

Marking Period 1 (MPI)	General Art Curriculum Pacing Guide -Grade: 5
<p>MP 1</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • Artistic Concepts & Technical Growth (1.1.5.Cr1, 1.1.5.Cr2, 1.7.5.Cr1, 1.7.5.Cr2): Students use varied line, shape, proportion, form, space, texture, value, and color to create organized drawings that show movement, depth, setting, and visual focus with increasing accuracy and craftsmanship. • Planning, Composition & Revision (1.2.5.Cr1, 1.2.5.Cr2): Students plan artwork through sketching, balance visual space, use background and foreground effectively, apply patterns and design structures, and revise work to strengthen clarity and meaning. • Storytelling, Identity & Cultural Connections (1.6.5.Cn1, 1.6.5.Cn2): Students create narrative and expressive drawings connected to personal experiences, heritage, community, and diverse cultural traditions while exploring artists from multiple historical and cultural backgrounds (Amistad aligned). • Critical Thinking, Response & SEL (1.4.5.Re1, 1.4.5.Re2, 1.5.5.Re1, 1.5.5.Re2): Students analyze and compare artworks using art vocabulary, explain artistic choices, reflect on revisions, collaborate respectfully, and build confidence, empathy, and perseverance through artmaking.
<p>MP 1</p> <p>Topics</p>	<p>Students review line, shape, proportion, form, space, and value while focusing on craftsmanship habits, observational accuracy, and thoughtful planning through thumbnail sketches.</p> <p>Students learn to measure angles, compare proportions, and use structural shapes to create accurate drawings of objects, nature items, and buildings, improving realism and form.</p> <p>Students deepen understanding of value by applying full-range scales, blended shading, smooth gradients, reflective light, cast shadows, and contrast to create believable dimensionality.</p> <p>Students apply one-point perspective with guide lines, horizon lines, and vanishing points in simple and complex settings, including hallways, streetscapes, and room interiors.</p> <p>Students examine symbols, motifs, colors, and pattern languages from African, Latin, Indigenous, Asian, Caribbean, and African American traditions. Drawings incorporate personal or cultural connections through identity elements.</p> <p>Students study facial proportion, alignment, symmetry, and expressive gesture. Portraits reflect individual identity, personal history, or culturally significant clothing, items, or patterns.</p> <p>Students explore scientific-style drawing of plants, flowers, leaves, and natural objects using contour accuracy, value mapping, and texture patterns to show structure and growth details.</p>

	<p>Students design architectural drawings of schools, neighborhoods, landmarks, or cultural buildings, applying perspective, proportion, symmetry, repeating design patterns, and cultural reference details.</p> <p>Students analyze how artists communicate social messages, identity, and history through drawing. Featured artists may include Kehinde Wiley, Bisa Butler, Charles White, Jacob Lawrence, Faith Ringgold, Frida Kahlo, and Romare Bearden. Inspired works convey heritage, community memory, or social themes.</p> <p>Students create a final full-composition drawing that applies:</p> <ul style="list-style-type: none"> • proportion • structural foundations • shading and contrast • perspective • cultural symbols or patterns • setting and background • identity or narrative purpose <p>Students present and reflect on their work, explaining message, symbolism, cultural influences, and artistic decisions.</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<p>Advanced Drawing Concepts & Realism: Students apply complex line work, structural forms, proportion, full-value range, light logic, and perspective (horizon line, vanishing point, spatial layering) to create dimensional and realistic drawings.</p> <ul style="list-style-type: none"> • Technical Skill, Process & Craftsmanship: Students observe analytically, block in forms, refine contour, control shading techniques (blending, cross-hatching, stippling), and complete artwork through a structured planning-to-finalization process with strong craftsmanship. • Composition, Storytelling & Cultural Expression: Students design purposeful compositions with focal points and depth while incorporating symbols, motifs, and narratives that reflect heritage, identity, community, and diverse cultural traditions (Amistad aligned). • Critical Thinking, Vocabulary & SEL Growth: Students analyze and revise artwork using advanced art vocabulary, engage in respectful critique, communicate artistic intent, and build perseverance, empathy, confidence, and personal voice through visual storytelling.

