks:</b> For students to sketch ideas, draft plans, and reflect on their artistic process.</li> <li>● <b>Art Critique Resources:</b> Guides on how to give and receive constructive feedback on artwork.</li> <li>● <b>Community Art Inspiration:</b> Articles or videos showcasing past community art projects and contests.</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p><b>Day 1:</b> Introduce the community art contest, discuss various themes, and brainstorm ideas; students will start sketching concepts for their artworks.</p>	<p>1.5.5.Cr1b</p>	<p><b>Introduction to the Contest:</b> Discuss the purpose of the community art contest, review themes, and explore what makes effective artwork.</p>
<p><b>Day 2:</b> Research chosen themes and discuss the significance of art in the community; students will refine their sketches and select materials.</p>	<p>1.5.5.Cr2c</p>	<p><b>Brainstorming Session:</b> Facilitate a brainstorming activity where students share ideas related to each theme and identify what resonates with them personally.</p>
<p><b>Day 3:</b> Begin the creation of the artwork; focus on developing artistic techniques and expressing their ideas.</p>	<p>1.5.5.Cn10a</p>	<p><b>Research and Discussion:</b> Students will research their chosen theme, looking for inspiration from artists, nature, and community events.</p>

<b>Day 4:</b> Continue working on their projects; introduce peer critique sessions to gather feedback on their progress.	1.5.5.Pr5a	<b>Art Creation:</b> Students will create their artwork, focusing on applying the skills and techniques they have learned, while expressing their chosen theme.
<b>Day 5:</b> Finalize artwork and prepare for the exhibition; write artist statements explaining their work and its connection to the chosen theme.	1.5.5.Cr3a	<b>Peer Critique:</b> Conduct a structured peer critique session where students can share their work and provide constructive feedback.

<b>Inclusive concepts</b>
<p>Provide a variety of art materials and techniques to accommodate different skill levels and learning styles. Allow students to choose the medium they are most comfortable with (e.g., painting, drawing, mixed media). Encourage students to incorporate aspects of their own cultural backgrounds into their artwork, fostering appreciation for diversity.</p> <p>Promote group discussions where students can share ideas and support each other throughout the creative process.</p> <p>Allow students to select their themes and mediums, empowering them to express their individual identities and interests.</p> <p>Provide resources and assistance for students with disabilities, ensuring that all students can participate fully in the creative process.</p>