

Grade 5 Art Overview

Content Area: **Art**
Course(s): **ART-5**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

Building upon and expanding the background in the elements of art that the students received in the primary Art curriculum and the principles of design learned in grade 4, students at this level will increase their ability to manipulate materials effectively in more complex artistic endeavors. As in the previous levels, emphasis is placed on aesthetics, production, art history, criticism, as well as visual sensitivity, creative problem solving and adherence to the *New Jersey Student Learning Standards for Visual and Performing Arts*.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJSL Standards/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics	S	8. Technology Literacy			

Textbooks and other resources

In order to fully implement the art program (curriculum) and to provide a broad, meaningful, safe, positive experience for every child, it is essential to provide a well-equipped art room including:

1. Storage facilities to accommodate materials, equipment, and student work
2. Computers and printers with appropriate software
3. Videocassette recorder, TV, slide projector and screen

4. Adequate materials and supplies
5. Paper cutter and pencil sharpeners
6. Sufficient space and ventilation
7. Appropriate furniture, i.e., chairs, stools, tables, etc. to accommodate students
8. Double sink
9. Kiln
10. Sufficient bulletin boards and chalkboards for demonstrating work and examples

Standards and Scope of Sequence

Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency Assessm
UNIT 1: COLOR <ul style="list-style-type: none"> • Review and further explore color theory • Show contrast in their artwork 	1.1.5.D.1 (M) 1.1.5.D.2 (M) 1.2.5.A.1 (M) 1.2.5.A.2 (M) 1.2.5.A.3 (M) 1.3.5.D.1 (M) 1.3.5.D.2 (M) 1.3.5.D.3 (M) 1.3.5.D.4 (M) 1.3.5.D.5 (M) 1.4.5.A.1 (M) 1.4.5.A.2 (M) 1.4.5.A.3 (M) 1.4.5.B.1 (M) 1.4.5.B.2 (M)	1-4	Ongoing	-Project a using cre -Verbal a -Critique

	1.4.5.B.3 (M) 1.4.5.B.4 (M) 1.4.5.B.5 (M) 3.3.3.C.1 (R) 8.1.5.A.1 (D) 8.1.5.E.1 (D) 8.2.5.A.4 (D) 9.1.4.A.1 (D) 9.1.4.A.3 (D) 9.1.4.A.4 (D) 9.1.4.B.1 (D) 9.1.4.C.1 (D) 9.1.4.D.1 (D) 9.1.4.D.2 (D) 9.1.4.D.3 (D) 9.1.4.E.1 (D) 9.1.4.E.2 (D) 9.1.4.E.3 (D) 9.1.4.F.1 (D) 9.1.4.F.2 (D) 9.1.4.F.3 (D) 9.3.4.A.4 (D)			
UNIT 2: LINE/SHAPE/FORM <ul style="list-style-type: none"> • Demonstrate an understanding of 1-point perspective using simple shapes • Use simple shapes to create tessellations • Manipulate a variety of materials to create forms 	1.1.5.D.1 (M) 1.1.5.D.2 (M) 1.2.5.A.1 (M) 1.2.5.A.2 (M) 1.2.5.A.3 (M) 1.3.5.D.1 (M)	1-4	Ongoing	-Project a using cre -Verbal a -Critique

	1.3.5.D.2 (M)			
	1.3.5.D.3 (M)			
	1.3.5.D.4 (M)			
	1.3.5.D.5 (M)			
	1.4.5.A.1 (M)			
	1.4.5.A.2 (M)			
	1.4.5.A.3 (M)			
	1.4.5.B.1 (M)			
	1.4.5.B.2 (M)			
	1.4.5.B.3 (M)			
	1.4.5.B.4 (M)			
	1.4.5.B.5 (M)			
	<i>3.1.1.H.1 (R)</i>			
	<i>3.3.3.C.1 (R)</i>			
	<i>4.2.4.A.1 (R)</i>			
	<i>4.2.4.B.1 (R)</i>			
	<i>4.2.4.B.2 (R)</i>			
	<i>4.2.4.B.3 (R)</i>			
	<i>8.1.5.A.1 (D)</i>			
	<i>8.1.5.E.1 (D)</i>			
	<i>8.2.5.A.4 (D)</i>			
	<i>9.1.4.A.1 (D)</i>			
	<i>9.1.4.A.3 (D)</i>			
	<i>9.1.4.A.4 (D)</i>			
	<i>9.1.4.B.1 (D)</i>			
	<i>9.1.4.C.1 (D)</i>			
	<i>9.1.4.D.1 (D)</i>			

