

# Grade Level: Fifth

## Visual Arts Curriculum Framework

### Artistic Process: Creating

#### National Core Arts Standards:

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Anchor Standard 3:** Refine and complete artistic work.

#### Enduring

#### Understandings

- 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.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

#### Essential

#### Questions

- 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?
- 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:
- How do objects, places, and design shape lives in 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?
- What role does persistence play in revising, refining, and developing work? How do artists grown and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?



## Drawing

Student Objectives	Suggested Activities/ Themes		Benchmark Skill	
<p>Create a drawing that demonstrates:</p> <ol style="list-style-type: none"> <li>1. Value and shading techniques.</li> <li>2. Use of horizon line, foreground, middle ground, background and size to show space.</li> <li>3. Introduction of drawing techniques such as blending, crosshatching, stippling, overlaying, hatching, burnishing and directional.</li> <li>4. Overlapping images</li> <li>5. Introduce drawing forms using value.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a landscape drawing using horizon line, foreground, middle ground, and background and size to show space. Include details such as trees and animals that show implied texture. Include overlapping objects in the drawing.</li> <li>• Create a drawing of a rainforest habitat incorporating overlapping, texture and value.</li> <li>• Create a drawing of a snowman in a winter landscape incorporating value and space.</li> <li>• Create a drawing of a cake using value inspired by the art of Wayne Thiebaud.</li> <li>• Create compositions from tessellations based on Middle Eastern art and M.C. Escher</li> </ul> <p><b>Suggested artists:</b> Grant Wood, Vincent Van Gogh, Tedd Arnold, Lynne Cherry, The Great Kapok Tree, Caralyn Buehner, Snowmen at Night, Henri Rousseau, Wayne Thiebaud, M.C. Escher, and Rie Munoz Inuet Art</p>		<ol style="list-style-type: none"> <li>1. Create texture in a drawing using hatching, cross-hatching and stippling.</li> <li>2. Create a drawing showing space/ perspective and horizon line.</li> <li>3. Create a drawing using a variety of drawing mediums and tools.</li> <li>4. Create a drawing demonstrating overlapping.</li> <li>5. Create a drawing that demonstrates forms using value.</li> </ol>	
<p><b>Vocabulary</b>  <i>Background</i>  <i>Burnishing</i>  <i>Crosshatching</i></p>	<p><i>Directional</i>  <i>Foreground</i>  <i>Form</i>  <i>Hatching</i></p>	<p><i>Horizon line</i>  <i>Implied texture</i>  <i>Line</i>  <i>Middle ground</i></p>	<p><i>Overlapping</i>  <i>Perspective</i>  <i>Space</i>  <i>Stippling</i></p>	<p><i>Texture</i>  <i>Value</i></p>



## Painting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a painting that demonstrates: <ol style="list-style-type: none"> <li>1. Skill in brush handling.</li> <li>2. Use of varying brush types round and flat.</li> <li>3. Experimentation with a variety of painting media such as tempera, watercolor and acrylic.</li> <li>4. Use of value: tints and shades.</li> <li>5. Use of different techniques- wet on wet, wet brush, dry brush.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a monochromatic painting using tints and shades to help show depth, e.g.-landscape, portrait</li> <li>• Create a watercolor painting that displays the wet on wet technique for sky or water.</li> <li>• Create a painting displaying perspective of a habitat or biome, e.g., African Savanna, coral reef, temperate forest.</li> <li>• Create a painting of a robot using mixtures of black and, white to create different values.</li> </ul> <p><b>Suggested artists:</b> Grandma Moses, Winslow Homer, Marsden Hartley, Robert Wyland, Eric Joyner.</p> <p><i>Little Robots</i> by Mike Brownlow</p>	<ol style="list-style-type: none"> <li>1. Create a painting using different brush types.</li> <li>2. Create a painting using different paint types.</li> <li>3. Create a painting showing the use of value through the mixture of tints and shades.</li> <li>4. Create a painting using different painting techniques.</li> </ol>		
<b>Vocabulary</b> Acrylic Brush types	<i>Painting techniques- wet on wet, wet brush, dry brush</i>	<i>Shade</i> <i>Tempera</i>	<i>Tint</i> <i>Value</i>	<i>Watercolor</i>

