LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT
COURSE SYLLABUS

Course Name: 5th Grade Art Visual/Fine Art
Length: Full Year
Teacher: Allison Frobey

Course Description: *Regional Art of the U.S.A.*
The 5th graders will learn about the different regions of our country through groups of artworks that have become common representations of what it has been like to live in those areas. They will then make projects which incorporate this information in the most highly developed drawings our Elementary Students will make. Some of these projects will gradually grow from process to product (like all their previous Elementary School projects did). However, to get ready for the responsibilities of MS Art Classes, some of these projects will also be broken down into formative assignments (which are used for training purposes) and then be asked to reuse the skills on a larger summative assignment. Students will have some days of completely open worktime and will be expected to use it to efficiently complete their projects in a timely fashion.

Competencies or Standards Assessed:
-*Creating:* A proficient 5th Grade student artist will be able to identify and demonstrate diverse methods for beginning a work of art. They can self-experiment and self-develop skills until they can demonstrate them with quality craftsmanship and care in a timely fashion. They can then choose from and/or combine multiple art-making techniques, which will be best for their project. They can visually document places and/or objects of personal significance with numerous identifiable details, all the while ensuring they are clear and on theme with the project.
-*Presenting*: A proficient 5th-grade student artist can consistently showcase skillful, safe, and effective uses of materials and techniques. They can also accurately reflect upon and defend the success of their craftsmanship and technical abilities by explaining the skills and knowledge the artwork should have to ensure it can be presented, preserved, and maintained.
-*Responding:* A proficient 5th-grade artist will be able to identify and analyze cultural, regional, or historical associations suggested by visual imagery by interpreting characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. They can compare their own interpretation of a work of art with the interpretation of others and can be respectful and open if there are contrasting interpretations that are unlike their own.
-*Connecting*: A proficient 5th-grade artist can identify how art could be used to inform or change beliefs, values, or behaviors of an individual or society. They use their own details and ideas to design artworks that help their viewers also see things in these new ways.

Anchor Texts or Major Curriculum:
n/a

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
Veteran's Day Project *Hatched Flag Drawings *Deconstructed American Flags As Chosen Objects/Scene *Stippled Eagles *Uncle Sam-like Ceramic Bear Sculptures *Beaded Keychains of Iconic American Symbols *Woven Coasters of "Pixeled" American Symbols	Changes from year to year, however, it will always have to do with National Pride. The projects the student's make will always be given away as gifts to our Veterans at the Assembly (occasionally they have time to make two, and then can therefore keep 1).
Midwest and Grant Wood *Formative: Smooth Shaded Gradients and Forms *Summative: Spoof of the American Gothic	Why is the Midwest of the USA known as America's Heartland? Judging from Grant Wood's artworks, How would you describe the overall vibe of the land and people there? Grant Wood applies color to his pieces in a specific way in order to create them in a style he is well known for: How would you describe it? What is a gradient? How many different tones/values should be a part of one? What controls a graded color change in the real world? What does it take to transition from a 4-Star-Colorer to a 5-Star-Colorer What was Grant Wood's most famous artwork called? Why? Did you produce a successful spoof of The American Gothic? Why or why not?
Appalachia and Audubon *Formative: Gesture Drawn Bears *Summative: Teddy Bears from Observation	Where in the USA is the region known as Appalachia? How did it take an important role in how people came to live in and explore our country? Who was John James Audubon, and how were his artworks important to our country? What are the phases of a gesture drawing? What is hatching? What is scumbling?
Southeast and Tropical Deco	Where is the Southeast, and what is the climate like there? How does the climate affect the architecture and other decor we often see in the region? What are the characteristics of the color, shape, and images of tropical deco? In what

	decade do we see lots of tropical deco influences? How can we make a space look really full? What are the two different types of shadows? What is stippling?
Southwest and the Stacked Landscapes of Georgia O'Keeffe	How did Georgia O'Keeffe exaggerate what she experienced in different regions of America? How can you produce monochromatic gradients with paint? How do colors often look when you are in the background of a landscape? What happens as you move forward? Can you use smooth shading and stippling with paint?
Northwest and Indigenous Art	What are some very popular forms of Indigenous Art of the Pacific Northwest? How are Totem Poles meaningful? How do artists ensure their totem poles seem balanced even if their designs aren't perfect mirror images of each other? What are some common lines and shapes indigenous artists use to give their designs their signature style? Why are the colors so similar from one totem pole to the next?
Northeast and New England Impressionism	What are characteristics of Impressionist paintings? Can you recognize NH imagery in the art of some famous American Impressionists? Can you use hatching (and maybe some other textured applications of paint) to produce broken colors while also ensuring all your forms and values make sense?

Portrait of a Learner

Independent Learner
I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator
I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker
I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator
I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen
I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:
n/a