	<p>9.1.4.D.2 (D)</p> <p>9.1.4.D.3 (D)</p> <p>9.1.4.E.1 (D)</p> <p>9.1.4.E.2 (D)</p> <p>9.1.4.E.3 (D)</p> <p>9.1.4.F.1 (D)</p> <p>9.1.4.F.2 (D)</p> <p>9.1.4.F.3 (D)</p> <p>9.3.4.A.4 (D)</p>			
<p>UNIT 3: COMPOSITION</p> <p>·Use multiple shapes to create compositions</p> <p>·Understand proportion as the relationship of shape and size of objects</p>	<p>1.1.5.D.1 (M)</p> <p>1.1.5.D.2 (M)</p> <p>1.2.5.A.1 (M)</p> <p>1.2.5.A.2 (M)</p> <p>1.2.5.A.3 (M)</p> <p>1.3.5.D.1 (M)</p> <p>1.3.5.D.2 (M)</p> <p>1.3.5.D.3 (M)</p> <p>1.3.5.D.4 (M)</p> <p>1.3.5.D.5 (M)</p> <p>1.4.5.A.1 (M)</p> <p>1.4.5.A.2 (M)</p> <p>1.4.5.A.3 (M)</p> <p>1.4.5.B.1 (M)</p> <p>1.4.5.B.2 (M)</p> <p>1.4.5.B.3 (M)</p> <p>1.4.5.B.4 (M)</p> <p>1.4.5.B.5 (M)</p> <p>3.3.3.C.1 (R)</p>	1-4	Ongoing	<p>-Project a using cre</p> <p>-Verbal a</p> <p>-Critique</p>

	<p>4.2.4.A.1 (R)</p> <p>8.1.5.A.1 (D)</p> <p>8.1.5.E.1 (D)</p> <p>8.2.5.A.4 (D)</p> <p>9.1.4.A.1 (D)</p> <p>9.1.4.A.3 (D)</p> <p>9.1.4.A.4 (D)</p> <p>9.1.4.B.1 (D)</p> <p>9.1.4.C.1 (D)</p> <p>9.1.4.D.1 (D)</p> <p>9.1.4.D.2 (D)</p> <p>9.1.4.D.3 (D)</p> <p>9.1.4.E.1 (D)</p> <p>9.1.4.E.2 (D)</p> <p>9.1.4.E.3 (D)</p> <p>9.1.4.F.1 (D)</p> <p>9.1.4.F.2 (D)</p> <p>9.1.4.F.3 (D)</p> <p>9.3.4.A.4 (D)</p>			
<p>UNIT 4: PATTERN/TEXTURE</p> <ul style="list-style-type: none"> • Apply previous knowledge of pattern • Experiment with texture in 3D art 	<p>1.1.5.D.1 (M)</p> <p>1.1.5.D.2 (M)</p> <p>1.2.5.A.1 (M)</p> <p>1.2.5.A.2 (M)</p> <p>1.2.5.A.3 (M)</p> <p>1.3.5.D.1 (M)</p> <p>1.3.5.D.2 (M)</p> <p>1.3.5.D.3 (M)</p> <p>1.3.5.D.4 (M)</p>	1-4	Ongoing	<p>-Project a using cre</p> <p>-Verbal a</p> <p>-Critique</p>

	1.3.5.D.5 (M)			
	1.4.5.A.1 (M)			
	1.4.5.A.2 (M)			
	1.4.5.A.3 (M)			
	1.4.5.B.1 (M)			
	1.4.5.B.2 (M)			
	1.4.5.B.3 (M)			
	1.4.5.B.4 (M)			
	1.4.5.B.5 (M)			
	3.1.1.H.1 (R)			
	3.3.3.C.1 (R)			
	4.2.4.B.1 (R)			
	4.2.4.B.2 (R)			
	4.2.4.B.3 (R)			
	8.1.5.A.1 (D)			
	8.1.5.E.1 (D)			
	8.2.5.A.4 (D)			
	9.1.4.A.1 (D)			
	9.1.4.A.3 (D)			
	9.1.4.A.4 (D)			
	9.1.4.B.1 (D)			
	9.1.4.C.1 (D)			
	9.1.4.D.1 (D)			
	9.1.4.D.2 (D)			
	9.1.4.D.3 (D)			
	9.1.4.E.1 (D)			
	9.1.4.E.2 (D)			

