



Unit Calendar 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 3 (D)** / Grade 3 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:04AM

Green Brook Township
Public Schools

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																													
Unit:	1 2 3 4 5 6 7 8 9 10 11	12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30	31 32 33 34 35 36 37 38 39																																			
<u>Printmaking</u>	<div></div>																																						
<u>Warm and Cool Colors</u>												<div></div>																											
<u>Perspective</u>																						<div></div>																	
<u>Facial Expressions</u>																						<div></div>																	
	1 2 3 4 5 6 7 8 9 10 11	12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30	31 32 33 34 35 36 37 38 39																																			

Last Updated: Sunday, August 14, 2011, 3:04PM

© Rubicon International 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ Visual Art Curriculum 3 (D) / Grade 3 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:05AM

Green Brook Township
Public Schools

Unit: Printmaking (Week 1, 12 Weeks) 📅 🖨️

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

D. Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

D. Visual Art

- 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.
- 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.
- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

- 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.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

Description of Unit

In this unit, students will learn about the art form of printmaking. The students will learn to consider the technical and expressive qualities of prints and will develop their skills in printmaking through activities in this unit. The unit will culminate with the students using printmaking to create patterns.

Essential Questions

1. Where do artists get their ideas?
2. How do we use space in art?
3. What kinds of tools can be used to make art?

Knowledge

1. *The Scream* is one of the most recognizable pictures in the world.
2. To make a print, an artist typically first makes a drawing on a printing block, such as foam board or wood.
3. Artists dip a printing block evenly into a thin layer of ink, then transfer the ink from the printing block to print paper.
4. When making prints, artists often make a series of repeated pictures.
5. Andy Warhol is one of the most famous artists to create prints.
6. A pattern is a design that has been consistently repeated.

Skills

- a. Explain how the use of lines, shapes, and space convey feeling in *The Scream*.
- b. Create a printing block from foam board.
- c. Use a printing block to create a print picture.
- d. Create a series of prints.
- e. Identify the style of art associated with Andy Warhol.
- f. Use printmaking techniques to create a pattern.

Assessments**Student Screaming****Diagnostic: Other visual assessments**

Student will draw a picture of themselves screaming.

1.1.5.D.1

1.3.5.D.2

1.3.5.D.3

Student Screaming-Printing Block

Formative: Other visual assessments

Students will trace their drawing, "Student Screaming", onto a foam board.

- 1.1.5.D.1
- 1.3.5.D.1
- 1.3.5.D.5
- 1.4.5.A.1

Student Screaming-Print Edition

Formative: Other visual assessments

Students will coat foamboard evenly with ink and will press printing paper on top of the ink-covered foam board. They will repeat the process four times to create four print editions.

- 1.1.5.D.1
- 1.3.5.D.1
- 1.3.5.D.5
- 1.4.5.A.1

Sequence Print Editions

Formative: Other visual assessments

Students will label the four print editions of "Student Screaming" with a title, student signature, and sequence number.

- 1.1.5.D.1
- 1.3.5.D.1
- 1.3.5.D.5
- 1.4.5.A.1

Greeting Cards

Formative: Other visual assessments

Students will choose one of the four prints and glue it to a folded piece of paper. They will address the inside of the card to someone and write a brief message.

- 1.1.5.D.1
- 1.3.5.D.1
- 1.3.5.D.5
- 1.4.5.A.1

Art Notes

Formative: Other visual assessments

While watching/discussing a DVD about Andy Warhol, the students will draw one picture of any piece of art that interested them in the video.

- 1.1.5.D.2
- 1.2.5.A.3
- 1.3.5.D.2
- 1.3.5.D.3

Printed pattern**Summative: Visual Arts Project**

Take a piece of paper and fold it several times. Create a design with the folds. Then press the folded paper in ink. On a separate sheet of paper transfer the design by printing the folded and inked paper. Repeat the design to create a pattern.

