

East Penn School District Elementary Curriculum

A Planned Course Statement for **Grade 5 - Art**

Length of Period (mins.) _____ 40 _____

Periods per Week _____ 1 _____

Length of Course (yrs.) _____ 1 _____

Adopted _____ 4/23/07 _____

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Description of Course

Course Title

Art – Fifth Grade

Description

Students will be introduced to a variety of media and techniques. They will be introduced to creative problem solving that will result in a meaningful investigation and exploration of art.

Goals

1. Students will know and apply the principles and elements of design by examining and creating art.
2. Students will utilize various media, techniques, and technologies by analyzing and creating art.
3. Students will examine art through visual explorations and oral descriptions.
4. Students will examine and interpret the artistic styles of various artists, and will focus, district wide, on Renee Magritte and Leonardo da Vinci.
5. Students will develop artistic identity and awareness of their self as an artist.
6. Students will recognize and describe contemporary and past works of art associated with geographic regions, focusing on the region of North America.
7. Students will develop pride, safety, and craftsmanship through art production.

Key to Levels of Achievement (listed with each learning objective)

Awareness (A) Students are introduced to concepts, forms and patterns.

Learning (L) Students are involved in a sequence of steps and practice activities which involve further development and allow for evaluation of progress.

Understanding (U) Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.

Reinforcement (R) Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standards
I. Art Aesthetics Elements of Design	1	Students will explore, identify, and develop types of line in art.	L	<ul style="list-style-type: none"> ● Create line with a variety of art tools and media ● Use line to create shape, pattern, form, texture, and rhythm ● Explore the use of continuous and contour lines ● Identify and use different types of lines to create a composition ● Identify line as an element of design ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima 	Teacher judgment and observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,H,J 9.3.3B
	2	Students will explore, identify, and develop types of color in art.	L	<ul style="list-style-type: none"> ● Mix primary to make secondary colors ● Mix tints by adding white and shades by adding black to colors ● Name and use warm, cool, intermediate, complimentary, neutral, and analogous colors ● Identify color as one element of design ● Use values of colors, light and dark ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima 	Teacher judgment and observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,C 9.3.3B

Unit	Num	Objective	Level	Content	Evaluation	Standards
	3	Students will explore, identify, and develop types of shape in art.	L	<ul style="list-style-type: none"> ● Recognize shape as two-dimensional ● Identify shape as an area enclosed by line ● Name and identify the five basic geometric and free form shapes ● Arrange shapes to create a composition ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Identify shape as one element of design 	Teacher judgment and observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,E,H,J 9.3.3B
	4	Students will explore, identify, and develop types of texture in art.	L	<ul style="list-style-type: none"> ● Identify texture as the look and feel of a surface: rough, smooth, shiny, and dull ● Create texture using a variety of materials and tools ● Differentiate between tactile and visual texture ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Identify texture as one element of design 	Teacher judgment and observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	5	Students will explore, identify, and develop types of form in art.	A	<ul style="list-style-type: none"> ● Identify and name geometric forms (sphere, pyramid, cone, and cube) ● Identify form as three dimensional ● Create form by modeling, assembling, or constructing ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Identify form as one element of design 	Teacher judgment and observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J

Unit	Num	Objective	Level	Content	Evaluation	Standards
	6	Students will explore, identify, and develop types of space in art.	A	<ul style="list-style-type: none"> ● Identify positive and negative space as the area within or around shapes and forms ● Use form in a composition ● Identify space as 2-D or 3-D ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Identify space as one element of design 	Teacher judgment and observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	7	Students will explore, identify, and develop value in art.	A	<ul style="list-style-type: none"> ● Create value in a 2-D composition using shades or tints ● Identify value as one element of design 	Teacher judgment and observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
II. Art Aesthetics Principles of Design	8	Students will gain an awareness of balance in art.	L	<ul style="list-style-type: none"> ● Recognize and create balance as an arrangement of shape, color, and form in art ● Identify and use symmetrical or radial balance in a composition ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Identify balance as a principle of design 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	9	Students will gain an awareness of variety in art.	L	<ul style="list-style-type: none"> ● Create variety in a two-dimensional composition in relation to size, shape, and color ● Recognize variety in texture, size, shape, and color as a means of adding interest to an artwork ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Identify variety as a principle of design 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J