## Printmaking

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a print that demonstrates: <ol style="list-style-type: none"> <li>1. Additive/Subtractive and plate Printing techniques.</li> <li>2. Proper use of a brayer.</li> <li>3. Proper labeling of prints - name, title, print order (#/total).</li> </ol>	<ul style="list-style-type: none"> <li>• Create a foam print about a dream that you had or a dream that you want to come true.</li> <li>• Create a collagraph print showing animals in a habitat, e.g., marine habitat, coral reef, rainforest.</li> <li>• Create a foam print of a pop culture object inspired by the work of Andy Warhol.</li> <li>• Print an edition of four using different color inks and papers to be displayed as a group.</li> <li>• Create a print from foam based on designs from Islamic tiles from the Middle East or Dia De Los Muertos and printing them to create repeating designs or patterns.</li> <li>• <b>Suggested artists:</b> Rockwell Kent, Leonard Baskin, Ando Hiroshige, Andy Warhol, Franz Marc, Barry Moser, Albrecht Durer, Jose Posada</li> </ul>	<ol style="list-style-type: none"> <li>1. Create a print from either a foam or collagraph printmaking plate.</li> <li>2. Create a print that shows the proper use of printmaking tools such as brayer.</li> <li>3. Label a printed a series correctly.</li> </ol>		
<b>Vocabulary</b> Additive Brayer	<i>Collagraph</i> <i>Edition</i>	<i>Foam plate</i> <i>Ink</i>	<i>Labeling</i> <i>Printing plate</i>	<i>Recessed</i> <i>Subtractive</i>



## Ceramics

Student Objectives	Suggested Activities/ Themes			Benchmark Skill
Create a ceramic artwork that demonstrates: <ol style="list-style-type: none"> <li>1. Hand building techniques such as coil, pinch, and slab.</li> <li>2. Proper use of glazing and score and slip.</li> <li>3. Use of the additive and subtractive techniques.</li> <li>4. Skill in the use of ceramic tools.</li> <li>5. Use of wheel to throw a pot (optional due to materials).</li> </ol>	<ul style="list-style-type: none"> <li>• Suggested Activities/Themes:</li> <li>• Create a vessel using the coil technique.</li> <li>• Create human and animal figures using the coil, pinch and additive and subtractive methods.</li> <li>• Create a storyteller doll, using pinching technique along with, additive and subtractive techniques.</li> <li>• Create an ocarina.</li> <li>• Create a pot on the wheel.</li> <li>• Create a slab box.</li> <li>• Create a relief tile.</li> <li>• Use a variety of ceramic techniques to create sculptures showing the influence of a particular culture, e.g., Indian Ganesh statues, African masks, Mexican campanas (bells).</li> </ul> <p><b>Suggested artists:</b> Maria Martinez, Tammy Tarbell/ Ceramic art of various cultures: India, Japan, China, Latin America and Native American</p>			<ol style="list-style-type: none"> <li>1. Create a work of art using one or more clay techniques.</li> <li>2. Use glazing techniques to color a ceramic work with detail.</li> <li>3. Use scoring and slipping correctly.</li> <li>4. Use additive and subtractive techniques.</li> <li>5. Throw a pot on the wheel.</li> </ol>
<b>Vocabulary</b> Additive Bisque ware	Coil Firing Glazing	Hand building Kiln Pinch	Potter's wheel Slab Score and Slip	Subtractive Vessel

