

Quinton Township School District
Grade 5
Art
[Pacing Guide](#)

Marking Period:	1	Unit Title:	Working in an Art Studio	Pacing:	10 weeks
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Unit Summary: In this unit, fifth-grade students will embark on a creative journey through the world of portraiture and texture while mastering essential studio procedures. Students begin by learning proper art center protocols and creating their own sketchbooks for brainstorming. They'll explore the fascinating differences between representational and abstract portraits, studying works from both historical masters and contemporary artists. Throughout the unit, students will develop their artistic skills by choosing their preferred materials to create unique portraits. The unit concludes with an exploration of texture techniques and a collaborative critique session, allowing students to both create and discuss artwork with their peers. This hands-on approach will help students develop their artistic voice while learning important studio habits and art fundamentals. ()

Objectives

- Week 1.** Demonstrate drawing, painting, collage and cardboard center procedures. Create a sketchbook for ideas.
- Week 2.** Create a drawing or collage on a completed sketchbook.
- Week 3.** Identify representational and abstract portraiture differences and identify historical and contemporary portrait artists. ()
- Week 4.** Plan a portrait using art materials of choice.
- Week 5.** Make choices on materials and process for a portrait (painting, drawing collage, or cardboard).
- Week 6.** Gather art materials and work to create a portrait drawing painting, collage, or relief sculpture.
- Week 7.** Write a reflection or artist statement on their portraits.
- Week 8.** Define art element “Texture” and demonstrate implied texture using oil pastels.
- Week 9.** Use a variety of art materials to show implied or actual texture in an art work of choice.
- Week 10.** Participate in peer to peer critique of a selected completed artwork.

Essential Questions:

What is portrait art?

How do artists show texture in art work?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.5.Cr2a-c, 1.5.5.Re7a-b, 1.5.5.Re8a, 1.5.5.Cn11a-b, 1.5.5.Pr5a-b, 1.2.5.Cr1c, 1.2.5.Pr6a, 1.2.5.Re7a-b, 1.2.5.Re8a, 1.2.5.Cn10a

Interdisciplinary Connections: W.IW.5.2, SL.PE.5.1, SL.UM.5.5, 2.1.5.EH.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students create a planning sketchbook, review procedures for gathering and returning art supplies to the painting, drawing, collage, and cardboard center. Week 2 Students design and create cover for their sketchbooks.	Teacher-made signage, teacher demonstration	paper, stapler color pencils, markers, crayons, collage materials glue	• Smart Board Applications • Google Applications

Week 3 Students watch a presentation of historical and contemporary portrait artists. Begin a sketch in their sketchbooks. () Week 4 Students review the difference between abstract and representational portraiture. Choose materials for a portrait. Week 5 Students work on their portrait. Week 6 Students work on their portrait. Week 7 Students complete their portrait and write a reflection or artist statement on their work. Week 8 Students use oil pastel techniques to create a series of implied textures. Week 9 Students experiment with a variety of art materials to create implied or actual textures.	Video “Selfies Through History” () Reproductions of portraiture digital posters and art magazines Teacher-created reflection questions Teacher demonstration and implied texture handout Teacher-made handout: The Art Sandwich	art magazines, paper, drawing supplies, glue, scissors, cardboard, paint oil pastels, paper, stylus tools Paper, paint, drawing pencils, oil pastels	
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Week 10 Students select work and participate in a peer to peer critique.			
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature

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instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	and culture.
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Quinton Township School District
Grade 5
Art

Marking Period:	2	Unit Title:	Exploring the Art of Printmaking	Pacing:	10 weeks
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Unit Summary: In this printmaking unit, students will discover various printing techniques and create unique artistic expressions. Starting with gelli plate printing, students will learn to create colorful backgrounds and layer designs using stencils. They'll explore stamp-making using different materials and master reverse lettering. The unit progresses into landscape art, where students will understand composition elements like horizon lines and foreground-middleground-background relationships. Students will create their own landscape printing plates, experiment with monochromatic printing techniques, and enhance their prints with color. The unit culminates in a gallery walk where students will present their matted artwork, celebrating their growth as printmakers and their understanding of various printing techniques.

