Fifth Grade First Trimester Art

Content Area: **Fine Arts**
Course(s): **Art Grade 3**
Time Period: **Trimester 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Over-all HMHS Art Dept. Vision/ The Haddonfield Public School's visual arts curriculum is designed as a continuum from pre-kindergarten through the twelfth grade building creativity, self-expression, intuitive thought and visual literacy. They seek to offer student sustained practice in problem solving familiarity, encourage risk-taking, experimentation empowering students and fostering critical thinking across a range of disciplines. The Haddonfield Art Department wants students, in their enduring futures, to see the relevance and critical nature of the making process.

Haddonfield Art Educators vision is to offer students a diverse curriculum that will give students opportunities to develop their artistic potential and socioemotional well-being, as well as their interest in art. Through flexibility and encouragement as well as careful attention to criteria in the classical approach to Art Education, we offer our students opportunities to find their creative power.

In nurturing the imagination of our students, we are simultaneously fostering their cognitive development. Yet, art experiences reach far beyond cognitive growth. We want students to create work which speaks of their personal voice. We want to become The Art Program reputable for being able reaching into the heart of our students and helping them develop their spirit of creativity which inevitably befalls into their character, thus impacting their connections with the world.

Model

Public Artwork	3	4
Clay Methods and Techniques	3	5

Unit Overview

Students will develop a deeper undsertanding of public artwork and artists that create public artwork. Students

will create work that is displayed in a public place around the school or in the community and serves to enrich the community. Students will use their background knowledge of clay building methods to create a successful three-dimensional piece of artwork. Student projects will have a strong sense of student choice and interest and work to challenge student's understanding of the visual arts up to this point in elementary school.

Enduring Understandings

- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- The creative process includes practice and understanding of art fundamentals, inluding the clay process.
- An understanding of the elements and principles of art is essential to the creative process and artistic production.
- Artists work to develop their own sylistic approaches to problems.
- Students should develop an understanding of the importance of students choice and independent focus when creating their projects.
- Public artwork is a popular type of art that serves to enrich the greater community and is accessible to all.

Essential Questions

- What is the clay process for building sculptures (build, dry, fire, etc.)?
- What are key words and terms used to build clay successfully (score, slip, bisque, glaze, etc.)
- What are important clay techniques to consider when building an important structure (wall thickness, size of solid clay pieces, etc.)?
- How can I use glaze successfully to create a finalized clay project?
- What are the fundamental components to use glaze on a bisqued piece of clay ware?
- How do artists develop their own ideas and sense of style?
- How can I develop my own sense of style and interest when creating works of art?
- What is public artwork?
- How can we create interesting public artwork to contribute to a the enrichment of a greater community?

New Jersey Student Learning Standards (No CCS)

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.1.1.5.D.CS2	The elements of art and principles of design are universal.

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.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.CS3	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
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.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.1.4.5.A.CS1	Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
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.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.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Technology Standards

TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning

21st Century Themes/Careers

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Financial Literacy Integration

Instructional Strategies & Learning Activities

- I know what the clay process is for building sculptures (build, dry, fire, etc.)?
- I can identify the steps and sequence of the process using key vocabulary (greenware, bisqueware, glazeware).
- I know key words and terms used to build clay successfully and can use them successfully in my project (score, slip, bisque, glaze, etc.).
- I know and can utilize specific clay techniques when building an important structure (wall thickness, size of solid clay pieces, etc.)?
- I can use glaze successfully to create a finalized clay project.
- I know the fundamental components of using glaze on a bisqued piece of clayware.
- How do artists develop their own ideas and sense of style?
- I can begin to make my own artistic choices and develop my own sense of style in my art projects.
- I can define and explain public artwork.
- I can create a piece of artwork that will be displayed publicy and serve as a community enrichment art project.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Grouping
- Rubrics
- Concept Attainment

- Student Interest

Formative Assessments

- Analyzing students work

- Strategic questioning

- Think-pair-share

- Classroom polls

- Thumbs up, Thumbs down

Summative Assessment

- Exhibitions of student work

- Portfolios

- Rubric Check Ins

- Self Evaluations

- Teacher observation

Benchmark Assessments

Alternate Assessments

Resources & Technology

- Brainpop

- Discovery Education

- Power Point/Image Viewing

- PBS website

BOE Approved Texts

Closure

- Gallery Walk
- Sequence It - create timelines of major events/methods discussed
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.

ELL

- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks

Special Education

- Evaluate the classroom structure against the student’s needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.

- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Show a model of the end product of directions.
- Stand near the student when giving directions or presenting a lesson.

504

- preferential seating
- extended time on assignments
- verbal, visual, or technology aids
- behavior management support
- excused lateness, absence, or missed classwork

At Risk

- Have student restate information
- Concrete examples
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Work-in-progress check
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

Gifted and Talented

- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice

- Encourage risk taking