## Sculpture

Student Objectives	Suggested Activities/ Themes			Benchmark Skill
Create a sculpture that demonstrates: <ol style="list-style-type: none"> <li>1. Use of an armature.</li> <li>2. Use of modeling material such as paper Mache or plaster gauze.</li> <li>3. Use of materials with a variety of textures.</li> <li>4. Use of found objects.</li> <li>5. Movement</li> <li>6. Gesture</li> <li>7. Figure</li> </ol>	<ul style="list-style-type: none"> <li>• Create a human or animal figure in motion or in a gesture, using an armature and paper Mache or plaster gauze.</li> <li>• Create a mask inspired by a particular culture from paper Mache or plaster gauze, e.g. Mexico, China, Japan, Latin America, Africa</li> <li>• Create a puppet based on a character from a folktale.</li> </ul> <p><b>Suggested artists:</b> Augusta Savage, Frederick Remington, Masks from various cultures, Puppets from various cultures, e.g., Indonesian Rod puppets or Japanese Bunraku puppets.</p>			<ol style="list-style-type: none"> <li>1. Create a sculpture using an armature.</li> <li>2. Create a sculpture showing gesture or movement.</li> <li>3. Create a sculpture using a variety of textures.</li> <li>4. Create sculpture using a variety of mediums and found objects.</li> </ol>
<b>Vocabulary</b> 3-Dimensional Armature	Base Figure	Found objects Gesture	Mediums Movement	Sculptor Sculpture



## Mixed Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a collage that demonstrates: <ol style="list-style-type: none"> <li>1. Use of cut and torn paper.</li> <li>2. Use of photographs.</li> <li>3. Use of a variety of mixed media.</li> <li>4. Space.</li> <li>5. Perspective.</li> <li>6. Proportion.</li> <li>7. Overlapping.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a collage showing a hobby or interest using cut paper and your own photographs.</li> <li>• Create a collage depicting a personal or historical narrative.</li> <li>• Create a symmetrical mask that shows the influence of a particular culture, e.g., Northwest Coast Native American, Asian or African.</li> <li>• Create a collage of a Dia De Los Muertos (Day of the Dead) skeleton from the culture of Mexico.</li> <li>• Shadow Puppets based on the art of Indonesia</li> </ul> <p><b>Suggested artists:</b> Romare Bearden, The Block, Me and Uncle Romie, Jacob Lawrence, Harriet and the Promised Land, The Great Migration, Artists of the Harlem Renaissance, Native American Art of the Northwest Coast, Jose Posada</p>	<ol style="list-style-type: none"> <li>1. Create a collage using a variety of mixed media.</li> <li>2. Create a collage depicting space/ proportion.</li> <li>3. Create an artwork that uses overlapping images or mixed media objects.</li> </ol>		
<b>Vocabulary</b> Collage	Layer Mixed Media	Narrative Overlap	Perspective Proportion	Space

## Technology/ Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a computer generated image that either: <ol style="list-style-type: none"> <li>1. Demonstrates proper use of a computer program.</li> <li>2. Shows experimentation with computer elements and icons.</li> <li>3. Incorporates a photograph that the student has taken.</li> <li>4. Use technology to access information about artists/ movements.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a computer composition displaying a surrealistic theme and incorporating photographs.</li> <li>• Take a picture and use it in an artwork.</li> <li>• Draw using a paint brush and drawing tool features on a computer.</li> <li>• Research an artist.</li> <li>• PowerPoint animation.</li> <li>• Clay animation.</li> <li>• Stop motion animation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Create a computer generated image using a computer program.</li> <li>2. Create a work of art using a photograph.</li> <li>3. Access art videos/ information on a particular artist.</li> <li>4. Research different art styles/movements.</li> </ol>		
<b>Vocabulary</b> Art style/movement Computer art	Computer generated art. Computer program	Digital Photograph Elements of art Icon/ Emoticons		



# Artistic Process: Presenting

## National Core Arts Standards:

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation

**Anchor Standard 5:** Convey meaning through the presentation of artistic work.

### Enduring Understandings

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- 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.
- 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.

### Essential Questions

- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservations or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- 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?
- 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?

