		Grade 5 Visual Art Unit 1: Elements of Art	
Course/Subject: Grade 5 Visual Art	Grade: 5	Unit 1: Elements of Art	Suggested Timeline: 1x/cycle, 30 cycles/year

Grade Level Summary	The elements and principles of art are foundational tools for artmaking and understanding. These basics can be used individually or in a variety of combinations to produce visual effects and meaning. Knowledge and understanding of the elements and principles of art can help an artist to both create as well as analyze a unique work of art.
Grade Level Units	Unit 1 - Elements and Principles of Art Unit 2 - Various Mediums and Procedures Unit 3 - Art History and Cultural Contexts Unit 4 - Craftsmanship

Unit Title	Elements and Principles of Art
Unit Summary	Students will be reminded of prior experiences with the elements and principles as they combine these foundational tools to utilize the principles of art. Students will demonstrate their understanding in a variety of formats and through a number of media. Students will recognize the importance and use of the elements and principles in masterworks, particularly culturally based, as well as construct meaning through utilizing these tools in artwork of their own creation, drawing inspiration from master artists and different cultures or groups.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What are the elements of art? What are the principles of art? 2. How can the elements be combined to form the principles? How can the principles be used in making artwork? 3. How do artists use line in their artwork? How can I use line in my artwork? 4. How can line be used to show movement? 5. What is the importance of color in artwork? How can color be representative of meanings and/or feelings? 6. How do artists use texture in their artwork? How can I use texture in my artwork? 7. What is implied texture? What is actual texture? How are they the same and how are they different? 8. How do artists use shape in their artwork? How can shape be representative? 9. What is space in artwork? Why is space important? 10. What is pattern? How can I create a pattern? How is pattern used in artwork? 11. How are the elements used the same or differently in painting/sculpture/drawing/etc.? 12. What is the difference between 2-dimensional and 3-dimensional art? What is form? 	Key Understandings: <ol style="list-style-type: none"> 1. The elements of art are the basic tools an artist can use to create visually. The way these elements are used and combined in an artwork form the principles of art. 2. The elements of art can be made using various mediums. These elements may be used differently depending on their purpose and procedure. 3. Combining the elements creates more complex visuals; we refer to these concepts as the principles of art. For instance, balance in an artwork may refer to the visual weight of colors, space, and textures. 4. Space involves the distances and/or areas in and around an artwork, including positive and negative space, shallowness and depth, and 2-dimensional or 3-dimensional. 5. Different groups of people or cultures may utilize the elements and principles to create identifying patterns, color groups, etc., which often become representative of themselves. For instance, red and gold are often found in ancient Chinese art, and triangles and diagonal lines are frequently used in Mexican design. 6. Something simple, like a single line or color, can be used in an infinite number of simple or complex ways.
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13. What is symmetry? What is radial symmetry? 14. What is perspective? 15. What is value?	7. Recognizing and understanding the elements of art is a basic yet important foundation for all artists. 8. Using lines to draw objects and/or spaces in perspective creating the illusion of a 3-dimensional object and/or space on a 2-dimensional surface. 9. Value is the lightness or darkness of tones or colors. White is the lightest value and black is the darkest.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.5.A.	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5.B.	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.5.C.	Know and use fundamental vocabulary within each of the arts forms.
9.1.5.E.	Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts.

Important Standards Addressed in the Unit:

9.1.5.F.	Describe works of others through performance of exhibition in two art forms.
9.3.5.B.	Describe works in the arts comparing similar and contrasting characteristics.

Misconceptions:	Proper Conceptions:
1. Learning about the elements and principles is not important to artmaking.	1. The elements and principles of art are a basic tool necessary in growth as an artist.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Knowledge of lines and using them to convey movement and feelings Knowledge of color groups, primary, secondary, tints/shades, complimentary, warm, and cool Understand the difference between implied texture and actual texture Knowledge of shapes Understanding how to create pattern using different elements Understanding symmetry, including radial symmetry Knowledge of the use of space, .e. atmospheric perspective, proportion, and positive/negative Understanding that the elements and principles are used tools used to create works of art such as portraits, landscapes and still-life 	<ul style="list-style-type: none"> Use lines in a variety of ways in different mediums Use of various medium to incorporate various color groups into artmaking Use the elements to create implied and actual texture Categorize, draw, cut, and otherwise produce geometric and organic shapes Copy and create original patterns in drawing, painting, etc Create symmetrical shapes, including those with radial symmetry Use of space to create various effects, like distance and proportion Use one-point perspective Use of various mediums to create value 	<ul style="list-style-type: none"> Recognition of how famous artists have used the elements and principles of art in their work and how to use it effectively in our own artmaking Communication of feelings and meaning using the elements and principles in our artmaking Fluid use of elements and principles in any medium