MP 1

Core Materials

Drawing Tools

- Graphite pencils in multiple grades (HB, 2B, 4B, 6B) for range of line weight and shading depth
- Standard #2 pencils for initial sketching and warm-ups
- Black fine-tip markers (micron or similar) for clean line work, contour definition, and contrast
- Erasers:
 - kneaded (soft lift for shading and highlights)
 - vinyl/block (full removal and crisp corrections)
 - eraser caps (quick refinement)
- Colored pencils (broad color selection) for blending, layering, and cultural pattern work
- Oil pastels (optional) for high-contrast color studies, heritage patterns, and expressive mark-making

Paper and Surfaces

- White heavy-weight drawing paper (9x12 and 12x18) for final artwork and perspective pieces
- Sketchbooks or sketch journals for observational studies, notes, thumbnail planning, and revisions
- Manila or newsprint paper for early drafting, structural form warm-ups, and proportion mapping
- Grid paper for architectural design, horizon-placement planning, and figure proportion practice
- Black construction paper for contrast and negative-space studies

Measurement, Proportion, and Perspective Tools

- Transparent rulers or straight edges (essential for horizon lines, vanishing point guides, and architectural drawing)
- Angle reference tools or visual guides for measuring tilt and alignment
- Printed value scales for shading reference
- Light source diagrams demonstrating highlight, shadow, and reflected light

Marking Period 2 (MPII)	General Art Curriculum Pacing Guide -Grade: 5
<p>MP 2</p> <p>Standards for Art Content</p>	<p>Creating</p> <ul style="list-style-type: none"> • VA:Cr1.1.5 Students use observations and prior knowledge to generate ideas for artwork. • VA:Cr2.1.5 Students experiment and demonstrate control of materials, tools, and techniques. • VA:Cr3.1.5 Students refine artwork based on self-reflection, feedback, and objectives. <p>Presenting</p> <ul style="list-style-type: none"> • VA:Pr4.1.5 Students analyze how presentation and display contribute to the meaning and audience experience of artwork. <p>Responding</p> <ul style="list-style-type: none"> • VA:Re7.1.5 Students explain how elements and principles communicate intent and meaning in artworks. • VA:Re8.1.5 Students interpret and evaluate artworks using evidence and personal understanding. <p>Connecting</p> <ul style="list-style-type: none"> • VA:Cn10.1.5 Students create artwork connected to personal identity, historical themes, or social and cultural ideas. • VA:Cn11.1.5 Students examine how art reflects and influences communities, cultures, and global perspectives.
<p>MP 2</p> <p>Topics</p>	<p>Painting tools and advanced brush control</p> <p>Color theory review (warm/cool, complementary)</p> <p>Value, shading, and blending</p> <p>Composition planning</p> <p>Painting objects with detail</p> <p>Cultural or global themes</p> <p>Painting feelings or ideas through expressive color</p>

	<p>Peer feedback and revision</p> <p>Personal meaning & identity in painting</p> <p>Presentation and reflection</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<p>Advanced Painting Techniques & Depth: Students use layering, shading, and value to create depth, dimension, and intentional visual focus.</p> <ul style="list-style-type: none"> • Artistic Concepts & Expression: Students apply composition strategies, color for expressive intent, and purposeful imagery to communicate ideas and meaning. • Cultural Connections & Visual Storytelling: Students incorporate symbols, global and cultural influences, and artist inspirations to enrich narrative and visual communication. • Communication, Reflection & SEL: Students provide constructive peer feedback, revise work toward artistic goals, explain creative decisions, and respect diverse perspectives.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Tempera or watercolor paints • Brushes (assorted sizes) • Mixing palettes • Heavy drawing or watercolor paper • Visual references (cultural, global, seasonal) • Aprons/smocks • Sketchbooks or planning sheets

Marking Period 3 (MP III)	General Art Curriculum Pacing Guide -Grade: 5
MP 3 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.5 Students develop original sculptural ideas using observation, imagination, and planning. • VA:Cr2.1.5 Students apply multiple construction techniques and intentional material choices when creating 3D artwork. • VA:Cr3.1.5 Students revise and refine sculpture based on peer critique and self-reflection. • VA:Pr4.1.5 Students make decisions about placement, display, and viewpoint when presenting sculpture. • VA:Re7.1.5 Students analyze how form, texture, and spatial relationships communicate ideas in sculpture. • VA:Re8.1.5 Students interpret meaning using evidence from subject matter, material, and design choices. • VA:Cn10.1.5 Students connect personal ideas and experiences to their sculptural work. • VA:Cn11.1.5 Students examine sculpture from diverse cultures and artistic traditions.
MP 3 Topics	<p>Sculpture in the world</p> <p>Form, structure, and space</p> <p>Planning and sketching 3D ideas</p> <p>Constructing with clay or mixed media</p> <p>Joining and strengthening structures</p> <p>Surface details & texture</p> <p>Freestanding and stable forms</p> <p>Finishing and painting</p> <p>Artist statements and vocabulary</p> <p>Classroom exhibition</p>
MP 3 Skills- Concepts	<p>3D Planning, Construction & Structural Techniques: Students plan and construct three-dimensional artworks using secure attachment methods, strengthen structural connections, and apply finishing techniques to create stable and well-crafted sculptures.</p>