## Process

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Select personal artwork for presentation. 2. Identify safe and effective use of materials and techniques for preparing and presenting artwork.	<ul style="list-style-type: none"> <li>• Visit a gallery or museum to view and interpret the artwork that had been chosen for that collection.</li> <li>• How was the artwork prepared for display?</li> </ul>	1. Student can select an artwork to go in a collection. 2. Identify safe and effective materials and techniques for preparing and presenting artwork.
<b>Vocabulary</b>	<i>Collection</i>	<i>Presentation</i>
		<i>Selection</i>



## Venues

Student Objectives	Suggested Activities/ Themes	Benchmark Skill	
<ol style="list-style-type: none"> <li>1. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</li> <li>2. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</li> </ol>	<ul style="list-style-type: none"> <li>• Examine the position of a curator and perhaps set up a curator visit to your school.</li> <li>• Have the students participate as curators or docents in a school art show.</li> <li>• Virtual museum tours with virtual curators.</li> <li>• Art Conservation-West Lake Conservators, Skaneateles, NY.</li> <li>• Online museums.</li> <li>• Students create their own museum.</li> <li>• Museum blogs.</li> </ul>	<ol style="list-style-type: none"> <li>1. Define the roles and responsibilities of a curator.</li> <li>2. Explain how artwork is preserved and maintained.</li> <li>3. Explain how a specific collection of artwork or artifacts provides information about a concept, or topic.</li> </ol>	
<b>Vocabulary</b> Concept	<i>Curator</i> <i>Docent</i>	<i>Museum</i> <i>Preserve</i>	<i>Venue</i> <i>Virtual</i>

## Methods

Student Objectives	Suggested Activities/ Themes	Benchmark Skill	
<ol style="list-style-type: none"> <li>1. Analyze artwork that is up in a presentation.</li> <li>2. Interpret artwork that is up in a collection or being presented.</li> </ol>	<ul style="list-style-type: none"> <li>• Interpret why a collection of artworks were exhibited together. Do this by viewing a chosen collection and then discussing verbally or writing an explanation.</li> </ul>	<ol style="list-style-type: none"> <li>3. Student can select, analyze and interpret artworks in a collection.</li> </ol>	
<b>Vocabulary</b>	<i>Analyze</i>	<i>Exhibit</i>	<i>Interpret</i>



## Artistic Process: Responding

### National Core Arts Standards:

**Anchor Standard 7:** Perceive and analyze artistic work.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

- Enduring Understandings**
- 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 imagery influences understanding of and responses to the world.
  - People gain insights into meanings of artworks by engaging in the process of art criticism.
  - People evaluate art based on various criteria.
- Essential Questions**
- 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 an image? Where and how do we encounter images in our world? How do images influence our views of the world?

## Art Criticism

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Compare one's own interpretation of a work of art with the interpretation of others. 2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	<ul style="list-style-type: none"> <li>• Gallery Walk with critique criteria.</li> <li>• Pair Share Question: Based on what you know, what would your interpretation be of the ideas and mood the artist is conveying?</li> <li>• Virtual/Digital Gallery Walk with a discussion on criteria for evaluating artwork.</li> </ul> <p><b>Suggested Artists:</b> Edvard Munch, Picasso, Frida Kahlo, Kathe Kollwitz</p>	1. Compare a personal interpretation of an artwork with a peer. 2. Explain the different ways you can critique artwork.
<b>Vocabulary</b>	<i>Art Criticism</i>	<i>Criteria</i>
		<i>Critique</i>
		<i>Interpretation</i>





## Aesthetics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	<ul style="list-style-type: none"> <li>Start off with V.T.S.</li> <li>Discuss and interpret Picasso's blue period.</li> </ul> <p><b>Suggested Artists:</b> Pablo Picasso, Romare Bearden, "Let's walk the block"-The Met</p>	1. Analyze and describe elements in an artwork, the use of media/s and the mood of the artwork.
<b>Vocabulary</b>	<i>Aesthetics</i>	<i>Media</i>
		<i>Mood</i>
		<i>Visual Elements</i>

