



# Elementary Visual Art Grade 5

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# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

# Curriculum Overview

## Elementary Visual Art

The Elementary Art (K-5) Curriculum is aligned with the Visual Arts Grade Level Expectations (GLE's) published by the Missouri Department of Elementary and Secondary Education (DESE), and the National Core Arts Standards, where applicable. The standards provide minimum benchmarks, indicating what students should be able to know and do upon completion of each unit.

At each grade level, students should be able to demonstrate the GLEs from previous years, as well as those specified for the current grade. Emphasis is placed on skill refinement and increasing control of each media. Students are expected to grow in their ability to select art materials which are best suited for creatively communicating their ideas. Curriculum activities will expose students to drawing, painting, collage materials, printmaking, fibers, clay, creating three-dimensional media, and art appreciation. Exposure to the works of famous artists and the arts and crafts of artisans from many cultures plays an integral role in curriculum design.

**The assessments are required;** the activity guides are intended to be open ended, allowing each art teacher to implement the standards in her/his own way. The suggested activities and projects are not intended to represent the only possible outcomes but rather a model from which teachers can explore and implement additional resources that will meet individual student needs.

COURSE TITLE: Elementary Visual Art

GRADE LEVEL: 5th Grade

CONTENT AREA: Visual Art

In 5<sup>th</sup> grade art, students continue to develop skills in process, product, critical and creative thinking in art product and performances, elements and principles of art, aesthetics, art criticism, art history and culture. Within these areas: TEXTURE, ARCHITECTURE, SYMBOLISM, and PATRIOTIC AMERICAN art are emphasized in the 5<sup>th</sup> grade. When possible, digital media in the areas of research or production can/should be utilized.

Creation and problem-solving is at the heart of the visual arts curriculum. Students learn to work with various tools, processes, and media. They learn to make choices that enhance the communication of their ideas. Students learn to make critical judgements as they develop aesthetic perceptions by interacting with works of art and becoming knowledgeable about history and world culture.

### Course Scope and Sequence

<b>Unit 1: Abstract Art</b> 1A Printmaking Portraits (4 sessions) 1B Sculpture (7 sessions) 1C Colors and Shapes (5 sessions)		<b>Unit 2: Representational Art</b> 2A Architectural Landscape (8 sessions) 2B Patriotic Still Life (3 sessions) 2C Themed Watercolor (Time) (3 sessions)	
<b>Unit 3: Artistic Perceptions</b> 3A The Art World (2 sessions) 3B Art Criticism (2 sessions)	<b>Unit 4: Interdisciplinary Connections and Themes</b> 4A Art and Music of the World (3 sessions)	<b>Unit 5: Historical and Cultural Contexts</b> 5A Art in Time and Place (3 sessions)	

## Unit Objectives:

### Unit 1:

1. Students will mix a variety of hues to create new colors
2. Students will demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images
3. Students will create a portrait from observation
4. Students will identify and use contour lines
5. Students will combine simple forms to create a complex object/form (in-the-round)
6. Students will use paper joining techniques such as tabs and slits
7. Students will model with clay or a similar material to build a form using a coil techniques
8. Students will use tempera paints to produce a sharp, clear edge between areas of colors
9. Students will identify and use symbolic shapes
10. Students will identify and use intermediate and neutral colors
11. Students will identify the arrangement of colors on a color wheel

### Unit 2:

1. Students will create texture or surface quality using any drawing media
2. Students will identify and use implied or simulated textures
3. Students will identify and use texture contrast
4. Students will create an original building based upon elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)
5. Students will create an original outdoor scene to show the illusion of space
6. Students will identify and use converging lines to create the illusion of space
7. Students will identify and use a single horizon line
8. Students will identify and use relative size (realistic scale)
9. Students will create a still life from observation that shows the illusion of form
10. Students will identify and use the illusion of form: cube, sphere, cylinder, and cone
11. Students will create an original artwork that communicates ideas about the following themes:
  - United States • Patriotism • Time
12. Explain how American artists express the idea of patriotism
13. Students will apply layers of watercolor paint from lightest to darkest colors
14. Students will identify and use asymmetrical (informal) balance

### Unit 3:

1. Students will discuss and develop answers to questions about art, such as: What is art and what is beauty?
2. Students will describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/variety of values, Complex patterns, Facial proportions.

### Unit 4:

3. Compare a work of art to a work of music.
4. Create an original artwork that communicates ideas about the following themes: • World

### Unit 5:

5. Students will Identify works of art from:
  - United States (Painting, Architecture)
  - Europe (Painting, Architecture)
6. Students will compare and contrast two artworks on:
  - Time

- Place
- Subject matter
- Media
- Use of elements
- Theme
- Purpose of art in culture
- Use of materials and technology

### **Essential Terminology/Vocabulary**

Unit 1: Form, Sculpture, Tabs and Slits, Coil Pot, Contour lines, Printmaking, Subtractive Printmaking, Portrait, Art criticism

Unit 2: Contour lines, Symbolic shapes, Illusion of form, Implied/ simulated textures, Intermediate and Neutral colors

Unit 3: Asymmetrical Balance, Contrast /variety of textures, Perspective: change in size, Point of view, Horizon line, Illusion of space, Converging lines, Landscape

Unit 4: Symbolism, Color wheel, Neutral and intermediate colors, Curator, Art critic, Artist, Audience, Art Gallery, Art Museum, Rhythm, Mood, Pattern

Unit 5: Media, culture, theme, Europe, Relative size, Realistic scale, Texture, Contrast, Architecture, Value Scale, Asymmetrical Balance, Watercolor

### **Approved Course Materials and Resources:**

Available resources to internet, technology and images listed in unit.