1.1.5.D.1

1.2.5.A.3

1.3.5.D.1

1.3.5.D.2

1.3.5.D.3

1.3.5.D.5

1.4.5.A.1

1.4.5.A.2

Activities

- Show *The Scream*; discuss what the artist was expressing and the feeling the picture evokes
- Discuss a time the students screamed; what they were feeling, and why they did it
- Write a sentence on the back of the "Student Screaming" drawing, which explains the picture
- Demonstrate how to lightly trace a drawing into the foam board
- Demonstrate how to prepare an ink tray for a foam board printing block
- Demonstrate how to transfer the ink from an ink block onto printing paper
- While students watch the Andy Warhol video, discuss the questions posed in the video with the students
- Take a viewing tour: after watching the Andy Warhol video, walk around the room and see the pictures other students drew while watching the video
- Show the students *Stenciled Wall Design for Stock Exchange* and *Sample of Daisy Wallpaper*; discuss how the artists created pattern by repeating a design over and over
- Review steps to creating a print by using printing ink on print paper
- Review positive and negative space concepts

Activities to Differentiate Instruction

- When students label their drawing, "Student Screaming", they may include a title and a sentence explaining the picture
- When students create the "Printed Pattern", they may repeat their design as many times as possible, while still maintaining the same amount of spacing between designs
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions/directions
- Preferential seating

- Use the student-created "Printed Pattern" and identify the positive and negative spaces

Integrated/Cross-Disciplinary Instruction	Resources
<p>In language arts, the students will learn the proper format to use when addressing a card. The students will transfer that knowledge and apply it to a lesson in this unit. The students will use one of their "Student Screaming" prints as a card. The card will be properly addressed, and students will write a message to their addressee.</p>	<ul style="list-style-type: none"> • <u>Adventures in Art, Grade Three</u> by Laura H. Chapman, Davis Publications, 2008 • <i>The Scream</i> by Edvard Munch • <u>Dropping in on Andy Warhol</u> by Tom and Loretta Hubbard, Crystal Productions, 2006 • <i>Stenciled Wall Design for Stock Exchange</i> by Louis Sullivan • <i>Sample of Daisy Wallpaper</i> by William Morris • <i>Sky and Water</i> by M.C. Escher • Art supplies

[<< Previous Year](#)

Last Updated: Sunday, August 14, 2011, 3:01PM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ Visual Art Curriculum 3 (D) / Grade 3 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:05AM

Green Brook Township
Public Schools

Unit: Warm and Cool Colors (Week 13, 8 Weeks) 📅 📄

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

D. Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

D. Visual Art

- 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.
- 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.
- 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.
- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

- 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.
- 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

Description of Unit	Essential Questions
In this unit, students will explore the concept of warm and cool colors. They will learn how to properly use the color wheel for literal, expressive, and design purposes. Throughout the unit, students will continue to expand their repertoire of techniques for creating art.	<ol style="list-style-type: none"> 1. How are colors mixed to achieve symmetry and patterns? 2. How does knowledge of visual art vocabulary, concepts and skills enhance the artistic process? 3. Does art reflect culture or shape it?
Knowledge	Skills
<ol style="list-style-type: none"> 1. The warm colors are: red, orange, and yellow. 2. The cool colors are: green, blue, and violet. 3. In a landscape picture, the most important elements of the picture are outdoors and natural. 4. There are three sections to the color wheel: red-blue, blue-yellow, and yellow-red. 5. Watercolor resist is a technique where an artist applies water to a drawing done with watercolor pencils. 6. In pictures, there should be shading on objects facing away from the light source. 	<ol style="list-style-type: none"> a. Identify which colors are considered the warm colors. b. Identify which colors are considered the cool colors. c. Create a landscape picture. d. Create a landscape picture using only one section of the color wheel. e. Correctly use the watercolor-resist technique. f. Uniformly shade objects in a picture, indicating the direction of a light source.
Assessments	
<p>Warm and Cool Colors Diagnostic: Other visual assessments Students will identify the warm and cool colors by recalling their lessons in second grade. 1.1.5.D.1</p> <p>Landscape Formative: Other visual assessments Students will use watercolor pencils to create a landscape picture using either warm or cool colors. 1.3.5.D.1 1.3.5.D.3</p> <p>Landscape Part II Formative: Other visual assessments</p>	

Using oil pastels, students will create a landscape picture using only one section of the color wheel (red-blue, blue-yellow, or yellow-red).

1.3.5.D.1

1.3.5.D.3

Landscape-Watercolor Resist

Formative: Other visual assessments

Students will add water to watercolor pencil landscape picture to create a watercolor resist effect.

1.1.5.D.1

1.2.5.A.2

1.3.5.D.1

1.4.5.B.4

Art Notes

Formative: Other visual assessments

While watching a DVD about color, the students will draw one picture of any piece of art that interested them in the video.

