

Effective Date: 2011

Hamburg Area School District

Name of Course: Fifth Grade Art
Department: Visual Art

Grade Level: Fifth Grade
Instructional Time: 27 Hours
Length of Course : All Year
Periods Per Cycle: 1
Length of Period: 45 Minutes

Texts and Resources:

Teacher-generated Materials
Reproductions of Art
Electronic Media: <ul style="list-style-type: none">• Videos, DVDs and CDs• Promethean Board• PowerPoints & Flip Charts• Computer/Internet
Books about Art and Artists
Examples of Student Art

Assessments:

Formative Assessments: <ul style="list-style-type: none">• Teacher Observation• Class Discussions• Questioning/Interviews• Group & Individual Critiques• Rubrics
Summative Assessments: <ul style="list-style-type: none">• Rubrics• Teacher Observation• Student Self Critiques

**Hamburg Area School District
Course Plan
Visual Art**

Course Name: 5th Grade Art

Unit: Basic Skills (Integrated into all lessons & levels of the visual art curriculum)

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are the rules and procedures for the art room?	Follow school/classroom guidelines for positive peer interaction, demonstrating respect for others and their art.	13.2.5.E
How does attitude affect student performance in art?	Understand the importance of a positive attitude in their relationships with others.	13.3.5.A
In what ways does work ethic affect success in the visual arts?	Work cooperatively with others to complete tasks, including, but not limited to the production of art work and the care of the materials and tools used.	13.3.5.B
	Recognize that artistic skills are learned and perfected through time, effort, and guided practice.	9.1.5.G
How are specific tools and materials properly used and cared for?	Work with art tools and materials safely. Demonstrate the correct use of basic tools, such as paintbrushes, pencils, and erasers. Participate in care and storage of student work.	9.1.5.H
Why is art unique to every artist?	Demonstrate, verbally and through art production, the understanding that multiple “correct” solutions exist to problems in the visual arts.	9.3.5.F

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Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>In what ways can students communicate their ideas, needs and questions as they participate in the artistic process?</p> <p>What strategies can lead to student success in the creation of both individual and group work?</p>	<p>Use specific and expressive vocabulary to relate their ideas about art and the making of art to their peers and teachers.</p> <p>Demonstrate the ability to listen to others, communicate ideas effectively, and work with established ground rules in the community setting of the art room.</p>	<p>13.2.5.E 9.1.5.C</p> <p>13.3.5.C</p>
<p>How and why is communication about art as important as the making of art?</p>	<p>Use the correct vocabulary when discussing their own and others' art work.</p>	<p>9.4.5.B</p>
<p>What's the proper way to use age-appropriate art media and technology in the production of art work?</p> <p>Which tools – and what skills – are necessary to create a specific work or art?</p>	<p>Handle/use basic art media and traditional technologies correctly for the successful production of art work.</p> <p>Demonstrate increased awareness of the need for refined and specific skills when using traditional and contemporary technologies to create art work.</p>	<p>9.1.5.H</p> <p>9.1.5.J</p>

**Hamburg Area School District
Course Plan
Visual Art**

Course Name: 5th Grade Art

Unit: Elements & Principles of Art (Introduced, then reviewed & integrated into subsequent lessons)

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>What are the elements & principles of art? How can students demonstrate their knowledge and understanding of the elements and principles of art?</p>	<p>Demonstrate the ability to use & manipulate line, shape/form, space, color, value and texture to create original works of art.</p> <p>Demonstrate the ability to use & manipulate contrast, repetition, balance, emphasis/focal point, unity/harmony, movement/rhythm and proportion/scale to create original works of art.</p>	<p>9.1.5.A.</p>
<p>How can we use the elements and principles of art to create and revise our own art?</p> <p>How are the elements and principles of art used in relating to the work of other artists?</p>	<p>Demonstrate knowledge and understanding of the elements and principles of art to create and revise original works in age-appropriate art forms: drawing, painting, multi-media., and graphic design, including desktop publishing and computer-assisted drawing.</p> <p>Recognize and use specific elements and principles of art to both discuss and produce original works in the styles of other artists.</p>	<p>9.1.5.B</p> <p>9.3.5.D</p>