## Visual Literacy

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Identify and analyze cultural associations suggested by visual imagery.	<ul style="list-style-type: none"> <li>V.T.S.</li> <li>Pair Share Question: Based on its visual imagery, what inference can you make about the cultural connections in this work of art?</li> </ul> <p><b>Suggested Artists:</b> Keith Haring, Diego Rivera, Carmen Lomas Garza, Native American (Iroquois)</p>	1. Make an inference what cultural associations a work of art have using visual imagery
<b>Vocabulary</b>	<i>Inference</i>	<i>Visual Imagery</i>
		<i>Visual Literacy</i>

## Artistic Process: Connecting

### National Core Arts Standards:

**Anchor Standard 10:** Synthesize and relate all knowledge and personal experiences to make art.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

#### Enduring Understandings

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

#### Essential Questions

- 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 an image? Where and how do we encounter images in our world? How do images influence our views of the world?



## Personal Connections/ Relating

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. . Synthesize and relate knowledge and personal experiences to make art.	<ul style="list-style-type: none"> <li>• Create an artwork that depicts a personal narrative or experience.</li> <li>• View an artwork and discuss the following question with a pair share partner: <i>What inference can you make about the artist's personal experience described in the artwork?</i></li> </ul> <p><b>Suggested Artists:</b> Vincent Van Gogh, Jacob Lawrence, Frida Kahlo, Faith Ringgold</p>	<ol style="list-style-type: none"> <li>1. Create an artwork about a personal experience.</li> <li>2. Describe an artwork and inference what the artist's personal experience was</li> </ol>
<b>Vocabulary</b>	<i>Describe</i>	<i>Influence</i>

## Observing and Interpreting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Apply formal and conceptual vocabularies of art and design to view settings or environment in new ways through art making.	<ul style="list-style-type: none"> <li>• Create a drawing, painting, collage or print that shows the student's surroundings, e.g., home, neighborhood, urban community or school.</li> <li>• Students will discuss their artwork with a pair share partner.</li> <li>• Question: <i>Can you identify the different parts of your surroundings in your artwork? What elements of art and principles of design have you used in your picture?</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Create a work of art using the Elements of Art and Principles of Design that represents the student's setting or environment.</li> <li>2. 2. Describe the created artwork using correct vocabulary (verbal or written).</li> </ol>
<b>Vocabulary</b>	<i>Elements of Art</i>	<i>Principles of Design</i> <i>Setting/Environment</i>

## Societal, Cultural and Historical Significance

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<ul style="list-style-type: none"> <li>• Compare and contrast two different works of art, e.g. -the narrative/ documentary artwork of Jacob Lawrence and Norman Rockwell, or Picasso vs. Mary Cassatt</li> </ul> <p><b>Suggested Artists:</b> Romare Bearden, Jacob Lawrence, Norman Rockwell, Mary Cassatt</p>	1. Compare and contrast two works of art from different societal, cultural and/or historical context in written form.
<b>Vocabulary</b> <i>Compare</i>	<i>Contrast</i>	<i>Cultural</i> <i>Historical</i> <i>Societal</i>



## Functions of Art

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	<ul style="list-style-type: none"> <li>• Written: Presentation about an artist, or art movement that had an impact on society.</li> <li>• Verbal: Compare and contrast about different artists and how their artistic works changed a societies beliefs or viewpoints.</li> <li>• Create: A work that informs an audience or tries to change their beliefs.</li> </ul> <p><b>Suggested Artists:</b> Henri Matisse, Pablo Picasso, Claude Monet, Andy Warhol, Louise Nevelson, Jacob Lawrence</p>	1. Identify how art has informed or changed a society.
<u>Vocabulary</u>	<i>Behaviors</i>	<i>Society</i>
		<i>Values</i>

