

# Art Scope and Sequence: 5<sup>th</sup> Grade

## Unit 1: Collage

### Objectives:

Students will be able to:

- Review and discuss collage artwork, overlapping and balance.
- Explain that a collage is an artwork created by gluing bits of paper, fabric, scraps, photographs, or other materials to a flat surface.
- Design and create their collage.
- Participate in a self-assessment of their collage.

### Big Idea:

- Expression through collage.

### Essential Questions:

- How does creating a collage create visual interest in an art piece?
- How does your collage reflect you?

### Other Resources:

Cross Curricular Connections:

- Math

### Technology:

- Computers and printer for images

### Reading/Writing Connection:

- Descriptive assessment of what materials were used in their collage, why they were used, how visual interest was created, and explanation of how the collage is visually balanced.

### Teaching Activities:

Lesson Ideas: Personal Collage, Torn paper footbridge Monet, Torn Landscape and snow flake collage.

- View and discuss collage artwork.
- Discuss art terms- overlapping and balance.
- Design and create collage.

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation, self-assessment, and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C.

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** collage, overlapping, placement and balance.

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- Self-assessment of collage.

### **Differentiation:**

- Hands-on demonstrations
- Both oral and written directions; repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room
- Extend time as needed.
- Preferential seating if needed.
- Implement IEP criteria for individual students with special needs.

### **Expansion/Enrichment:**

- Students will research the history of collage online and write three interesting facts about collage.

### **Sample Assessment Item:**

- Have students layered their collage? Have students focused on overlapping in their collage? Have students created balance in their collage?

## **Unit 2: Tessellations**

### **Objectives:**

Students will be able to:

- View and discuss art term visual illusions.
- View and discuss positive/negative space and M.C. Escher's tessellations.
- Describe that a tessellation is an artwork in which shapes are carefully placed into an overall repeating pattern so there are no gaps or overlaps and the shapes appear to interlock.
- Design and create a tessellation.
- Write about what their tessellation represents.

### **Big Idea:**

- Intro to Tessellations

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## Essential Questions:

- How is a tessellation like a puzzle piece?
- What is the correct procedure to create a tessellation?

## Other Resources:

### Cross Curricular Connections:

- Math

## Technology:

- YouTube Tessellation videos
- Tessellations-How to Create Them by Jim McNeill

## Reading/Writing Connection:

- Students will write and read aloud a descriptive assessment about what their tessellation represents, color choice, and how they created their tessellation.

## Teaching Activities:

- Students will watch videos and discuss the above video **if available**.
- Students will discuss art terms visual illusion, positive and negative space, and tessellations.
- Students will sketch a design of a tessellation.
- Students will create a tessellation.
- Students will write and then read aloud a paragraph about their tessellation.

## Differentiation:

- Hands-on demonstrations
- Both oral and written directions; repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room
- Extend time as needed.
- Preferential seating if needed.
- Implement IEP criteria for individual students with special needs.

## Expansion/Enrichment:

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation, self-assessment, and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C.

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** visual illusion, positive space, negative space, repeating pattern, and tessellation

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- Students will write a paragraph describing how their tessellation would visually change if they used different color choices.

### Sample Assessment Item:

- Have students used interlocking and repeating shapes? Have student used at least two colors? Have students written a descriptive assessment paragraph?

## Unit 3: Overlapping Shapes

### Objectives:

Students will be able to:

- View and discuss geometric and overlapping shapes.
- View and discuss Wassily Kandinsky's artwork.
- Create a design that is visually balanced using geometric designs and bold bright colors.

### Big Idea:

- Exploring overlapping shapes

### Essential Questions:

- What is visual balance?
- How does an artist create visual balance in an art piece?

### Other Resources:

Cross Curricular Connections:

- Math

### Technology:

- Kandinsky PowerPoint

### Reading/Writing Connection:

- The Blue Rider by Prestel

### Teaching Activities:

- Teacher will read aloud and discuss the above book **if available**.

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C.

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** geometric/organic shapes, overlapping, and visual balance.

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- Students will analyze shapes used in famous works of art.
- Students will create a balanced design using geometric shapes, overlapping and bright colors.

### **Differentiation:**

- Hands-on demonstrations
- Both oral and written directions; repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room
- Extend time as needed.
- Preferential seating if needed.
- Implement IEP criteria for individual students with special needs.

### **Expansion/Enrichment:**

- Students will discuss which colors and shapes they repeated and tell how this added visual interest to their artistic design.

### **Sample Assessment Item:**

- Have students used overlapping geometric shapes? Have students created visual balance? Have students used bold bright colors?

