

# ART

LENGTH OF TIME: 1 year, 45 min., once per cycle

GRADE LEVEL: 5

## COURSE STANDARDS:

Students will:

1. Demonstrate the ability to portray objects with observance to detail; an understanding of the basic art elements and principles of design. **(National Standard 1-Creating)**
2. Demonstrate the use of art elements in a layout when creating an artwork. **(National Standard 1-Creating)**
3. Demonstrate use of skill, balance and creative design when creating three-dimensional artwork with clay. **(National Standard 1-Creating)**
4. Demonstrate use of paper mache, found objects and/or recycled materials. Show a reflection of the culture and/or time period being studied. **(National Standard 1-Creating)**
5. Create and present at least one piece of artwork for the District Art Show. **(National Standard 2-Presenting)**
6. Respond to their own artwork, peer artwork and artists from other times and the present. **(National Standard 3-Responding)**
7. Discover a variety of art styles and genres and how to create a work of art in a specific style. **(National Standard 4-Connecting)**

## NATIONAL VISUAL ARTS STANDARDS

1. Creating- Conceiving and developing new artistic ideas and work.
2. Producing & Presenting Interpreting and sharing artistic work. Realizing and presenting artistic ideas and work.
3. Responding- Understanding and evaluating how the arts convey meaning.
4. Connecting- Relating artistic ideas and work with personal meaning and external context.

## PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Drawing, painting and/or printing objects, patterns and designs as they would relate to a specific culture and/or time period. (Course Standard 1)
2. Create a design using a specific color family and showing a balance of positive and negative space. (Course Standard 2)

Creating a clay and/or paper mache sculpture that reflects a culture or period of art-using various art materials correctly, creatively, and safely. (Course Standard 3, 4, 5, 6 & 7)

## DESCRIPTION OF COURSE:

The focus in fifth grade Art is centered around the paper mache mask. Spanish and Art come together when the students are introduced to masks in the Spanish culture during Spanish class and create a paper mache mask in Art class. Students will learn sculpture techniques using various mediums such as newspaper and paper mache as well as recycled materials. The unit is comprised of mini lessons that incorporate the Art elements and principles but with a focus on applying them to the mask.

Students will also have the opportunity to create art using drawing, painting, printmaking and clay.

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Student experimentation and exploration, individually and in groups
2. Peer instruction
3. Individual research
4. Teacher demonstration

#### MATERIALS:

1. Books, reproductions, films, videos, worksheets, power point presentations, teacher created examples, videos and instructional enhancements
2. Paper, pencils, erasers, markers, brushes, tempera paints, poster board, watercolor paints and crayons.
3. Clay, glaze, glue, masking tape, wire, yarn, fabric, inks, paper mache paste or wheat paste (paper mache mix), newspaper, feathers, beads, pipe cleaners, and a variety of craft materials

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Cooperative groups
2. Peer helpers
3. Instructional Assistant- teacher assistance as needed
4. Reworking of an alternative task

5. Use of print and electronic media and/or Internet
6. Use of audio and videotapes to augment lessons.

#### METHODS OF EVALUATION:

1. Project rubric
2. Self-evaluation of student's own work, written and/or oral.
3. Peer evaluation, small groups or whole class.
4. Teacher evaluation of student work.

#### INTEGRATED ACTIVITIES:

1. Concepts

-Understand elements and principles of design such as:

color (relationships of colors to each other; color mixing)

line (straight, curved, angle; cross-hatch, arabesque)

shape (geometric, abstract)

space (perspective: atmospheric and linear)

texture

form

-Understand media and process, such as

methods and materials for drawing

methods and materials for painting

methods and materials for photography

- Make connections among recurring motifs in art history
- Place various art forms and artists in an art historical context
- Appreciate each individual's place in a diverse world

## 2. Communication

- Exchange information about works of art
- Produce artwork for a variety of purposes (story-telling, personal narrative, poetics, response to nature, aesthetic pleasure)
- Describe meaning of work of art (one's own or others)

## 3. Thinking/Problem Solving

- Analyze and make critical judgments about artwork
- Evaluate and respond critically to works of art
- Solve problems using appropriate tools, materials, technology, etc.
- Show relationships between culture, historical period, and artwork produced during that time

## 4. Application of Knowledge

- Use and master a variety of materials, tools, and art processes
- Student artwork exhibits learned skills
- Artwork will display the historical and multi-cultural content of the units studied

## 5. Interpersonal Skills

- Work cooperatively
- Solve problems in groups
- Students help other student (peer tutoring)
- Communicate appropriately with teachers and others