Objectives

- Week 1.** Follow procedures for using gelli plate printmaking.
- Week 2.** Demonstrate using a gelli printing plate to create background blends.
- Week 3.** Use gelli print and demonstrate stenciling and layering.
- Week 4.** Create a stamp using wonderfoam, styrofoam and cardboard.
- Week 5.** Demonstrate reverse image lettering.
- Week 6.** Identify Landscape Art as an art genre. Plan a landscape picture with horizon line, background, middleground foreground.
- Week 7.** Create a landscape printing plate using styrofoam.
- Week 8.** Problem-solve to be able to ink up and pull a larger size monochromatic styrofoam print.
- Week 9.** Use drawing materials to add color to a monochromatic print.
- Week 10.** Select a print and mat for presentation, participate in an art room gallery walk.

Essential Questions:

How do artists make prints?

What is a landscape?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.5.Cr1a-b, 1.5.5.Cr2a-c, 1.5.5.Cr3a, 1.5.5.Re7a-b, 1.5.5.Re8a, 1.5.5.Re9a, 1.2.5.Re7a

Interdisciplinary Connections: SL.PE.5.1, SL.UM.5.5, 2.1.5.EH.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students watch an overview of using gelli plates for printmaking. Identify the difference between monoprints and other forms of prints. Practice monoprinting on acetate.	Video of how to use a gelli plate for monoprinting	acetate, acrylic paint	• Smart Board Applications • Google Applications
Week 2 Students create background prints using gelli plates and acetate	Teacher demonstration or video	Gelli plates papers, acetate, stylus, ink, brayers,	
Week 3 Students practice layering and			

stenciling techniques. Week 4 Students create a styrofoam or wonderfoam stamp, demonstrating reverse imaging. Week 5 Students use stamps to create artwork or use in combination with gelli plate printing. Week 6 Students watch a video to identify landscape art components: Horizon line background middleground foreground. Plan a landscape. Week 7 Students use transfer techniques to transfer landscape drawing to styrofoam plates. Week 8 Students create monochromatic prints. Week 9 Students embellish a monochromatic print using color pencils or markers. Week 10 Students mat several prints for presentation.	Teacher demonstration	styrofoam plates	
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
Grade 5
Art

Marking Period:	3	Unit Title:	Artistic Messages: From Underground Railroad Symbols to Digital Art	Pacing:	10 weeks
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Unit Summary: In this unit, students will explore the powerful symbolism of Underground Railroad quilts while developing their artistic skills through various mediums. Starting with historical quilt patterns that once guided freedom seekers, students will create their own geometric designs using both digital and traditional tools. The journey continues as learners experiment with different collage techniques, from photomontage to digital assemblage, culminating in a personally meaningful artwork. Throughout the unit, students will strengthen their studio habits, document their creative process, write artist statements, and professionally present their work in both physical and digital formats through Artsonia, connecting historical significance with contemporary artistic expression.
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Objectives

Week 1. Demonstrate studio habit Understands Art Worlds by identifying quilting symbols in Underground Railroad communication.*

Week 2. Use digital tools to design a geometric pattern.

Week 3. Create a template using digital or traditional tools to create a geometric pattern inspired by Underground Railroad quilts.*

Week 4. Use art materials of choice to create geometric art inspired by symbols of the Underground Railroad.*

Week 5. Identify 4 different ways of working with collage, photomontage, mixed media, assemblage, and digital.#

Week 6. Demonstrate studio habit Stretch and Explore by creating a collage of choice.

Week 7. Demonstrate Engage and Persist by continuing to work on their collage.

Week 8. Write a short paragraph artist's statement about their collage or other artwork.

Week 9. Choose and mat artwork for presenting.
Week 10. Upload artwork to a digital art museum Artsonia.

Essential Questions:

How were Coded Quilts used by the Underground Railroad?
 How do artists use a variety of techniques to create meaningful art?
 How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.5.Cr2a-c, 1.5.5.Cr3a, 1.5.5.Pr6a, 1.5.5.Re7a-b, 1.5.5.Re8a, 1.5.5.Re9a, 1.2.5.Cr1a-f, 1.2.5.Cr2a-c, 1.2.5.Cr3a-c, 1.2.5.Re7a-b, 1.2.5.Re8a, 1.2.5.Cn10b

Interdisciplinary Connections: W.IW.5.2, SL.PE.5.1, SL.UM.5.5, 2.1.5.EH.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students watch a video on the quilts and meaning of its secret symbols.*	Video: Coded Quilts of the Underground Railroad*		- Smart Board Applications - Google Applications
Week 2 Students learn how to use the digital tools on Google Drawing.	Teacher-made tutorial	Chromebooks	

