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| FIFTH GRADE | UNIT 1: ART IS A LANGUAGE | | | | PACING: 1st Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (Drawing and Painting)* | | | | | |
| PRIORITY STANDARDS | | | | | |
| VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  c. Create sketches for planning and self-reflection.  VA5.CR.2 Create works of art based on selected themes.  d. Create works of art emphasizing multiple elements of art and/or principles of design.  VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.  a. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion)  VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.  c. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of others. | | | | | |
| SUPPORTIVE STANDARDS | | | | | |
| CREATING | | | | | |
| VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  b. Use available resources, tools, and technologies to investigate personal ideas through making works of art.  VA5.CR.2 Create works of art based on selected themes.  b. Create representational works of art from direct observation (e.g. landscape, still life, portrait, proportion).  VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.  a. Refine drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).  d. Refine understanding of multiple color schemes to create works of art to allow for student choice (e.g. monochromatic, analogous, complimentary). | | | | | |
| PRESENTING | | | | | |
| VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.  a. Prepare works of art for exhibition with signature, title, and artist statement. | | | | | |
| RESPONDING | | | | | |
| VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.  b. Explain how selected elements and principles of design are used in works of art to convey meaning. | | | | | |
| CONNECTING | | | | | |
| VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  a. Recognize the unique contributions of contemporary and/or historical artists, art movements and culturesincluding Georgia artists.  e. Investigate ways in which professional artists contribute to the development of their communities (e.g., architects, painters, photographers, interior and fashion designers, educators, museum educators).  VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). | | | | | |
| INSTRUCTIONAL RESOURCES | | | | | |
| *The following resources correspond to the focus standards of this unit.* | | | | | |
| LESSON PLANS | | | **PRESENTATIONS** | | |
| * [Cezanne Still Life LP](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=VXEG7aGUqj%2f35Rsn%2bM7WjADYp2cb2JpI4M3lwMNwm98%3d&docid=2_198f5148babf04442a823f305f4aa623b&rev=1) | | | * [Cezanne PPT](https://fultonk12-my.sharepoint.com/personal/fraziere_fultonschools_org/_layouts/15/guestaccess.aspx?guestaccesstoken=lkTyf%2f%2fjWW5Tt0fIcuIrctBllmNYwwzaqmhQdkelj6A%3d&docid=2_117e80a92b5fb4c14bc5f292c3c712533&rev=1) | | |
| ASSESSMENTS | | | **INTERISCIPLINARY CONNECTIONS** | | |
| * Diagnostic- Review of EQ, review of sketchbook assignment (value and composition), TID- Tell me 1 thing you know about Cezanne, tell me 1 important technique for a successful composition. What is value? What is a color scheme? * Formative- Teacher observation, review EQ, TOD-Tell me 1 thing you know about Cezanne, tell me 1 important technique for a successful composition, What is value? What is a color scheme? * Summative- Written critique and rubric [Cezanne rubric and written critique](https://fultonk12-my.sharepoint.com/personal/fraziere_fultonschools_org/_layouts/15/guestaccess.aspx?guestaccesstoken=rlhD7KsNCetOFRbY5UwMde%2f2tvXDDV4sHhL4jHjwtVc%3d&docid=2_15a2f43fee4b64a49b587a994915cac1d&rev=1) | | | **R/ELA-**   * Using evidence from a source to draw inferences * Integrate information from several sources on the same topic in order to write or speak about the subject knowledgeably. * Draw on information from multiple sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | | |
| ADDITIONAL RESOURCES | | | | | |
| PRINT | | MULTIMEDIA | | WEB-BASED | |
| * Book- Paul Cezanne by Mike Venezia * Reproduction- [Fruit and Jug on the Table](http://www.mfa.org/collections/object/fruit-and-a-jug-on-a-table-33253) | | * [Cezanne in 6 min](https://www.youtube.com/watch?v=1a2-nTwYEnc) * [Cezanne 645 works](https://www.youtube.com/watch?v=m6ni7ntkJb8) | | * [Cezanne Biography](http://wiki.kidzsearch.com/wiki/Paul_C%C3%A9zanne) * [Astonishing Apples](http://www.metmuseum.org/content/interactives/cezannes_apples/cezanne.html) | |

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| FIFTH GRADE | UNIT 2: CREATIVE COMM. | | | | PACING: 2nd Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (Printmaking and Collage/Mixed-Media)* | | | | | |
| PRIORITY STANDARDS | | | | | |
| VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  c. Create sketches for planning and self-reflection.  VA5.CR.2 Create works of art based on selected themes.  d. Create works of art emphasizing multiple elements of art and/or principles of design.  VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.  a. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion)  VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.  c. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of others. | | | | | |
