March Gr. 5 Art

Content Area: **Art**
Course(s):
Time Period: **March**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students will learn aout the historical influence of art created in the 1960's and 70's.

Enduring Understandings

Cultural impact on artists and the creation of an art movement.

Essential Questions

How did the changes of the 60's and 70's influence the artwork produced in that era?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Identify common and distinctive characteristics of an artists work. Discuss a culture's influence on art and vice-versa Use of a wide variety of mediums to produce art	Pop Art of the 1950's and 60's: students work with a team to create an art piece that reflects current culture the way a Pop Artists created art pieces in the 1950's and 60's.	Students perform a skit about their Pop Artist that must not only include information about their artist, but also include their artwork as a prop. Peers discuss successes	Power Point Mixed media project- students must bring what the art room doesn't have

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about the development of the careers of pop artists in the 50's and 60's.

1.5.5.Cr	Creating
1.5.5.Cr1	Generating and conceptualizing ideas.
	Explore
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2	Organizing and developing ideas.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
	Reflect, Refine, Continue
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr	Presenting
1.5.5.Pr4	Selecting, analyzing and interpreting work.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr6	Conveying meaning through art.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re7	Perceiving and analyzing products.
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Re8	Interpreting intent and meaning.
	Analyze
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn	Connecting
1.5.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Technology and Design Integration

Students will inteact with the unit using any apps and devices that allow for artistic freedom in developing and presenting finished work.

Interdisciplinary Connections

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be encouraged to improve and challenge thier art skills as they proceed.

Simpler instructions and tasks will be assigned for struggling students

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

Modifications & Accommodations

ndividual IEP's and 504 accommodations will be utilized.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher observation for growth

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation during process.

Discussion.

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Students perform a skit about their Pop Artist that must not only include information about their artist, but also include their artwork as a prop.

Peers discuss successes

Instructional Materials

Power Point

Mixed media project-students must bring what the art room doesn't have

Standards

VPA.1.1.5	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.5.C.CS3	Time, place, mood, and theme are enhanced through use of the technical theatrical elements.
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.CS1	Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
VPA.1.1.5.D.CS2	The elements of art and principles of design are universal.
VPA.1.3.5.C.CS2	Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.
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.CS1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
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.1.3.5.D.CS3	Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
VPA.1.3.5.D.CS4	The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
VPA.1.4.5	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.
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.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.