	<p><i>9.1.4.E.3 (D)</i></p> <p><i>9.1.4.F.1 (D)</i></p> <p><i>9.1.4.F.2 (D)</i></p> <p><i>9.1.4.F.3 (D)</i></p> <p><i>9.3.4.A.4 (D)</i></p>			
<p>UNIT 5: BALANCE/EMPHASIS</p> <ul style="list-style-type: none"> • Demonstrate an understanding of 1-point perspective using simple shapes • Understand proportion as the relation of shape and size of objects • Recognize how size of objects can determine balance • Demonstrate that emphasis can be critiqued • Repeat line, texture, form and balance to create unity/harmony 	<p>1.1.5.D.1 (M)</p> <p>1.1.5.D.2 (M)</p> <p>1.2.5.A.1 (M)</p> <p>1.2.5.A.2 (M)</p> <p>1.2.5.A.3 (M)</p> <p>1.3.5.D.1 (M)</p> <p>1.3.5.D.2 (M)</p> <p>1.3.5.D.3 (M)</p> <p>1.3.5.D.4 (M)</p> <p>1.3.5.D.5 (M)</p> <p>1.4.5.A.1 (M)</p> <p>1.4.5.A.2 (M)</p> <p>1.4.5.A.3 (M)</p> <p>1.4.5.B.1 (M)</p> <p>1.4.5.B.2 (M)</p> <p>1.4.5.B.3 (M)</p> <p>1.4.5.B.4 (M)</p> <p>1.4.5.B.5 (M)</p> <p><i>3.3.3.C.1 (R)</i></p> <p><i>8.1.5.A.1 (D)</i></p> <p><i>8.1.5.E.1 (D)</i></p> <p><i>8.2.5.A.4 (D)</i></p> <p><i>9.1.4.A.1 (D)</i></p>	1-4	Ongoing	<p>-Project a using cre</p> <p>-Verbal a</p> <p>-Critique</p>

	<p>9.1.4.A.3 (D)</p> <p>9.1.4.A.4 (D)</p> <p>9.1.4.B.1 (D)</p> <p>9.1.4.C.1 (D)</p> <p>9.1.4.D.1 (D)</p> <p>9.1.4.D.2 (D)</p> <p>9.1.4.D.3 (D)</p> <p>9.1.4.E.1 (D)</p> <p>9.1.4.E.2 (D)</p> <p>9.1.4.E.3 (D)</p> <p>9.1.4.F.1 (D)</p> <p>9.1.4.F.2 (D)</p> <p>9.1.4.F.3 (D)</p> <p>9.3.4.A.4 (D)</p>			
<p>UNIT 6: RHYTHM/MOVEMENT</p> <ul style="list-style-type: none"> • Explore the importance of unity and harmony and describe how rhythm and movement are elements of compositions • Use the elements to create movement in a composition • Apply knowledge of rhythm 	<p>1.1.5.D.1 (M)</p> <p>1.1.5.D.2 (M)</p> <p>1.2.5.A.1 (M)</p> <p>1.2.5.A.2 (M)</p> <p>1.2.5.A.3 (M)</p> <p>1.3.5.D.1 (M)</p> <p>1.3.5.D.2 (M)</p> <p>1.3.5.D.3 (M)</p> <p>1.3.5.D.4 (M)</p> <p>1.3.5.D.5 (M)</p> <p>1.4.5.A.1 (M)</p> <p>1.4.5.A.2 (M)</p> <p>1.4.5.A.3 (M)</p> <p>1.4.5.B.1 (M)</p>	1-4	Ongoing	<p>-Project a</p> <p>using cre</p> <p>-Verbal a</p> <p>-Critique</p>

	1.4.5.B.2 (M)			
	1.4.5.B.3 (M)			
	1.4.5.B.4 (M)			
	1.4.5.B.5 (M)			
	3.3.3.C.1 (R)			
	8.1.5.A.1 (D)			
	8.1.5.E.1 (D)			
	8.2.5.A.4 (D)			
	9.1.4.A.1 (D)			
	9.1.4.A.3 (D)			
	9.1.4.A.4 (D)			
	9.1.4.B.1 (D)			
	9.1.4.C.1 (D)			
	9.1.4.D.1 (D)			
	9.1.4.D.2 (D)			
	9.1.4.D.3 (D)			
	9.1.4.E.1 (D)			
	9.1.4.E.2 (D)			
	9.1.4.E.3 (D)			
	9.1.4.F.1 (D)			
	9.1.4.F.2 (D)			
	9.1.4.F.3 (D)			
	9.3.4.A.4 (D)			

VPA.1.1.5.D.1

Identify elements of art and principles of design that are evident in everyday life.

VPA.1.1.5.D.2

Compare and contrast works of art in various mediums that use the same art elements and principles of design.

VPA.1.2.5.A.1

Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

VPA.1.2.5.A.2

Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

Grading and Evaluation Guidelines

GRADING PROCEDURES

COURSE EVALUATION

In Elementary Art, Grade Five the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (S or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJSLs Standards/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

Other Details

#4285 Elementary Art Grade 5 (All Elementary Schools)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
700	8	AE	1 year	5th	5.00	80	R	4/21/1986