	<p>Understanding Form, Structure, Stability & Spatial Design: Students explore how form, structure, and stability contribute to successful sculpture while developing spatial thinking and distinguishing between decorative and functional components.</p> <p>Surface Development, Texture & Visual Meaning: Students apply texturing and finishing techniques to enhance surface detail and communicate artistic ideas, understanding how surface choices contribute to meaning and visual impact.</p> <p>Cultural Awareness, Materials & Artistic Expression: Students recognize sculpture as a form of visual communication found across cultures and understand how material choices influence structure, strength, design, and artistic expression.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Air-dry clay or model magic • Cardboard, paperboard • Glue, tape, connectors • Texture tools • Paint, markers • Sculpture examples (global art, public art, functional objects)

Marking Period 4 (MPIV)	General Art Curriculum Pacing Guide -Grade: 5
MP 4 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.5 Students develop textile and craft ideas using observation, research, and personal or cultural themes. • VA:Cr2.1.5 Students apply weaving, stitching, knotting, layering, dyeing, or embellishing techniques using purposeful material and tool selections. • VA:Cr3.1.5 Students revise and refine textile artworks to improve structure, design clarity, and craftsmanship based on feedback and reflection. • VA:Pr4.1.5 Students determine how display method, arrangement, and context affect how textile artwork is interpreted by viewers. • VA:Re7.1.5 Students analyze patterns, motifs, textures, and symbolic elements in textile arts. • VA:Re8.1.5 Students interpret meaning in textiles by examining cultural significance, symbolism, and artistic choices. • VA:Cn10.1.5 Students relate their textile craft projects to personal identity, family traditions, or cultural art forms. • VA:Cn11.1.5 Students examine textile traditions from cultures around the world (quilting, weaving, embroidery, beadwork, batik) and discuss how materials and techniques reflect community, geography, and cultural practices.
MP 4 Topics	<p>Cultural textiles around the world (symbols, motifs, and meaning)</p> <p>Pattern planning & motif sketching</p> <p>Advanced paper weaving with complex patterns</p> <p>Yarn weaving on a loom with color changes</p> <p>Stitching practice (running stitch, whip stitch, decorative stitches)</p> <p>Fabric collage with layered design elements</p> <p>Beadwork and embellishment techniques for meaning and decoration</p> <p>Surface finishing, detail refinement, and craftsmanship focus</p> <p>Artist statements explaining cultural or personal symbolism</p> <p>Textile exhibition and group critique</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<p>Advanced Textile Design, Weaving & Stitching Techniques: Students design textile patterns with intention using advanced weaving techniques, decorative stitching, layered fabric construction, and purposeful embellishments while demonstrating craftsmanship, neatness, and structural clarity.</p> <p>Pattern Structure, Motif Development & Texture Exploration: Students apply motifs, repeated pattern structures, and varied textile techniques including weaving, stitching, layering, and embroidery to create visually organized and texturally rich compositions.</p> <p>Conceptual Design, Symbolism & Visual Storytelling: Students plan and construct textile artwork that communicates narrative, symbolism, and meaning while exploring the relationship between functional textile forms and artistic decoration.</p> <p>Cultural Identity, Heritage & Material Meaning: Students examine global textile traditions and recognize how materials, patterns, and construction methods communicate cultural identity, heritage, ceremonial purpose, and artistic expression.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Paper strips for advanced weaving • Yarn & cardboard looms • Plastic needles, embroidery thread, yarn • Fabric scraps, felt sheets • Decorative items (beads, sequins, buttons) • Glue sticks or fabric-safe glue • Visual examples of world textile arts (African kente, Andean weaving, Native American loom work, Japanese sashiko, Indonesian batik, quilts)