## **Unit 4: Cultural Project**

### **Objectives:**

Students will be able to:

- View and discuss artwork from other cultures.
- Discuss and explain art terms design, pattern, color balance, symmetry, and radial symmetry.
- Create an art project using another culture as inspiration.

### **Big Idea:**

- Cultural Art

### **Essential Questions:**

- Why do we study art from other cultures and why is it important?

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- How is their culture different from yours?

### Other Resources:

Cross Curricular Connections:

- Social Studies

### Technology:

- Online cultural videos

### Reading/Writing Connection:

- Students will write a paragraph about how a particular culture's art is different from their own.

### Teaching Activities:

- Lesson ideas: Chinese New Year Dragons, Islamic Tile Designs, Asian Dragon Mask.
- Students will view and discuss online video resources.
- Students will view and discuss artwork from other cultures.
- Students will create a cultural project.

### Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extend time as needed.
- Preferential seating as needed.
- Implement IEP criteria for individual students with special needs.

### Expansion/Enrichment:

- Students will write a paragraph about how a particular culture's art is different from their own.

### Sample Assessment Item:

- Have students used balanced color? Have students created a pattern? Have students used symmetry in their artwork?

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1C.

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** culture, design, pattern, balanced color, symmetry, and radial symmetry.

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## Unit 5: Abstract Portraits

### Objectives:

Students will be able to:

- Discuss that a portrait is a picture of a face.
- Discuss the parts that make up a face.
- View and discuss portraits in profile and full face.
- View and discuss famous portrait artwork
- Discuss the art terms Cubism and abstract.
- Create their own abstract self-portrait.

### Big Idea:

- Exploring abstract portraits

### Essential Questions:

- How do artists create portrait?
- What is the difference between a full frontal face or a profile view?
- What is abstract/modern?

### Other Resources:

Cross Curricular Connections:

- Reading
- Math

### Technology:

- Dropping in on Picasso video

### Reading/Writing Connection:

- Getting to know the World's Greatest Artists, Picasso, Mike Venezia, Children's Press, Chicago, 1988.

### Teaching Activities:

- Students will watch a video or view famous artwork **if available**.
- Students will participate in a discussion on portraits and self-portraits.
- Students will discuss parts of a face both in profile and full face.
- Students will discuss abstract and modern portraits.

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C.

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** portrait, self-portrait, profile, and abstract.

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- Students will create their own self-portrait.

### **Differentiation:**

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extend time as needed.
- Preferential seating as needed.
- Implement IEP criteria for individual students with special needs.

### **Expansion/Enrichment:**

- Students will create a self-portrait incorporating both a face in profile and a full face portrait.

### **Sample Assessment Item:**

- Have students created a self-portrait? Have they broken up and reassembled their portraits using abstracted forms or lines and angles?

## **Unit 6: Georgia O'Keeffe**

### **Objectives:**

Students will be able to:

- View and discuss O'Keeffe's artwork.
- Discuss nature themes found in O'Keeffe's work
- Discuss how O'Keeffe created huge simplified art works using bold bright colors.
- Discuss and use a viewfinder.
- Create an artwork based on objects found in nature.

### **Big Idea:**

- Art History.

### **Essential Questions:**

- What influenced Georgia O'Keeffe's artwork?
- How would Georgia O'Keeffe's artwork make the viewer feel if they were very small instead of huge?



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## Other Resources:

Cross Curricular Connections:

- Reading
- Science

## Technology:

- YouTube Videos

## Reading/Writing Connection:

- Getting to know the World's Greatest Artists, Georgia O'Keeffe, Mike Venezia, Children's Press, Connecticut, 1993
- My Name is Georgia by Janette Winter

## Teaching Activities:

- Students will view and discuss O'Keeffe's artwork.
- Students will read Getting to know the World's Greatest Artist, Georgia O'Keeffe if available.
- Students will discuss nature themes found in O'Keeffe's work.
- Students will discuss how O'Keeffe created huge art works using bold bright colors with simplified subject matter.
- Students will discuss, create, and use a viewfinder.
- Students will create an artwork based on objects found in nature.

## Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extend time as needed.
- Preferential seating as needed.
- Implement IEP criteria for individual students with special needs.

## Expansion/Enrichment:

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C.

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** nature themes, simplified, bold bright colors, and viewfinder.

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- Students can create a second artwork using the same subject matter but moving the viewfinder to another area of interest on the subject.

### Sample Assessment Item:

- Have students used the viewfinder to zoom in on their subject? Have they used bold bright colors like O’Keeffe? Have they simplified their object and filled their page in an interesting way?

