

Wilson Area School District Planned Course Guide

Title of planned course: Art Grade 5

Subject Area: Art

Grade Level: 5th

Course Description: This course will provide the 5th grade student experience and knowledge in the interpretation and creation of art in two and three dimensions.

Time/Credit for this Course: One Full Academic Year, 1 class / week

Curriculum Writing Committee: Regina Moyer

Curriculum Map

August/September: 2 Dimensional Art (2-D)

October : 2 Dimensional Art (2-D)

November: 2 Dimensional Art (2-D)
3-Dimensional Art (3-D)

December: 3-Dimensional Art (3-D)

January: 3-Dimensional Art (3-D)

February: Animation and Music

March: Animation and Music
Color

April: Color

May/June: Color

Wilson Area School District Planned Course Materials

Course Title: Art Grade 5

Textbook: Art a Global Pursuit

Teacher Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art museums
- Professional journals
- Artist
- Colleagues

Curriculum Scope & Sequence

Planned Course: Art Grade 5

Unit: 2 Dimensional Art (2-D)

Time frame: 12 weeks

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.3.5.D, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Students will describe, identify, or construct
- Collage
- Assemblage
- Overlapping
- Found Objects
- Objective design
- Non-Objective design
- Balance
- Contour drawings

Core Activities: Students will complete/participate in the following:

- Creating 2-D art forms in black and white or color using different art media and techniques. (e.g., contour drawings, collages, and sketching)

Extensions:

- Working with groups on large-scale projects, i.e. scenery, costumes, thematic works
- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view recent collage work, assemblages, or drawings
- Use paints to create a design or theme chosen by the instructor. Add collage when painting is complete
- Observe paintings which display more depth and contemporary, abstract works and identify the vocabulary learned

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Use paints or pastels to create a design or theme chosen by the instructor.
- Use magazines newspapers and other printed matter to make a fantasy animal and paste in an environment
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios (Project/ presentation)
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: Art Grade 5

Unit: 3- Dimensional Art (3-D)

Time frame: 9 weeks

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Differentiate between 2-D and 3-D art.
- Identify sculpture in-the-round, high- and low- relief.

Core Activities: Students will complete/participate in the following:

- Exploring the methods of clay building as a 3-D medium
- Using various materials (e.g., papermache, wood, cardboard, fabric, yarn, etc.) to create 3-D projects using appropriate themes
- Developing an awareness of alternative sculpture as well as traditional sculpture and vocabulary

Extensions:

- Working with groups on large-scale projects, i.e. scenery, thematic works
- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view sculptures
- Using found objects, construct a 3-D structure to represent a theme or emotion
- Create a mobile using found objects or creating pieces from assorted media
- Sculpt a self-portrait from clay

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios (Project/ presentation)
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: Art Grade 5

Unit: Animation and Music (Integration unit with Art and Music classes)

Time frame: 5 weeks

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.F, 9.1.5.H, 9.1.5.I, 9.1.5.J, 9.1.5.K, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.3.5.D, 9.4.5.D.

Essential content/objectives: At the end of the unit, students will be able to:

- Discuss storytelling as an art form
- Discuss the integration of art and music to create a story line in animation
- Describe art that is narrative in nature
- Compare and contrast symbols used throughout time to convey messages (e.g. animation from the past to modern animation techniques)
- Compare and contrast works of art that are imaginative and realistic

Core Activities: Students will complete/participate in the following:

- Exploring different techniques for making animation
- Developing an awareness of animation from the past and animation of the future
- Learning different genres in music class that will further their understanding of the pairing of art and music to create a story with emotion
- Creating a simple form of animation called flip art

Extensions:

- Access various web sites to research further the animation process and music's influence
- Students watch a variety of old and new animations and compare and contrast the techniques and music

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Create an animation using video with a theme approved by the instructor.
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
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Curriculum Scope & Sequence

Planned Course: Art Grade 5

Unit: Color

Time frame: 10 weeks

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.H, 9.1.5.J, 9.2.5.B, 9.3.5.A, 9.3.5.D

Essential content/objectives: At the end of the unit, students will be able to:

- Construct a basic color wheel and experiment with color mixing using primary colors
- Mix and identify primary, secondary, intermediate (tertiary) colors
- Mix and identify shades and tints
- Identify complementary and analogous colors, cools and warms
- Observe how color suggests a feeling or emotion
- Discover how color can be used to create a feeling of depth/ how some colors appear to recede and how some move forward

Core Activities: Students will complete/participate in the following:

- Color mixing
- Color identification—warm/cool; primary/secondary/tertiary; complementary/analogous; shades and tints
- Creating an organized color system (e.g., color wheel)
- Using knowledge of color mixing, create paintings for various assignments including poster design, landscape, and correlation in various subjects
- Creating 2-D art forms with color knowledge and different art media

Extensions:

- Students use complementary colors to create team logos, or a fictional product (advertisement)
- Students observe paintings which display more depth, and contemporary, abstract works that seem flat
- Student will create a monochrome painting (shades and tints of one color only)

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs (e.g., use crayon to make a simple color wheel, exercises or worksheets reviewing color mixing)
- Observation of various paintings (resources) point out use of cool or warm colors, shades, tints, etc.
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
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- Internet
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- Art supplies

Assessments:

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