Fifth Grade Second Trimester Art

Content Area: **Fine Arts**
Course(s): **Art Grade 3**
Time Period: **Trimester 2**
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

Historical Artist and Art Method Study	3	4
Exploring Design through Printmaking and Printmaking Techniques	3	5

Unit Overview

During the fifth grade year, students will continue with their study of artists and develop deeper understandings of artists and their work. Students will focus on understanding the specifics on how specific artists create their work and use these newly learned skills to create their own artwork. Students will explore a variety of artists including modern artists and artists who are just beginning their careers. Students will discuss and explore design in artwork. They will focus on using the technique of printmaking to create interesting and unique designs.

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 printmaking.
- 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 continue their understanding of different artists and art methods and begin to use those techniques in their own work.

Essential Questions

- How can I build on my understanding of artists from previous years?
- How do current artists become recognized for their work?
- What are some modern techniques and methods that artists use to create their work?
- How does an artists become recognized for their work, despite a community where many techniques and methods are used frequently.
- How can I use techniques from modern artists to create work in my own style?
- What is the process of printmaking?
- What are key vocabulary terms associated with printmaking (brayer, ink, printing plate, printing tray, series, etc.)?
- Why do artists use printmaking as a form of art making?
- How can I create a successful series of prints?
- How can I experiment with printmaking to create new and exciting variations of my image?

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	All students will understand the role, development, and influence of the arts throughout history and across cultures.
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.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.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.CS5	Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

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.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.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 that learning about artists is an essential part of creating my own artwork.
- I know that working artists have a challenging time becoming recognized for their work and making a living off of their work.
- I know that current artists push limits to develop unique methods and techniques for their work.
- I can use what I've learned about current artists to create unique variations in my own artwork.
- I can explain and define the steps to the printmaking process.
- I can define and explain several key terms associated with printmaking (brayer, ink, printing plate, printing tray, series, etc.).
- I know that artists use printmaking as a form of art making for a variety of reasons (repition, etc.).
- I can use the printmaking process successfully to create a series of prints using my own image and designs.
- I can use the printmaking process and techniques to experiment in an appropriate way to create different variations of my designs and images.

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

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