Moonachie School District
Visual Arts Curriculum:
Grade 5

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adoption: August 26, 2025

1.5 Visual Arts: Grades 5 ARTISTIC PROCESS: Creating Pacing: 8 weeks			
ANCHOR STANDARD	**ENDURING UNDERSTANDING**	**ESSENTIAL QUESTION**	**PRACTICE**
Anchor Standard 1: Generating and conceptualizing ideas.	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Explore
Anchor Standard 2: Organizing and developing ideas.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	Investigate
Anchor Standard 3: Refining and completing products.	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	Reflect, Refine, Continue

PERFORMANCE EXPECTATIONS
1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Unit 1: Color and Value Tertiary colors, mixing, experimenting, tint, value, analogous colors, complimentary colors, interaction of colors, unity, color schemes, Warm, cool, primary, secondary, color wheel, tertiary, tints, shades, monochromatic, light, dark, pressure, blending, tints, metallic, neutral colors, neon, portrait, profile portrait view	Students will be able to: ● Brainstorm and curate ideas about the use of color to create various art pieces and innovatively problem solve during artmaking and design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. ● Experiment and develop skills in various ways of using color, through invention and practice. ● Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	● The teacher will lead the class in a pop art inspired collage project. Roy Lichtenstein is used as a mentor artist and students create onomatopeias to create a pop art collage using color scheme. ● The class will engage in a faux stained glass tree using pastels, analogous colors (warm and cool colors) to represent stained glass. The teacher will show examples of stained glass and walk about where they see stained glass and how it is made. ● The class will engage in a Pisacco inspired chalk pastel portrait. The students use chalk pastels and pior color knowledge to choose color combinations and blend colors to create their portrait.	- Teacher created rubric to assess students completion of projects - Student collaboration on projects - Effort grade (1-4) on projects - Expectation grade on projects specific to the project and the art elements learned -
Unit 2: Lines Abstract, collage, shape, pattern,	Students will be able to: ● Brainstorm and curate ideas about the	● The teacher will introduce mixed media. ● The class will learn about movement and	- Teacher created rubric to assess

color, horizon line, Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy, diagonal, movement, linear movement, contour lines, abstract art, inspiration, theme, symbolism	use of lines to create various art pieces and innovatively problem solve during artmaking and design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. ● Experiment and develop skills in various ways of using lines through invention and practice. ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	use line and shape patterns with sharpies to create backgrounds. Students will cut out figures and glue them to their drawings. ● The teacher introduces artist, Jean Dubuffet, and the students use various materials to draw lines on paper shapes. Students will create a 3D sculpture composition using the paper shapes.	students completion of projects - Student collaboration on projects - Effort grade (1-4) on projects - Expectation grade on projects specific to the project and the art elements learned
Unit 3: Shape and Form organic, geometric, recycled, realistic, abstract, positive and negative space, cubism, Cultural symbols, spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, symbols, circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon	Students will be able to: ● Brainstorm and curate ideas about the use of shapes and forms to create various art pieces and innovatively problem solve during artmaking and design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. ● Experiment and develop skills in various ways of using shapes, through invention and practice. ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.	● The class will engage in drawing a picture to represent cubism and Pablo Picassio.	- Teacher created rubric to assess students completion of projects - Student collaboration on projects - Effort grade (1-4) on projects - Expectation grade on projects specific to the project and the art elements learned

	● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.		
Unit 4: Texture implied or actual texture, bumpy, scaly, smooth, rough, rubbing plate, quilt, mixed media, glossy, matte, satin, collage	Students will be able to: ● Brainstorm and curate ideas about the use of texture to create various art pieces and innovatively problem solve during artmaking and design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. ● Experiment and develop skills in various ways of using texture, through invention and practice. ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	● The class will study artist, Kate Shaw, to create landscapes. Kate Shaw is an artist who critiques the environment. She uses bright (toxic/unnatural) colors to represent the Earth's environment to promote thought about climate change, pollution, recycling, etc. ● Students will use watercolor or liquid food coloring to create a paper collage to create an environment or landscape.	- Teacher created rubric to assess students completion of projects - Student collaboration on projects - Effort grade (1-4) on projects - Expectation grade on projects specific to the project and the art elements learned
Unit 5: Space foreground, background, middle ground, size variations, placement, shadows, horizon line, depth, parallel lines, depth, one point perspective, pointillism, worm's eye view, bird's eye view, perspective	Students will be able to: ● Brainstorm and curate ideas about creating space in art pieces and innovatively problem solve during artmaking and design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. ● Experiment and develop skills in various ways of using texture, through invention and practice.	● The class will think about a 1- point perspective from a worm's eye view of multiple buildings. The teacher will introduce different perspectives (worm's eye view, bird's eye view, etc.). The students create a watercolor painting sky so students can understand the illusion of space and color blending.	- Teacher created rubric to assess students completion of projects - Student collaboration on projects - Effort grade (1-4) on projects - Expectation grade on projects specific

	● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.		to the project and the art elements learned
Resources/Materials	**Unit 1** Artists: Roy Lichtenstein, Pablo Picasso, MET- Tiffany glass Materials: colored construction paper, glue, markers, scissors, chalk pastels **Unit 2** Artists: Keith Haring, Jean Dubuffet Materials: pencils, paper, markers, recycled styrofoam, scissors, colored pencils, sharpie **Unit 3** Artist: Pablo Picassio Materials: chalk, crayons, markers, scissors, glue, paint, water color, neon colors **Unit 4** Artists: Albrecht Durer, Kate Shaw Materials: shaving cream, watercolors, food coloring, paper, rubbing plates **Unit 5** Materials: watercolor paints, sharpie, paper Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/		
Interdisciplinary Connections	SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to		

<table>
<tr><td></td><td>explore ideas under discussion.