<ul style="list-style-type: none"> Beginning knowledge of using one-point perspective to create the appearance of 3-dimensional objects on a 2-dimensional surface Beginning understanding of how to create value using various mediums 		
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Academic Vocabulary:

Elements of Art Line Straight Horizontal Vertical Diagonal Zig-zag Thick Thin Landscape/Cityscape Still-life Movement Principles of Art Perspective Value	Scalloped Dotted Broken/Dashed Wavy Color Primary colors Secondary colors Color mixing Portrait Complimentary colors Proportion Curved Balance Emphasis Unity Contrast	Implied Texture Actual Texture Shape Geometric Organic Space Pattern Repeating/Repetition Symmetry Form Positive and Negative Space Variety Rhythm Motif Representational
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Assessments:

- Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
- Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
- Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
- Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.

Differentiation:

- Modeling** - Teacher will model the creation of each of the elements of art.
- Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the elements being used.
- Peer collaboration**

Interdisciplinary Connections:


- Math** - space, pattern, repetition, geometry/geometric shape, symmetry, perspective
- Music** - rhythm, movement
- Physical Education** - movement
- Science** - balance

Additional Resources:

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Created By:

Rachel Connell and Brooke May

		Grade 5 Visual Art Unit 2: Various Mediums	
Course/Subject: Grade 5 Visual Art	Grade: 5	Unit 2: Various Mediums and Procedures	Suggested Timeline: 1x/cycle, 30 cycles/year

Grade Level Summary	An art medium is the material with which an artist works to create a work of art. The instruction in and exploration of various art mediums, also called art media, is an important first step for beginning artists as they learn about art and art making. Mediums may include, but are not limited to: ceramics, collage, drawing, painting, printing, and sculpture.
Grade Level Units	Unit 1 - Elements and Principles of Art Unit 2 - Various Mediums and Procedures Unit 3 - Art History and Cultural Contexts Unit 4 - Craftsmanship

Unit Title	Various Mediums and Procedures
Unit Summary	Students will be introduced to a variety of art mediums and will have the opportunity to explore each one. Students will recognize the similarities, differences, and nuances of each of the various mediums through examination of masterworks, as well as through the exploration of each medium as they create their own artwork.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What is a medium? How are mediums/media used to create artwork? 2. How might an artwork's subject affect the choice of medium? How might the medium affect the subject? 3. How can I use a medium to express feelings or thoughts? 4. Why is it important to understand art processes? How does understanding art processes help to understand works of art? 5. How can I interpret a work of art? How does knowing art vocabulary help me to interpret a work of art? 	Key Understandings: <ol style="list-style-type: none"> 1. An art medium refers to the materials or supplies used to create a work of art. An artwork may be made using a single medium or several mediums/media. 2. Artists may choose mediums based on their knowledge of or skill with a given medium or the subject matter of an artwork. 3. The way an art medium is used can affect the meaning of an artwork. 4. By understanding and being familiar with the materials and processes used to create a work of art, we can better interpret what an artist is trying to tell us through their artwork. 5. Safe and proper handling of materials and tools is a crucial part of artmaking.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.5.D.	Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

9.1.5.E.	Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
9.1.5.G.	Recognize the function of rehearsals and practice sessions.
9.1.5.H.	Handle materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Identify materials used. ● Identify issues of cleanliness related to the arts. ● Recognize differences in selected physical space/environments. ● Identify methods for storing materials in the arts.
9.1.5.J.	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts of the works of others. <ul style="list-style-type: none"> ● Know and use traditional technologies. ● Know and use contemporary technologies.
9.1.5.K.	Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Important Standards Addressed in the Unit:

9.2.5.F.	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.3.5.A.	Recognize critical processes used in the examination of works in the arts and humanities.

Misconceptions:	Proper Conceptions:
1. It is not important to practice using different mediums.	1. Art is like playing a sport of musical instruments, practice sessions improve skills.
2. Any medium can be used for making any artwork.	2. Some mediums are better for certain desired effects.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● Knowledge of various mediums such as ceramics, collage, painting, etc. ● Knowledge of clay techniques ● Knowledge of collage/assemblage techniques ● Understanding of various drawing materials and how to use them ● Understanding of the different drawing pencils available, i.e. 6B through 9H ● Understanding of various painting materials and how to use them 	<ul style="list-style-type: none"> ● Identify various mediums ● Create using basic clay techniques: wedging, using slip/scoring to attach two pieces, rolling, flattening, slab-building, pinching, making impressions, coiling, glazing, firing process ● Tear, cut, overlap, glue ● Draw using pencil ● Draw using oil pastel ● Use drawing pencils to create value in artwork ● Use a tortillon ● Demonstrate proper paintbrush usage, including washing/clean-up, loading 	<ul style="list-style-type: none"> ● Using and refining art skills with various mediums. ● Students will be able to use various art materials/techniques to communicate feelings.