| SUPPORTIVE STANDARDS | | | | | |
| CREATING | | | | | |
| VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.  VA5.CR.2 Create works of art based on selected themes.  a. Create original works of art that communicate values, opinions, and feelings.  c. Create works of art inspired by historical and/or social events.  VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.  b. Apply printmaking processes to create works of art (numbered series or reduction prints).  c. Utilize a variety of materials in creative ways to create works of art (e.g. mixed-media, collage, or use of available technology).  e. Create art using one- or two-point linear perspective; refine use of positive and negative space. | | | | | |
| PRESENTING | | | | | |
| VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.  a. Prepare works of art for exhibition with signature, title, and artist statement. | | | | | |
| RESPONDING | | | | | |
| VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.  a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art. | | | | | |
| CONNECTING | | | | | |
| VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  a. Recognize the unique contributions of contemporary and/or historical artists, art movements and culturesincluding Georgia artists.  c. Discuss how social, political, and/or cultural events inspire art.  VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.  a. Apply art skills and knowledge to improve understanding of other disciplines.  VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). | | | | | |
| INSTRUCTIONAL RESOURCES | | | | | |
| *The following resources correspond to the focus standards of this unit.* | | | | | |
| LESSON PLANS | | | **PRESENTATIONS** | | |
| * [Delaunay Reduction Print LP](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=E7NOM0sPpGXka2UGFuUcEz0gMc5k7F62ZZ7CXLQehjE%3d&docid=2_1ae4fb4c18dd945d9adb56eb8629e49ce&rev=1) | | | * [Delaunay Reduction Prints PPT](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=sepHLzyK0XnKlDgnRNlaa8AW%2fj2OoBdVq94x8HgdYLU%3d&docid=2_1c12f704b42f9444ca0c16529f2dd5403&rev=1) | | |
| ASSESSMENTS | | | **INTERISCIPLINARY CONNECTIONS** | | |
| * Diagnostic: TID: Tell me one element or principle you used to create a non-objective composition. Tell me the name of a color scheme. Tell me the color analogous to……Tell me the complement of …. Tell me one step or supply that you used to create a reduction print; Review of EQ; Questioning strategies; Teacher observation * Formative: TOD: Tell me one element or principle you used to create a non-objective composition. Tell me the name of a color scheme. Tell me the color analogous to……Tell me the complement of …. Tell me one step or supply that you used to create a reduction print; Questioning strategies; Teacher observation * Summative: Rubric, quiz, artist’s statement   [Delaunay Quiz](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=rZUSdwdTSfkC5FJoT8OvNTAkFHoAf8O1000%2beP%2fasss%3d&docid=2_12320085c06454ed08de8db392b4ce3d6&rev=1)  [Delaunay Rubric and Artist Statement](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=0X244SkelGuU4qGKqyhOdpbseyeqAEnqE8PtJPQgrsw%3d&docid=2_1f4536117fa3642dfb34a9098c1c5c60e&rev=1) | | | * R/ELA-   + Using evidence from a source to draw inferences   + Integrate information from several sources on the same topic in order to write or speak about the subject knowledgeably.   + Draw on information from multiple sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. * Math   + Radius, circumference and diameter   + Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. * Social Studies   + Impact or WW I and the Russian revolution on her life and work. | | |
| ADDITIONAL RESOURCES | | | | | |
| PRINT | | MULTIMEDIA | | WEB-BASED | |
| * Reproductions-   [Delaunay Reproductions](https://www.artsy.net/show/tate-modern-the-ey-exhibition-sonia-delaunay)  [Yellow Cow- Franz Marc](http://www.franzmarc.org/Yellow-Cow.jsp) | | * [Sonia Delaunay YouTube](https://www.youtube.com/watch?v=ocXDOl4WqY8&feature=related) | | * [Delaunay online slide show](https://www.slideshare.net/nivaca2/sonia-delaunay-for-kids) * [Sonia Delaunay Tate Museum](http://www.tate.org.uk/whats-on/tate-modern/exhibition/ey-exhibition-sonia-delaunay/delaunay-introduction) * [Tate Museum Interactive Website](http://www.tate.org.uk/kids) | |
| FIFTH GRADE | UNIT 3: PERSONAL EXPERIENCE | | | | PACING: 3rd Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (Clay and Depth)* | | | | | |
| PRIORITY STANDARDS | | | | | |
| VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  c. Create sketches for planning and self-reflection.  VA5.CR.2 Create works of art based on selected themes.  d. Create works of art emphasizing multiple elements of art and/or principles of design.  VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.  a. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion)  VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.  c. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of others.  VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  b. Explore and interpret ideas, themes, and events from diverse cultures of the past and present to inform one’s own work. | | | | | |
