

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: Visual Arts

Introduction

Students will manipulate the elements of art and principles of design to create works of art based on observations of the physical world using various materials, tools and techniques. An introduction to the concepts of line, color, shape, form, and texture in art will be ongoing throughout the school year. All art units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5	Content Area: Visual Arts
-----------------	----------------------------------

Original Adoption: October 23, 2018
Revised on: March 18, 2019
Revised by: C. McBride, C. Sheplin

Recommended Pacing Guide	
Art and Functionalism	18 Days
Art and Storytelling	13 Days

*There are about 35 visual art classes throughout the school year.

Unit 1: Art and Functionalism	Duration: 18 Days
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 1.1 The Creative Process ● 1.2 History of the Arts and Culture ● 1.3 Performance ● 1.4A Aesthetic Responses ● 1.4B Critique Methodologies 	
<p>New Jersey Student Learning Supporting Standards:</p> <ul style="list-style-type: none"> ● 1.1 The Creative Process: <ul style="list-style-type: none"> ○ 1.1.5.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. ○ 1.1.5.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. ● 1.2 History of the Arts and Culture: <ul style="list-style-type: none"> ○ 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. ● 1.3 Performance: <ul style="list-style-type: none"> ○ 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 	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: Visual Arts

- 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.
 - 1.4A Aesthetic Responses & Critique Methodologies
 - 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.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
 - 1.4B Critique Methodologies:
 - 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.
 - 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Primary Interdisciplinary Connections:

ELA Standards

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Math Standards

- 5.MD—Measurement and Data
- 5.G—Geometry

Technology Standards:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5	Content Area: Visual Arts
-----------------	----------------------------------

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

Formative Tasks:

- Identify the functionalism of different types of art.
- Understand the elements of art and principles of design in art from different artists.
- Use a variety of methods and materials to apply the elements of art and principles of design to personal works of art.

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation
- Rubric/checklist for completion and understanding

Summative Assessments:

- illustration of change
- depth of space/2D form
- Monochromatic self-portrait/landscape
- Facade with architectural elements
- Figure with movement/scribble illustration
- Figure with movement/wire sculpture
- shape/form on 2D surface
- Commercial illustration

Benchmark Assessments:

- Oral review of techniques and vocabulary
- Beginning of Year, Mid-Year, and End-of Year Portfolio

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5	Content Area: Visual Arts
-----------------	----------------------------------

<ul style="list-style-type: none"> • 2-Point perspective illustration • Sculptural Study 	
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Art has many purposes throughout all cultures. • Art is thoughtfully arranged and organized using elements and principles of design. • Artists select materials with the purpose in mind. • Artists can create art during their time, about their time, the past or the future. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the function of art? • How does an artist create? • How do artists express their opinions through art?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • The Art of Education https://www.theartofed.com/ • Deep Space Sparkle https://www.deepspacesparkle.com/ • Cassie Stephens https://cassiestephens.blogspot.com/ • www.funart4kids.blogspot.com • www.nga.gov/kids/kids.html • www.kids.albrightknox.org/loader.html • www.schoolspecialty.com • www.artsconnected.org/tookit • www.ancientegypt.co.uk/menu.html • www.eduweb.com/insideart/.com 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • NewsELA • CommonLit • ReadWorks • EPIC

Modifications/Accommodations
<p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide clear and specific directions • Give translated script of directions • Model directions and provide gestures to increase understanding • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: Visual Arts

- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide students with multiple entry points and multiple ways to demonstrate their understandings.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: Visual Arts

- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 2: Art and Storytelling

Duration: 13 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process:
- 1.2 History of the Arts and Culture:
- 1.3 Performance
- 1.4A Aesthetic Responses
- 1.4B Critique Methodologies

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process:
 - 1.1.5.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
 - 1.1.5.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.2 History of the Arts and Culture:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: Visual Arts

- 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.
- 1.2.2.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3 Performance:
 - 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.
- 1.4A 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.
 - 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4B Critique Methodologies:
 - 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.
 - 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
 - 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.

Primary Interdisciplinary Connections:

ELA Standards

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5	Content Area: Visual Arts
----------	---------------------------

- known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
 - SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- Math Standards
- 5.MD—Measurement and Data
 - 5.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5	Content Area: Visual Arts
-----------------	----------------------------------

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Explore characteristics of art of various cultures. ● Understand why and how artists select materials and methods of art creation. ● Use a variety of materials and methods to create art in the manner of artists of other cultures. 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Check-In Notes ● Group/individual oral assessment ● Class critique ● Self-Assessment ● Class Participation ● Rubric/checklist for completion and understanding
--	--

<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Radial symmetry using negative shape ● symbolic shape ● symbolic line/pattern ● symmetrical line work ● structural form of celebration ● pattern/line types 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral review of techniques and vocabulary ● Beginning of Year, Mid-Year, and End-of Year Portfolio
---	---

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Personal experience can affect perception and opinion about art. ● Learning about and being exposed to a variety of artistic styles develops an appreciation and understanding about art. ● Artists can create art during their time about their time, the past or the future. ● Art can help us learn about and deal with our world. ● Artists contribute to society. ● Artists record history. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What can art teach us? ● How do our experiences influence the way we look at art? ● Why is it important to study the art of many different people? ● Does art record or create culture?
--	---

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● The Art of Education https://www.theartofed.com/ 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● NewsELA ● CommonLit ● ReadWorks
--	--

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: Visual Arts

- | | |
|---|--|
| <ul style="list-style-type: none">• Deep Space Sparkle
https://www.deepspacesparkle.com/• Cassie Stephens
https://cassiestephens.blogspot.com/• www.funart4kids.blogspot.com• www.nga.gov/kids/kids.htl• www.kids.albrightknox.org/loader.html• www.schoolspecialty.com• www.artsconnected.org/tookit• www.ancientegypt.co.uk/menu.html• www.eduweb.com/insideart/.com | <ul style="list-style-type: none">• EPIC |
|---|--|

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Give translated script of directions
- Model directions and provide gestures to increase understanding
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: Visual Arts

- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide immediate praise and feedback

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: Visual Arts

- Create a nurturing environment with structured routines
- Provide visuals