1.1.5.D.1

1.1.5.D.2

Winter Landscape

Summative: Visual Arts Project

Students will create a winter landscape painting using watercolor paint. They will use shading to give the illusion of a sun somewhere off the picture.

1.1.5.D.1

1.1.5.D.2

1.2.5.A.2

1.3.5.D.1

1.3.5.D.3

1.3.5.D.5

1.4.5.B.3

1.4.5.B.4

Mid-Year Benchmark Assessment

Summative: Benchmark Assessment

Students will complete a drawing incorporating the skills/techniques of the unit for a benchmark test.

1.1.5.D.1

1.1.5.D.2


1.3.5.D.1

1.3.5.D.2

1.3.5.D.3

1.3.5.D.4

1.3.5.D.5

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Discuss students' experiences with hot and cold temperatures • Discuss literal, expressive, and design reasons why cool colors are used in scenes with water • Show examples of artwork where mostly warm colors are used to enhance the design of the picture • Show <i>Meadow in Giverny</i>; discuss how the artist used only one part of the color wheel • Show <i>Winter's House</i>; discuss how the artist used only one part of the color wheel • Demonstrate how adding water to watercolor pencil drawing creates a watercolor resist painting • Take a viewing tour: after watching the video about color, walk around the room and see the pictures other students drew while watching the video • Demonstrate how to use masking tape to create the horizon line when using watercolor paint • Show <i>Maggie</i>; discuss how the viewer can sense the sun without seeing it • Demonstrate how to add wet watercolor paint to a dry watercolor painting to create shading 	<ul style="list-style-type: none"> • For the "Winter Landscape" painting, all students will include rolling hills and a variety of trees; advanced students may choose to include a barn and fences to their scene • Students work at their own pace/teacher-reduced project expectations • Review and repeat instructions • Use proximity control • Incorporate frequent modeling and prompting • Use visuals, when possible, to accompany instructions • Preferential seating
Integrated/Cross-Disciplinary Instruction	Resources
<p>In science class, the students will learn about the different types of clouds. The students should include at least two different types of clouds in their "Winter Landscape" picture.</p>	<ul style="list-style-type: none"> • <u>Adventures in Art, Grade Three</u> by Laura H. Chapman, Davis Publications, 2008 • <i>Meadow in Giverny</i> by Claude Monet • <i>Winter's House</i> by Howard Storm • <u>Color in Art</u> by Getting to Know staff, Getting to Know Incorporated, 2005 • <i>Maggie</i> by Claude Monet • Art supplies <p> <u>Visual Art 3 Benchmark Mid Year.doc</u></p>

[<< Previous Year](#)

Last Updated: Sunday, August 14, 2011, 3:02PM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ Visual Art Curriculum 3 (D) / Grade 3 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:06AM

Green Brook Township
Public Schools

Unit: Perspective (Week 21, 8 Weeks) 📅 📌

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

D. Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

- 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

D. Visual Art

- 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.
- 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.
- 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.
- 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.
- 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.

Description of Unit	Essential Questions
<p>In this unit, students will develop their technical skills in perspective by practicing overlapping figures in their artwork. Student technical progression will occur through creating pictures using both human and inanimate subjects.</p>	<ol style="list-style-type: none"> 1. Where do artists get their ideas? 2. How does visual art contribute to our shared cultural heritage? 3. Why is the utilization of perspective so important to creating artwork?
Knowledge	Skills
<ol style="list-style-type: none"> 1. Artists overlap figures in a picture to signify one object is nearer than another. 2. When looking at a picture, larger figures are generally closer to the viewer. 3. Perspective is the technique of showing things that are near or far in a picture. 4. Still-life is art based on non-moving and non-living objects. 5. Vincent van Gogh's style of painting pioneered the trend in art for more expressive and vibrant pictures. 	<ol style="list-style-type: none"> a. Identify which figures are nearer the foreground of the picture based on their positioning. b. Create artwork with larger figures in the foreground. c. Use the technique of perspective to show figures in a picture as near or far away. d. Create still-life art, which utilizes the perspective technique. e. Adapt the style of van Gogh to create an expressive still-life.
Assessments	
<p>Jacob Lawrence Diagnostic: Other visual assessments Students will look at prints created by the artist, Jacob Lawrence, and explain how the artist signified one figure as closer to the viewer than another. 1.1.5.D.1 1.2.5.A.1 1.2.5.A.2</p> <p>Stage Scene Formative: Other visual assessments Students will draw a stage showing several people and objects. They will draw themselves as the largest figure in the center of the stage. 1.2.5.A.2 1.3.5.D.1</p> <p>Stage Scene-Markers Formative: Other visual assessments After students have drawn at least three rows of overlapping figures, they will use markers to color their stage scene. 1.1.5.D.2</p>	

