Fifth Grade Third Trimester Art

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

Modern Interpretations of Master Artists and Their Work	3	5
Exploring Geometric Design in a Culturally Diverse World	3	4

Unit Overview

Students will focus on the study of a select number of artists. Students will learn about the life of several artists and investigate their work. Students will create modern and self directed interpretations of master artists. Students will focus on geometric design and pattern. Students will create artwork based on geometric designs and patterns using images and resources from different cultures.

Enduring Understandings

- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- Master artists have artistic approaches that dictate their work.
- Artists work to develop their own sylistic approaches to problems.
- Working to interpret and recreate master artist's work helps to develop a broader range of personal stylistic approaches and techniques.
- Geometric designs and pattern are an imporant part of abstract artwork and have been used throughout history and different cultures.

Essential Questions

- How can I develop my own sense of style and interest when creating works of art?
- What is a master artist?
- Who are several master artists from history?
- What dictates the stylistic approaches of master artists?
- How can I use the techniques and style of master artists in my own work?
- What is geometric art?
- Is geometric art abstract?
- How can I create artwork with geometric patterns and designs?
- How do other cultures use geometric patterns and design in visual art and architecture?

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.1.3.5.D.CS2	Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
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

Students will learn about diverse artists from the United States and other countries. They will discuss the reason behind their work and traditions that support the style of artwork that they produce. (The quilter's of Gee's Bend).

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.
SOC.5-8.1.1.2	Explain how major events are related to one another in time.

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.9.2.8.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 can work to develop my own sense of style and interest when creating works of art.
- I know what contributes to a master artist and can identify several master artists throughout history.
- I know that certain techniques and methods dictate the stylistic approaches of master artists.
- I can use the style and techniques of master artists to create my own interpretations of artwork.
- I know what geometric art looks like and that shapes and straight lines dictate this approach.
- I know that most, but not all, geometric artwork is abstract.
- I can create artwork that uses geometric patterns and designs using a variety of different art mediums.
- I know that current artists and past artists from other cultures have used geometric designs and patterns in their artwork and architecture.

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 (Quits of Gee's Bend, Islamic Tile Art)

- 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