   B. Follow agreed-upon rules for discussions and carry out assigned roles.

   C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

   D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes</td></tr>
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Career Readiness, Life Literacies and Key Skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	**Special Education**	**At Risk for School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter

Modeling Cognates	Color contrast			Color contrast Parent communication Modified assignments Counseling

1.5 Visual Arts: Grades 5
ARTISTIC PROCESS: Presenting
Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?	Analyze
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Select
Anchor Standard 6: Conveying meaning through art.	Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?	Share

PERFORMANCE EXPECTATIONS

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)

Gallery walk, art safety/protection, respect of art, information about art, matting, mounting, enhancing artwork, detract from art work, curator, art preservation, art area	Students will be able to: ● Prepare and present artwork safely and effectively. ● Discuss how exhibits and museums provide information and in person experiences about concepts and topics for their own pieces of art displayed in a gallery walk. ● Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork in relation to how the students will care for their artwork when they take it home.	● The teacher will model to the students how to store various artworks safely, i.e. chalk pastels stored within the "folder". Students will then store their artwork and be respectful of others. ● The teacher will display and explore the information that is provided by museums for pieces of art. Students will create sentences to inform others about their artwork. ● The teacher will lead discussion on the manner/way that students will present their artwork, i.e. color choice for matting and how it can enhance or detract from the artwork. ● The teacher will discuss the responsibilities of an art curator and how to create and preserve student artwork at home. This includes how to bring artwork home safely and creating a space at home to keep the artwork "safe" as the home curator of their artwork.	- The teacher will assess the students on their ability to apply the concepts of presenting their artwork in a manner that will enhance it based on understanding of mounting/matting and colors that are needed. - The teacher will assess students on their ability to safely and effectively present and/or prepare their artwork for gallery walks.
Resources/Materials	Virtual MET field trip Louvre Virtual Tour Smithsonian Virtual Tour Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/ Google Slides, Google Classroom		
Interdisciplinary Connections	SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.		

	B. Follow agreed-upon rules for discussions and carry out assigned roles.
	C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
	SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
	SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
Career Readiness, Life Literacies and Key Skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	**Special Education**	**At Risk for School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast

Cognates				Parent communication Modified assignments Counseling

1.5 Visual Arts: Grades 5 ARTISTIC PROCESS: Responding Pacing: 8 weeks			
ANCHOR STANDARD	**ENDURING UNDERSTANDING**	**ESSENTIAL QUESTION**	**PRACTICE**
Anchor Standard 7: Perceiving and analyzing products.	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	Analyze
PERFORMANCE EXPECTATIONS			
1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.			
1.5.5.Re7b: Analyze visual arts including cultural associations.			
1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.			
1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.			
Key Vocabulary	**Student Learning Objectives**	**Suggested Tasks/Activities**	**Evidence of Learning (Assessment)**
India, Ancient Greece, Ancient Rome, Asia, cultures, artistic	Students will be able to: ● Speculate about artistic processes.	● The teacher will encourage students to explain what they see. Then ask probing	The teacher will assess the students based on

process, culture, conditions, environment, time and place, relationships, personal narrative, form, structure, context, subject, visual elements, geometric, organic, mood, colors convey mood.	Interpret and compare works of art and other responses. ● Analyze visual arts including cultural associations. ● Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	questions to identify why students think that the artist made the choices based on what they see in the artwork. ● The teacher will lead students through comparing and contrasting art to previous knowledge from other years. They will model and encourage students to find connections between pieces of art. ● Teacher led discussion on the time and place of what is going on at the time the artist is living in their culture with consideration of the conditions/environment and how that impacts the artwork. Students will then make comparisons to their own experience and culture.	their ability to convey an understanding of the learning objectives through: - Whole group discussion - Small group discussion - Anecdotal notes - conferring
Resources/Materials	Virtual MET field trip Louvre Virtual Tour Smithsonian Virtual Tour Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/ Google Slides, Google Classroom		
Interdisciplinary Connections	SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		

	SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
Career Readiness, Life Literacies and Key Skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	**Special Education**	**At Risk for School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	Synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	Relate

PERFORMANCE EXPECTATIONS
1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Community, culture, traditions, ethnic identities, respect, perspectives, values, beliefs, society, sharing, acceptance, family, artist's intent, recycle, reuse, conserve	Students will be able to: ● Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. ● Communicate how art is used to inform the values, beliefs and culture of an individual or society. ● Communicate how art is used to inform others about global issues, including climate change.	● The teacher will lead a discussion with the students and model how to be respectful of each other's cultures, traditions, values, family, etc in relation to art and artwork. The students will then have the opportunity to share with whole and small groups their cultural traditions in relation to art. ● The teacher will model how to identify and communicate how cultural art can be identified personally and how it can be explored respectfully with their peers. ● The teacher will identify examples	The teacher will assess the students based on their ability to convey an understanding of the learning objectives through: - Whole group discussion - Small group discussion - Anecdotal notes - conferring

	within the classroom that display "waste" including water running, throwing out/misused paper, recycled materials used for art projects
Resources/Materials	Virtual MET field trip Louvre Virtual Tour Smithsonian Virtual Tour Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/ Google Slides, Google Classroom

Interdisciplinary Connections	SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	
	    A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
	
	    B. Follow agreed-upon rules for discussions and carry out assigned roles.
	
	    C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	
	    D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	
	SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
	
	SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
	
	SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

Career Readiness, Life Literacies and Key Skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
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