Unit	Num	Objective	Level	Content	Evaluation	Standards
	10	Students will gain an awareness of pattern in art.	L	<ul style="list-style-type: none"> ● Recognize pattern as the set or random repetition of a line, shape, color, texture, or form, or any combination of these ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Identify pattern as a principle of design 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	11	Students will gain an awareness of rhythm in art.	L	<ul style="list-style-type: none"> ● Recognize rhythm in artwork as visual movement achieved by repetition of lines, shapes, colors, textures, or patterns ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Identify rhythm as a principle of design 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	12	Students will gain an awareness of proportion in art.	L	<ul style="list-style-type: none"> ● Identify the use of proportion to indicate distance, large shapes are close-up and small shapes are far away ● Identify proportion as the size relationship between parts of a composition to each other and the whole ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Identify proportion as a principle of design 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J

Unit	Num	Objective	Level	Content	Evaluation	Standards
	13	Students will gain an awareness of emphasis in art. (center of interest-focal point)	L	<ul style="list-style-type: none"> ● Recognize that the center of interest is the most important part of an artwork ● Identify emphasis as a principle of design ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	14	Students will gain an awareness of unity in art	L	<ul style="list-style-type: none"> ● Recognize that unity is created through a combination of color, shape, line, and texture and the principle of design in an artwork ● Identify unity as a principle of design ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
III. Art Processes – Media and Methods	15	Students will explore and identify expression through various techniques of drawing.	L	<ul style="list-style-type: none"> ● Draw using a variety of materials (pencil, marker, felt tip pens, chalk, charcoal) to create a composition ● Draw from memory, imagination, or observation ● Explore contour drawing, shading, and stippling ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3B,C,D,E,H,J 9.2.3A,C,D,E,F,G,H,L

Unit	Num	Objective	Level	Content	Evaluation	Standards
	16	Students will explore and identify expression through various techniques of painting.	L	<ul style="list-style-type: none"> ● Paint using a variety of tools and materials (tempera, sponges, brushes) ● Express ideas, thoughts, and feelings individually or in a group ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3B,C,D,E,H,J 9.2.3A,C,D,E,F,G,H,L
	17	Students will explore and identify expression through various techniques of printmaking.	L	<ul style="list-style-type: none"> ● Create prints by using a variety of printing materials, ex. Cardboard glued on block, yarn glued on cardboard, linoleum cuts, stamp and junk prints ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima ● Express ideas, thoughts, and feelings through printmaking 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3B,C,D,E,H,J 9.2.3A,C,D,E,F,G,H,L
	18	Students will explore and identify expression through various techniques of sculpture.	L	<ul style="list-style-type: none"> ● Identify sculpture as 3-D as opposed to 2-D ● Construct and model three-dimensional works of art using simple tools and techniques from a variety of materials (clay, wood, found objects, paper mache, etc.) ● Discuss relief sculpture ● Express ideas, thoughts, and feelings through sculpture 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3B,C,D,E,H,J 9.2.3A,C,D,E,F,G,H,L
	19	Students will explore and identify expression through various techniques of collage and mosaic.	L	<ul style="list-style-type: none"> ● Arrange a collage or mosaic composition using paper, cloth, found objects, string, etc. ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3B,C,D,E,H,J 9.2.3A,C,D,E,F,G,H,L