| SUPPORTIVE STANDARDS | | | | | |
| CREATING | | | | | |
| VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  b. Use available resources, tools, and technologies to investigate personal ideas through making works of art.  VA5.CR.2 Create works of art based on selected themes.  b. Create representational works of art from direct observation (e.g. landscape, still life, portrait, proportion).  VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.  e. Create art using one- or two-point linear perspective; refine use of positive and negative space.  VA5.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional works of art.  a. Demonstrates refinement of combined hand-building techniques to create ceramic objects  (e.g. pinch method, coil method, slab, surface design). | | | | | |
| PRESENTING | | | | | |
| VA5.PR.2 Develop and maintain an individual portfolio of works of art.   1. Choose works of art to be displayed based on reflection and designated criteria. | | | | | |
| RESPONDING | | | | | |
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| CONNECTING | | | | | |
| VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  a. Recognize the unique contributions of contemporary and/or historical artists, art movements and culturesincluding Georgia artists.  VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.  a. Apply art skills and knowledge to improve understanding of other disciplines.  VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). | | | | | |
| INSTRUCTIONAL RESOURCES | | | | | |
| *The following resources correspond to the focus standards of this unit.* | | | | | |
| LESSON PLANS | | | **PRESENTATIONS** | | |
| * Example 1 * Example 2 * Example 3 | | | * Example 1 * Example 2 * Example 3 | | |
| ASSESSMENTS | | | **INTERISCIPLINARY CONNECTIONS** | | |
| * Diagnostic Example 1 * Informal Formative Example 2 * Formal Formative Example 3 * Summative Example 4 | | | * R/ELA * Math * Science * Social Studies | | |
| ADDITIONAL RESOURCES | | | | | |
| PRINT | | MULTIMEDIA | | WEB-BASED | |
| * Book * Reproductions | | * YouTube Video | | * Interactive Website | |

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| FIFTH GRADE | UNIT 4: ART IS UNIVERSAL | | | | PACING: 4th Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (World Cultures and Non-Clay Sculpture)* | | | | | |
| PRIORITY STANDARDS | | | | | |
| VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  c. Create sketches for planning and self-reflection.  VA5.CR.2 Create works of art based on selected themes.  d. Create works of art emphasizing multiple elements of art and/or principles of design.  VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.  a. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion)  VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.  c. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of others.  VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  b. Explore and interpret ideas, themes, and events from diverse cultures of the past and present to inform one’s own work. | | | | | |
| SUPPORTIVE STANDARDS | | | | | |
| CREATING | | | | | |
| VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.  VA5.CR.2 Create works of art based on selected themes.  a. Create original works of art that communicate values, opinions, and feelings.  VA5.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional works of art.  b. Use of open and/or closed form to create a sculpture using a variety of methods (e.g. papier-mâché, paper sculpture, assemblage, or found object sculpture).  c. Create works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, puppetry, batik, jewelry, book arts). | | | | | |
| PRESENTING | | | | | |
| VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.  a. Prepare works of art for exhibition with signature, title, and artist statement. | | | | | |
| RESPONDING | | | | | |
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| CONNECTING | | | | | |
| VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  d. Recognize how art can be used to inform or change beliefs, values, or behaviors in an individual or society.  VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). | | | | | |
| INSTRUCTIONAL RESOURCES | | | | | |
| *The following resources correspond to the focus standards of this unit.* | | | | | |
| LESSON PLANS | | | **PRESENTATIONS** | | |
| * Example 1 * Example 2 * Example 3 | | | * Example 1 * Example 2 * Example 3 | | |
| ASSESSMENTS | | | **INTERISCIPLINARY CONNECTIONS** | | |
| * Diagnostic Example 1 * Informal Formative Example 2 * Formal Formative Example 3 * Summative Example 4 | | | * R/ELA * Math * Science * Social Studies | | |
| ADDITIONAL RESOURCES | | | | | |
| PRINT | | MULTIMEDIA | | WEB-BASED | |
| * Book * Reproductions | | * YouTube Video | | * Interactive Website | |