1.2.5.A.2
1.3.5.D.1
1.3.5.D.2

Sunflowers Still-Life

Formative: Other visual assessments

Students will draw a vase of sunflowers.

1.1.5.D.1
1.3.5.D.1
1.3.5.D.3

Sunflowers Still-Life - Oil Pastels

Summative: Visual Arts Project

Students will apply color to their "Sunflowers Still-Life" imitating the style of van Gogh through the use of dashes of color, frequent swirls, and thick strokes.

1.1.5.D.1
1.1.5.D.2
1.2.5.A.1
1.2.5.A.2
1.3.5.D.1
1.3.5.D.2
1.3.5.D.3
1.3.5.D.4
1.3.5.D.5

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Discuss that near people in a picture are the larger figures and are generally positioned toward the bottom of the picture • Discuss how overlapping figures allow a viewer to perceive one person as closer than another • Review prior knowledge about van Gogh • Read <u>Camille and the Sunflowers</u> to the class • Show van Gogh's <i>Sunflowers</i> series; discuss why he painted this subject • Discuss how still-life pictures are excellent examples of perspective paintings • Demonstrate how to begin drawing a still-life picture 	<ul style="list-style-type: none"> • As students create the "Stage Scene" picture, they will overlap a minimum of three characters/objects to create an illusion of near and far, advanced students will include a fourth level of characters/objects • In the "Sunflowers Still-Life", students will include between varying numbers of sunflowers in their vase • Students work at their own pace/teacher-reduced project expectations • Review and repeat instructions • Use proximity control • Incorporate frequent modeling and prompting • Use visuals, when possible, to accompany instructions • Preferential seating

- Demonstrate how to use oil pastels, emphasizing how short strokes, convey a sense of energy

Integrated/Cross-Disciplinary Instruction	Resources
<p>In social studies classes, students will learn how African-American leaders, such as Martin Luther King, Jr., protested for better treatment of African-Americans in the USA during the 1950s and 1960s. Discuss with the students that artist, Jacob Lawrence always portrayed African-American subjects in his paintings, because he considered his artwork a forum for protest against African-American mistreatment.</p>	<ul style="list-style-type: none"> • <u>Adventures in Art, Grade Three</u> by Laura H. Chapman, Davis Publications, 2008 • <u>Camille and the Sunflowers</u> by Laurence Anholt, Barron's Educational Series, 1994 • <i>Sunflowers</i> series by Vincent van Gogh • Art supplies

[<< Previous Year](#)

Last Updated: Sunday, August 14, 2011, 3:03PM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 3 (D)** / **Grade 3 (District Elementary Curriculum)**

Wednesday, August 28, 2013, 10:06AM

Green Brook Township
Public Schools

Unit: Facial Expressions (Week 29, 9 Weeks) 📅 📄

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

D. Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

- 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

D. Visual Art

- 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.
- 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.
- 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.
- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

- 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.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

Description of Unit	Essential Questions
This unit will challenge the students to develop their sense of proportion. The students will create a detailed self-portrait with particular focus on capturing the correct distances between physical features. The unit will culminate with the creation of a sculpture.	1. What does a portrait tell about a person? 2. Why do artists create self-portraits? 3. What is the role of sculpture in art?
Knowledge	Skills
1. A human head resembles an egg with the narrow side pointed down. 2. Guide lines dividing a face into quadrants are useful in drawing portraits. 3. Rembrandt van Rijn was a master portrait artist of the seventeenth century. 4. There are many media that can be used by an artist. 5. A sculpture is a piece of art that is three-dimensional. 6. Sculptures may be painted to add more detail.	a. Draw the basic shape of a human head. b. Use guide lines for the purpose of accurately proportioned portraits. c. Identify the details Rembrandt included, which gave his portraits such great acclaim. d. Be proficient in the use a variety of art media. e. Create a sculpture. f. Add details to a sculpture by using tempera paint.