Unit	Num	Objective	Level	Content	Evaluation	Standards
	20	Students will explore and identify various fiber and textile techniques.	L	<ul style="list-style-type: none"> ● Use a variety of materials to create a textile composition (yarn, string, fabric) ● Recognize the variety of textures in fibers ● Use simple cardboard loom or God's Eye ● Create a textile composition from a variety of methods (knotting, weaving, stitchery) 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3B,C,D,E,H,J 9.2.3A,C,D,E,F,G,H,L
	21	Students will explore and identify simple architectural structures.	L	<ul style="list-style-type: none"> ● Recognize and describe forms of shelter in relation to environmental factors (log cabin, cave, adobe pueblo, etc.) ● Select various materials to construct simple architectural structures ● Use computer software such as the "Dropping In" series, "Kidpix" and the "Wilton Series" with the laptop and proxima 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3B,C,D,E,H,J 9.2.3A,C,D,E,F,G,H,L
	22	Students will explore and identify different pottery techniques.	L	<ul style="list-style-type: none"> ● Build a clay piece using one of the following techniques (slab, tile, pinch pots, bead work, coil, or draped form) ● Introduce use of liquid glazes 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3B,C,D,E,H,J 9.2.3A,C,D,E,F,G,H,L
	23	Students will explore the use of animation imagery.	L	<ul style="list-style-type: none"> ● Use simple animation techniques through the use of flip books ● Use computer software such as the "Dropping In" series, "Kidpix" and the "Wilton Series" with the laptop and proxima 	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,H,J,K 9.2.3A,B,D,E

Unit	Num	Objective	Level	Content	Evaluation	Standards
IV. Art Criticism	24	Students will express ideas and opinions about art.	L	<ul style="list-style-type: none"> ● Explore, examine, interpret, and evaluate artwork of themselves and other students as well as artwork by major artists from various cultures ● Contrast and compare the media and mood of the artwork ● Discuss the physical characteristics of the artwork (elements, principles, media, and methods) ● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima 	Student/teacher discussion Worksheets	9.1.3C,J,K 9.2.3A,B,C,D,E,F,G,H,I J,K,L 9.3.3B,D,E,F,G 9.4.3A,B,C,D
V. Subjects and Themes	25	Students will create an art project using any media in relation to the themes.	L	<ul style="list-style-type: none"> ● Subjects and themes will be integrated into the curriculum according to grade level, themes will be modified periodically in relation to classroom curriculum 	Teacher observation Student/teacher discussion	9.1.3B,C,E,I,J,K 9.2.3A,B,C,D,E,F,G,H,I J,K,L 9.3.3D,F,G 9.4.3A,B,D
VI. Art Appreciation through Culture, Heritage, and Environment	26	Students will examine contemporary and past works of art.	L	<ul style="list-style-type: none"> ● View and discuss various prints of artwork in relation to various artists ● Recognize and describe art as a visual record of humankind using prints, videos, and computer software ● Examine and interpret the artistic styles of various artists, and focus, district wide, on Renee Magritte and Leonardo da Vinci 	Student/teacher discussion	9.1.3A,B,C,D,E,F,I,J,K 9.2.3A,B,C,D,E,F,G,H,I J,K,L 9.3.3A,B,C,D,E,F,G 9.4.3A,B,C,D
	27	Students will explore art from different cultures.	L	<ul style="list-style-type: none"> ● View and discuss various prints of art in relation to different cultures, traditions, symbols, motifs, and holidays and the art of specific cultures ● Recognize and describe contemporary and past works of art associated with geographic regions, focusing on the region of North America 	Student/teacher discussion	9.1.3C,I 9.2.3A,B,C,D,E,F,G,H,I J,K,L 9.3.3A,C,D,E,F 9.4.3A,B,D

Unit	Num	Objective	Level	Content	Evaluation	Standards
VII. Craftsmanship Discipline and Safety in Art Processes	28	Students will develop pride, understanding, and craftsmanship in the process and in the end product.	L	<ul style="list-style-type: none"> ● Compare and contrast examples of good and poor craftsmanship in artwork, praise is given for a job well done 	Student/teacher observation	9.1.3C,D,H,J,K 9.3.3B,C,E,F,G 9.4.3A,B,C
	29	Students will practice safety procedures during art processes.	L	<ul style="list-style-type: none"> ● Demonstrate the proper use of art tools and materials 	Student/teacher observation	9.1.3H,J,K