## Unit 7: Typography

### Objectives:

Students will be able to:

- View and discuss various lettering styles.
- Discuss that the first alphabet was created by the Phoenicians over 4000 years ago.
- Discuss that our alphabet is based on the Roman alphabet.
- Discuss that some artist select, arrange, and use letterforms to create artwork.
- Discuss and see a demonstration of art terms balance, symmetry, patterns, designs, and symbols in artworks.
- Create their own letterform with a decorative border.

### Big Idea:

- Exploring typography.

### Essential Questions:

- Where do we see letterforms as artwork today?
- What is your favorite font to use in Word?

### Other Resources:

Cross Curricular Connections:

- Social Studies

### Technology:

- Online resources

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C.

**Bloom’s Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** letterforms, balance, symmetry, patterns, designs, and symbols.

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## Reading/Writing Connection:

- Descriptive paragraph explaining why three companies/stores use specific letter styles (ex. Nike, Sears, and Verizon) to create their image.

## Teaching Activities:

- Students will view and discuss various lettering styles and discuss origins of the alphabet.
- Students will discuss how artist used letterforms to create artwork.
- Students will view and discuss art terms balance, symmetry, pattern, design, and symbols in artwork.
- Students will create their own letterform and decorative border.
- Students will write about three companies lettering styles.

## Differentiation:

- Hands-on demonstrations;
- Both oral and written directions; repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room;
- Extend time as needed.
- Preferential seating if needed.
- Implement IEP criteria for individual students with special needs.

## Expansion/Enrichment:

- Students can create additional borders which are more intricate around their letterform.

## Sample Assessment Item:

- Have students created balance in their artwork? Have students used symmetry in their artwork? Have students used pattern, design, or symbols in their letterforms?

## Unit 8: Art and Nature

### Objectives:

Students will be able to:

- Discuss how people enjoy the natural world.

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- Discuss how artist throughout history have recorded what they observe in nature.
- Discuss warm colors, cool colors, foreground, background, and overlapping.
- Create an artwork which focuses on nature.

### Big Idea:

- Art and nature revisited.

### Essential Questions:

- Why have artist looked to nature for artistic inspiration?
- What do you feel when you are surrounded by nature?

### Other Resources:

#### Cross Curricular Connections:

- Science

### Technology:

- Online images of nature

### Reading/Writing Connection:

- Students will write a paragraph describing their favorite season and what one can see in nature at that time of year.

### Teaching Activities:

- Lesson ideas: Ocean seascape and fall landscape.
- Students will compile a list of ideas for their nature project.
- Students will create a foreground, background and use overlapping if creating a seascape.
- Students will use warm and cool colors if creating a fall landscape.
- Students will write a paragraph describing their favorite season in nature.

### Differentiation:

- Hands-on demonstrations;
- Both oral and written directions; repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room;

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C.

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** warm colors, cool colors, foreground, background, and overlapping.

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- Extend time as needed.
- Preferential seating if needed.
- Implement IEP criteria for individual students with special needs.

### Expansion/Enrichment:

- Students will compare and contrast two different seasons in nature and images/activities associated with each season.

### Sample Assessment Item:

- If creating a seascape, have students created a foreground, background, and used overlapping? If creating a leaf project, have students used warm colors on a cool background?

## Unit Addendum: Organic Shapes

### Objectives:

Students will be able to:

- View and discuss organic or natural shapes compared to geometric shapes.
- View and discuss artwork incorporating organic shapes.
- Create a project using overlapping.
- Create a project with a foreground and background incorporating organic shapes.

### Essential Questions:

- Where do we find organic shapes in our world?

### Reading/Writing Connection:

- Descriptive assessment of what organic shapes were used in their project and how project would change visually if geometric shapes had been used.

### Teaching Activities:

- Lesson ideas: Itu Jackutu/Picasso

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation, student assessment, and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C.

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** organic shapes, geometric shapes, overlapping, foreground, and background.

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Rooster or Vincent van Gogh Starry Night

- Students will view and discuss organic shapes compared to geometric shapes.
- Students will view and discuss artwork featuring organic shapes.
- Students will use overlapping in their project.
- Students will create a project with a foreground and a background.
- Students will assess their organic shapes in their project.

### **Differentiation:**

- Hands-on demonstrations
- Both oral and written directions; repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room;
- Extend time as needed.
- Preferential seating if needed.
- Implement IEP criteria for individual students with special needs.

### **Expansion/Enrichment:**

- Students will create a Cubist style project substituting geometric shapes for their organic shapes in their original project.

### **Sample Assessment Item:**

- Have students used overlapping in their project? Have students created both a foreground and a background? Have students used organic shapes throughout their project? Have students assessed their organic shapes?