<ul style="list-style-type: none"> • Knowledge of basic printmaking technique • Knowledge of simple weaving process 	<ul style="list-style-type: none"> • and re-loading brush with paint, cleaning between colors • Demonstrate proper painting techniques such as use of strokes and blending • Properly utilize printing materials to create a simple print • Create a weaving using various materials 	
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Academic Vocabulary:

Medium Process Procedure Ceramics Clay Collage Cut Glue Overlap Tear Score Coiling Marker Metal work Drawing Pencils 6B through 9H	Drawing Sketch Blend Oil pastel Pencil Painting Paintbrush Bristles Tempera Watercolor Slip Kiln/Fire Crayon Slab-building Tortillon	Printing Brayer Printing plate Sculpture 2D 3D Weaving Warp Weft Photograph/photo Wedge Glaze Pinch Pot Coiling
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Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
- **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
- **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
- **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.

Differentiation:

- **Modeling** - Teacher will model the creation of each of the elements of art.
- **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the elements being used.
- **Peer collaboration**


Interdisciplinary Connections:

- **Math** - sculpture, 2D, 3D, measurement
- **Science** - ceramics, painting, sculpture

Additional Resources:

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Created By:
Rachel Connell and Brooke May

			Grade 5 Visual Art Unit 3: Art History and Cultural Contexts
Course/Subject: Grade 5 Visual Art	Grade: 5	Unit 3: Art History and Cultural Contexts	Suggested Timeline: 1x/cycle, 30 cycles/year

Grade Level Summary	Throughout history, artists across the globe have been making art. This art has become an important scientific tool, and be used to tell us about the rich histories of people groups and cultures. A continuing exploration and understanding of the art history of various peoples is an important part of an art education, as it influences our own artmaking and assists in the forming of global citizens.
Grade Level Units	Unit 1 - Elements and Principles of Art Unit 2 - Various Mediums and Procedures Unit 3 - Art History and Cultural Contexts Unit 4 - Craftsmanship

Unit Title	Art History and Cultural Contexts
Unit Summary	Students will be explore a number of cultures, periods, and geographical places as they are introduced to artists and art movements from throughout art history. Through these examinations, students will gain an understanding of the scope and importance of art history. These studies will inform student understanding as well as inspire their own artmaking.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Why do people make art? 2. What is the importance of art history? 3. How are artworks made across time the same? How are they different? 4. How are artworks made in different places the same? How are they different? 5. How can understanding art history affect my artwork? 	Key Understandings: <ol style="list-style-type: none"> 1. Art has been made by people across the world for thousands of years. Some of this art was made to tell stories, while others was made to be useful or serve another purpose. 2. Studying and understanding art history has helped us to learn about the history of the world. 3. Despite the distance in time or space, many cultures share similarities in their artmaking. 4. Investigating art history helps us to recognize our own likes, dislikes, and beliefs. 5. Different groups of people or cultures may utilize the elements and principles to create identifying patterns, color groups, etc., which often become representative of themselves. For instance, red and gold are often found in ancient Chinese art, and triangles and diagonal lines are frequently used in Mexican design.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.2.5.A.	Explain the historical, cultural, and social context of an individual work in the arts.
9.2.5.D.	Analyze a work of art from its historical and cultural perspective.

9.2.5.E.	Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.
9.2.5.F.	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.5.H.	Identify, describe, and analyze the work of Pennsylvania Artists in dance, music, theatre, and visual arts.

Important Standards Addressed in the Unit:

9.2.5.B.	Relate works in the arts chronologically to historical events.
9.2.5.G.	Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ● Africa ● Asia ● Australia ● Central America ● Europe ● North America ● South America

Misconceptions:	Proper Conceptions:
1. Artists create artwork for their own benefit, without thought of other people, places, or context.	1. Art may be created as a way to reflect and/or inspire others, and/or to serve a useful purpose.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● Building understanding of art history ● Knowledge of different types of artworks ● Firm understanding of parts of artwork ● Knowledge of master artists/artist groups and their works 	<ul style="list-style-type: none"> ● Discuss and identify ancient and modern art and artists ● Discuss meaning and purposes of art history ● Identify portraits, still life, etc. ● Identify similarities and differences between works of art ● Recognize importance of composition ● Discuss different cultural groups' use of elements and principles ● Discover how artists create their work 	

Academic Vocabulary:

Style		
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Assessments:

<ul style="list-style-type: none"> ● Daily teacher evaluation - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors. ● Daily student evaluation - Students will be required to self-check and make adjustments to their work on a daily basis. ● Open discussion - Teacher will lead whole-class discussions regarding concepts, projects, and explorations. ● Standards-Based Assessment - Teacher-created 4-point rubric used to summatively/formatively assess student work.
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Differentiation:

<ul style="list-style-type: none"> ● Modeling - Teacher will model the creation of different types of artwork.
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- **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique.
 - **Peer collaboration**
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Interdisciplinary Connections:

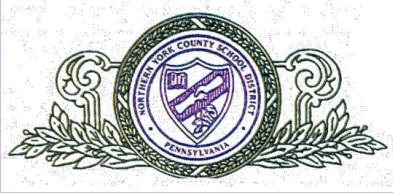
- **Social Studies** - history, cultural contexts
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Additional Resources:

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Created By:

Rachel Connell and Brooke May



Grade 5 Visual Art

Unit 4: Craftsmanship

Course/Subject:
Grade 5 Visual Art

Grade:
5

Unit 4:
Craftsmanship

Suggested Timeline:
1x/cycle, 30 cycles/year

Grade Level Summary

Craftsmanship is a key component in an artist's artmaking, as it emphasizes technique. Understanding and executing proper techniques may help an artist to accomplish a task or solve a problem, critical in creating artwork.

Grade Level Units

Unit 1 - Elements and Principles of Art
Unit 2 - Various Mediums and Procedures
Unit 3 - Art History and Cultural Contexts
Unit 4 - Craftsmanship

Unit Title

Craftsmanship

Unit Summary

Students will build upon their understanding of the importance of craftsmanship in their artwork. Students will be encouraged to focus on the evolution of their individual technique, as well as the neatness and overall quality of their work. Through the exploration of various mediums and subjects, students will gain new and additional experience in an array of art procedures and techniques, subsequently allowing them the opportunity to deepen their understanding as they experiment, combine techniques, and freely express themselves.

Unit Essential Questions:

1. What is craftsmanship? Why is it important?
2. What is the importance of technique?
3. What makes a piece of art "good" or "bad"?

Key Understandings:

1. Craftsmanship emphasizes technique. To deepen understanding, we might further break down craftsmanship into technique (*how* we do something) and neatness (*how well* we do a particular something).
2. Technique is the demonstration of skill in a given task. It is important to understand and demonstrate skill when learning or practicing a new procedure or process, because it allows us to grow as artists.
3. Deciding whether art is "good" or "bad" is up to an individual's preference, or what they prefer. Being able to discuss or explain personal preference, as well as interpret the preferences of other artists, is an important part of understanding art.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

9.3.5.A.

Identify critical processes in the examination of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses

	<ul style="list-style-type: none"> Evaluate/form judgments
9.4.5.B.	Investigate and communicate multiple philosophical views about works in the arts.

Important Standards Addressed in the Unit:

9.1.5.H.	Use and maintain materials, equipment, and tools safely at work and performance spaces. <ul style="list-style-type: none"> Describe some materials used. Describe issues of cleanliness related to the arts. Know how to work in selected physical space/environments. Describe methods for storing materials in the arts.
9.1.5.J.	Apply and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts of the works of others. <ul style="list-style-type: none"> Experiment with traditional technologies. Experiment with contemporary technologies.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> There is a single or right way to create a good work of art. One person's work is better than another's. 	<ol style="list-style-type: none"> A number of techniques or styles may be employed in creating a work of art. The way in which an artist chooses to work is a matter of personal preference as well. "Good" art is a matter of opinion or personal preference. Craftsmanship is less about making "good" art and more about how to use materials to achieve a personal vision.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Continuing understanding importance of craftsmanship Continuing understanding of technique Continuing understanding of opinion/personal preference 	<ul style="list-style-type: none"> Skillfully and carefully complete unique works of art Growing sense of pride and ownership in work 	<ul style="list-style-type: none"> Use of critical thinking to evaluate own work Use of critical thinking to evaluate others' work Support individual artists choices Produce new, original, meaningful work Implement varied host of artist skills

Academic Vocabulary:

Craftsmanship Technique Neatness	Preference Expression Imagination	Tradition Skill Perseverance Style
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Assessments:

- Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
- Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
- Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
- Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.

Differentiation:

- Modeling** - Teacher will model techniques as well as demonstrate potential pitfalls or problems students may encounter.

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- **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the level of craftsmanship of each piece.
 - **Peer collaboration**
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Interdisciplinary Connections:

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Additional Resources:

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Created By:

Rachel Connell and Brooke May