Assessments**Head Shape****Diagnostic: Other visual assessments**

Students will identify that an egg shape best represents a human head.

1.1.5.D.1

1.3.5.D.1

Self-Portrait - Face**Formative: Other visual assessments**

Students will draw a self-portrait using an egg-shaped head and light guide lines.

1.1.5.D.1

1.3.5.D.1

1.3.5.D.3

Art Notes

Formative: Other visual assessments

While watching a DVD about Rembrandt the students will draw one picture of any piece of art that interested them in the video.

1.2.5.A.1

1.2.5.A.2

1.2.5.A.3

Self-Portrait - Colored In

Formative: Other visual assessments

Students will choose a media to color their self-portrait: colored pencils, markers, oil pastels, or crayons.

1.1.5.D.1

1.1.5.D.2

1.3.5.D.1

1.3.5.D.3

1.3.5.D.4

Sculpture

Formative: Other visual assessments

Students will create a sculpture of a single person engaged in an activity.

1.1.5.D.1

1.1.5.D.2

1.3.5.D.1

1.4.5.A.1

1.4.5.A.2

Painted Sculpture

Summative: Visual Arts Project

Students will use tempera paint to add detail to their sculpture.

1.1.5.D.1

1.1.5.D.2

1.3.5.D.1

1.3.5.D.2

1.3.5.D.3

1.3.5.D.4

1.3.5.D.5

1.4.5.A.1

1.4.5.A.2

End-of-the-Year Benchmark Assessment**Summative: Benchmark Assessment**

Students will choose the best piece of art that they created this year. They will critique the art through an oral examination in which they identify the elements/skills learned throughout the cycle. Students will be scored on a performance rubric.

1.1.5.D.1

1.1.5.D.2

1.2.5.A.1

1.2.5.A.2

1.3.5.D.1

1.3.5.D.2

1.3.5.D.3

1.3.5.D.4

1.3.5.D.5

1.4.5.A.1

1.4.5.A.2


Activities

- Discuss differences in facial appearances, e.g. skin color, eyes, noses, hair
- Discuss how wrinkles can suggest thinking or worrying
- Look at photographs and discuss how eyebrows and mouth can convey a sense of happiness
- Give students step-by-step instructions to draw a face
- Take a viewing tour: after watching the video about Rembrandt, walk around the room and see the pictures other students drew while watching the video
- Show a series of Rembrandt's *Self-Portraits*; discuss the exact location of certain physical features
- Discuss with the students the correct use of proportion when drawing portraits
- To complete the "Self-Portrait - Colored In" add a background color
- Read the book Little Dancer to the class and discuss the story
- View Edgar Degas' *Little Dancer* sculpture; guide the students to see the tiny details of the sculpture, such as the eyebrows, lips, shoes, fingernails, etc.
- Demonstrate how to push, pull, and pinch Model Magic to mold the clay

Activities to Differentiate Instruction

- All students will color a background for their "Self-Portrait - Colored In"; adding some light details to their portrait, such as rivers, mountains, grassy countryside, etc.
- Students may choose to make their sculpture in a standing, sitting, or lying position
- Review and repeat instructions
- Students work at their own pace/teacher-reduced project expectations
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

- Instruct the students to use only small amounts of paint for their "Painted Sculpture"; the student's main objective will be to add a defined layer of clothing to the sculpture, using tempera paint

Integrated/Cross-Disciplinary Instruction	Resources
<p>Students will take their completed "Painted Sculpture" to language arts class where they will write a short story naming and describing the character they have created. They will also explain in what activity the character is engaged.</p>	<ul style="list-style-type: none"> • <u>Adventures in Art, Grade Three</u> by Laura H. Chapman, Davis Publications, 2008 • <u>Getting to Know the World's Greatest Artists</u> by Mike Venezia, Getting to Know Incorporated, 2008 • <i>Self-Portrait</i> series by Rembrandt van Rijn • <u>Little Dancer</u> by Laurence Anholt, Barron's Educational Series, 1996 • <i>Little Dancer</i> by Edgar Degas • Art Supplies <p> <u>Visual Art 3 Benchmark End of Year.doc</u></p>

[<< Previous Year](#)

Last Updated: Sunday, August 14, 2011, 3:04PM

© [Rubicon International](#), 2013. All rights reserved

Atlas Version 7.2.6