**Hamburg Area School District
Course Plan
Visual Art**

Course Name: 5th Grade Art

Unit: Production & Exhibition of Student Work

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Where can art be viewed in our community?</p> <p>What is an original work of art? What is a reproduction?</p>	<p>Recognize that student-created art products, as well as the works of other artists, are displayed in a number of different venues, from museums, to galleries, to school & community arts events.</p> <p>Recognize the difference between artist-produced works and works reproduced in books, prints, and digital media.</p>	<p>9.1.5.I</p> <p>9.4.5.C</p>
<p>How can we express ourselves through art?</p> <p>In what ways do artists influence the opinions and beliefs of others and further knowledge in the humanities?</p>	<p>Define objects, express emotions, illustrate actions, and relate experiences in numerous pieces of original art.</p> <p>Demonstrate an understanding of how artists use visual language as well as materials, media and technology to communicate specific concepts and ideas with their art.</p>	<p>9.1.5.E</p> <p>9.4.5.A 9.1.5.K 9.4.5.D</p>
<p>What is the role of elements and principles in the production and revision of art?</p>	<p>Recognize and choose the appropriate art elements and principles in the creation and revision of original work.</p>	<p>9.1.5.B</p>
<p>What are the materials and tools we use to express ourselves through the production of art?</p> <p>How have advances and discoveries in science and technology impacted the materials & tools used to make art?</p> <p>How do artists make use of the computer and digital technology to create and/or revise original work?</p> <p>How do artists aid the environment by making use of recycled materials?</p>	<p>Recognize and correctly use age-appropriate media and tools and technologies to create drawings, paintings, prints and other forms of art.</p> <p>Understand that art media and tools have changed over time due to the availability of new and improved materials used for non-art purposes .</p> <p>Demonstrate the ability to choose and use appropriate software and technology to manipulate graphic images and successfully complete basic desktop publishing projects.</p> <p>Collect and use a variety of recycled and reusable materials in the creation of original art.</p>	<p>9.1.5.J</p> <p>3.7.7.D</p> <p>4.2.7.D</p>

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Course Name: 5th Grade Art

Unit: Production & Exhibition of Student Work

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How can we use the recognition and understanding of specific artistic styles, themes, and techniques in the production of original art?	Recognize and use both figurative and non-figurative subject matter in their art. Recognize and use specific styles and techniques to create unique works of art.	9.1.5.D 9.1.5.F 9.4.3.D
What role does creative problem-solving and innovation play in the production of art?	Demonstrate the ability to work through a creative project by defining the problem, exploring possible solutions, making choices and adjustments, and assessing the results.	3.2.7.A

**Hamburg Area School District
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Visual Art**

**Course Name: 5th Grade Art
Unit: Arts & Artists**

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Who is an artist? What do artists do?</p> <p>Who are Pennsylvania artists?</p>	<p>Recognize that artists visually communicate stories, ideas, and/or feelings through various forms of art (drawing, painting, etc.).</p> <p>Identify and discuss the contributions of specific Pennsylvania artists to the visual arts.</p>	<p>9.4.5.D</p> <p>9.2.5.H</p>
<p>How are works of art identified by specific attributes?</p>	<p>Identify different themes, forms, techniques and styles in displayed works of art. Recognize that works of art are created with a wide variety of materials. Compare and contrast two or more art works according to their visual characteristics.</p>	<p>9.2.5.L</p> <p>9.3.5.C</p> <p>9.3.5.F</p>
<p>How do we identify works by specific style and/or genre?</p>	<p>Recognize and demonstrate an understanding of artistic style.</p>	<p>9.2.5.C</p>

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Unit: Arts & Artists

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>How is art a part of specific cultures & geographic regions?</p> <p>What causes the work of some artists to be different from the cultural tradition?</p>	<p>Demonstrate knowledge of art that represents specific cultures, time periods and places.</p> <p>Use knowledge of history and culture to describe and discuss a specific work of art.</p> <p>Understand that artists create works based on both culture and their life experiences.</p>	<p>9.2.5.A 9.2.5.G</p> <p>9.2.5.D.</p> <p>9.2.5.E</p>
<p>How does art impact our culture?</p> <p>How does art impact our economy?</p>	<p>Recognize and demonstrate the relationship between art and history or culture.</p> <p>Recognize the role of artists in the design, marketing and production of a wide variety of goods and services, including, but not limited to advertising and packaging.</p>	<p>9.2.5.A</p> <p>13.4.5.C</p>

**Hamburg Area School District
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Visual Art**

**Course Name: 5th Grade Art
Unit: Communicating About Art**

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Why do I like or dislike a specific work of art?	Express supported opinions about works of art created and/or displayed in class. (I like this work of art because...)	9.4.5.B
What is the role of an art critic?	Recognize the influence that art critics have on public opinion about art.	9.3.5.G
How can we have a discussion about a work of art?	Begins to engage in meaningful dialog using descriptive and analytical vocabulary about visual qualities and meaning in art work	9.3.5.C 9.3.5.D
What specific and/or unique terms are used to describe and discuss artists, their cultures and their works?	Use the correct vocabulary when describing and discussing the work of artists and their culture.	9.2.5.F
What are the similarities and differences in works of art?	Recognize differences and similarities when comparing and contrasting works of art.	9.3.5.B 9.4.5.B
What is a formal critique?	Use a rubric to evaluate and critique student art work based on the specific goals and objectives for the lesson or project..	9.3.5.A 9.3.5.E