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Week 3 Students create a digital or paper pattern to use as a template for geometric art work of choice Week 4 Students choose fabric, drawing, painting, collage or digital tools to create geometric symbols. Week 5 Students review collage center techniques and identify the difference between photomontage, mixed media, and assemblage. Choose a process and plan a collage.# Week 6 Students work on a collage of choice. Week 7 Students continue work on a collage of choice. Week 8 Students work on an artist's statement on chosen artwork. Week 9 Students work on completing artwork by choosing mats and learning how to frame and crop images in the camera.	Teacher demonstration art choice board presentation Tate Art and Met Kids presentation on collage techniques Teacher demonstration	Paper, pencils, rulers, geometric templates felt, needles, thread, collage papers, paint drawing supplies, Chromebook paper, collage papers, adhesives, tape, string, cardboard#, magazines#, found objects Assorted construction paper for matting, stapler	
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Week 10 Students upload artwork of choice to Artsonia web museum and add an artist's statement.		iPad or Chromebook	
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's

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• Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Grade 5
Art

Marking Period:	4	Unit Title:	Exploring Color, Still Life, and Abstract Art: A Journey Through Painting	Pacing:	10 weeks
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Unit Summary: This art unit guides students through a creative exploration of painting techniques and artistic styles. Students begin by mastering color theory through tempera paint mixing, creating secondary colors, tints, and shades from primary colors. The journey continues with hands-on experience in symmetrical paper cutting and an introduction to the still life genre. Students develop their observational skills and creative planning through the studio habit of "Envision" before creating their own still life compositions. The unit advances to explore implied texture techniques and transitions into comparing representational and abstract art forms. The unit concludes with students learning proper art presentation techniques, including matting their artwork for display.

Objectives

- Week 1.** Mix primary colors to make secondary colors, tints, and shades.
- Week 2.** Cut a symmetrical form from paper for use in a painting or collage.
- Week 3.** Define a Still Life as an art genre and identify some of the objects used in a still life.
- Week 4.** Use studio habit "Envision" to plan a Still Life using art materials of choice.
- Week 5.** Work independently to create a Still Life picture.
- Week 6.** Use prior knowledge of implied texture in a Still Life picture.
- Week 7.** Distinguish between representational and abstract art.
- Week 8.** Use art tools of choice to create abstract artwork.
- Week 9.** Demonstrate studio habit "Observe" by drawing from observation to create representational art.
- Week 10.** Mat artwork ready for presentation and display. Organize work for take home.

Essential Questions:

What makes an effective Still Life?

What is the difference between Representational and Abstract artwork?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.5.Cr1a-b, 1.5.5.Cr2a-c, 1.5.5.Pr4a, 1.5.5.Pr5a, 1.5.5.Pr6a, 1.5.5.Re7a-b, 1.5.5.Re9a, 1.5.5.Cn10a

Interdisciplinary Connections: SL.PE.5.1, SL.UM.5.5, 2.1.5.EH.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students make a painting by mixing secondary colors plus tints and shades using tempera paint.	Teacher demonstration	Primary color black and white tempera paint, assorted paint brushes, paper	• Smart Board Applications • Google Applications
Week 2 Students create a symmetrical vase, bowl, or cup shape using folded paper and scissors.		paper scissors pencils	
Week 3 Students participate in a	AppleTV or Chromebooks. Google	chromebooks, apple	

scavenger hunt for Still Life pictures in an online museum through Google Arts and Culture and identify Still Life painting.	Arts and culture website. Met kids online	TV ipads	
Week 4 Students plan a Still Life picture using art materials of choice.	Still life examples: digital and art magazines	Sketchbooks, pencils	
Week 5 Students work independently on a Still Life using art materials of choice.		Drawing materials, papers, collage papers, glue, paint,	
Week 6 Students explore implied texture and where it can be used in a Still Life.	Teacher demonstration. Reproductions of Henri Matisse in digital and magazines	rubbing plates art magazines	
Week 7 Students explore online digital museums for examples of representational and abstract art.	Google Art and Culture website Met Kids website	Chromebooks, AppleTV	
Week 8 Students use art materials of choice to create abstract art.	Teacher demonstration	paint, paper, collage papers, printmaking supplies, glue scissors, drawing center supplies	
Week 9 Students draw objects of choice from observation.	Video on observational drawing		
Week 10 Students choose artwork to mat and organize work to take home.		paper for matting, glue stapler.	

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
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• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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