

# GRADE 5 VISUAL & PERFORMING ARTS

## ART 5–2025

### COLLABORATIVE STUDENT ARTWORK (SPANS ALL YEAR)

#### STAGE 1: DESIRED RESULTS

#### **CATHOLIC STANDARDS**

##### **DOC - DOC Catholic Standards (All Grades)(Grades K-12)**

- The Profession of Faith
  - Students will be able to
  - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

#### **TARGETED STANDARDS**

##### **OH - OH Fine Arts - Visual Arts 5 (2024)(Grade 5)**

- Visual Arts (Grade 5)
  - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
    - 5.2CR. Investigate ideas and inform artmaking through available resources.
  - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
    - 5.1PE. Incorporate constructive feedback throughout the artmaking process.
  - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
    - 5.1RE. Use established criteria to assess works of art individually and collaboratively.
  - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
    - 5.2CO. Recognize that art is a tool for advocacy and civic engagement.

#### **CATHOLIC IDENTITY**

##### **DOC - DOC Catholic Identity (All Grades)(Grades K-12)**

- Catholic Identity
  - Catholic Social Justice Teachings
    - SJ.1. Life and Dignity of the Human Person
    - SJ.2. Rights and Responsibilities
    - SJ.3. The Dignity of Work and the Rights of Workers

- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

## **CONTENT**

### **Elements of Art**

1. Crosshatching and how it creates light and texture
2. Color palette selection can create mood or feeling
3. Atmospheric perspective and perception of distance
4. Scale and line to create the perception of distance and space
5. Relationship of objects to determine scale
6. Light source and its effect on shadow

### **Principles of Design**

1. Principles to create a composition
2. Symmetrical and asymmetrical designs
3. Value, hue, and intensity
4. Color related to movement
5. Shadow and deep space

### **Media and Methods**

1. Technological media
2. Cross-hatching for creating light and texture
3. Color palette and mood

### **Expression and Meaning**

1. Formal and sensory qualities of art
2. Human experience through art
3. Religious expression through art

## **SKILLS**

1. Investigate ideas and inform artmaking through available resources.
2. Incorporate constructive feedback throughout the collaborative artmaking process.
3. Use established criteria to assess works of art individually and collaboratively.
4. Recognize that art is a tool for advocacy and civic engagement.

## **ESSENTIAL QUESTIONS**

1. How do I use my knowledge of arts vocabulary, concepts, skills, and personal expression to create collaborative art?
2. How do I communicate ideas and moods through my skills and personal expression?
3. How can technology influence my artistic knowledge and personal expression?
4. How can I create art that communicates relationships within and among the arts?
5. How can I determine relationships between elements, mood and expression?

## **Resources**

- Tips to Improve Critical Thinking in Arts Education (<http://ruthcatchen.wordpress.com/2012/04/03/tips-to-improve-critical-thinking-in-arts-education/>)
- Awareness and Discovery Questions (<http://www.bartelart.com/arted/questions.html>)

## **STANDARDS VOCABULARY**

### **Visual Art Vocabulary**

1. composition
2. proportion
3. distortion
4. abstract art
5. art movement
6. collaborative Skills
7. critique
8. form
9. shape
10. space (one-point perspective, orthogonal, vanishing point)
11. texture
12. value (atmospheric perspective)
13. media sources (product design, print, digital media)
14. media (tools)
15. principles of design
16. balance
17. contrast
18. emphasis
19. repetition
20. unity (harmony)
21. processes
22. collage
23. mixed media
24. realistic
25. styles
26. themes
27. foreground

28. background

**ADDITIONAL VOCABULARY**

**Additional Vocabulary**

Depending on examples chosen, vocabulary could include, but is not limited to:

**Names of artists**

**Names of places and/or countries**

**Names of cultures**

**Names of art movements**

**Types of artwork** (functional, non-objective, abstract, realistic)

**Subject of artwork** (portrait, landscape, cityscape, seascape, still life)

**Vocabulary for other academic disciplines** ( ex. math: fractions, shapes, proportion, etc.)

## STAGE 2: ASSESSMENT EVIDENCE

### ***Mural***

#### **Summative: Visual Arts Project**

Students will research an artist and a work of art, such as Vincent van Gogh's "Starry Night." They will then draw a large-scale mural and divide it into even pieces. Each student will receive one section of the mural. As a group the students will decide how they will do the project, what colors they will use, and what patterns they will use. They can incorporate crosshatch and other marks to mimic the patterns used by Van Gogh, for example. The entire mural will then be put together as a whole when finished.

### ***Full Size Figures***

#### **Summative: Visual Arts Project**

Students will investigate a series of figures and do sketches as a group. They will select a pose and trace a full size version of it. Students will then create a series of patterns and designs in a variety of mediums (Example in Links uses paper marbling). Students can cut a collection of circles to create mosaic figures.

### ***Sculpture***

#### **Summative: Research Project**

In small groups, students will research outdoor three-dimensional forms and hypothesize as to the specific function of the artwork in relation to culture and time period. The students will then create a slide show, poster and report addressing the requirements and present their information as a group to the class.

### ***Rubric***

#### **Summative: Cooperative Group Work**

A rubric can be created for collaborative assignments.

### ***Group Presentation***

#### **Summative: Cooperative Group Work**

Students will present their projects to the class, utilizing common core vocabulary. They will explain what the objective was and how it was achieved.

## ***Group Self-Assessment***

### **Summative: Self Assessment**

After a collaborative group experience, students will show how the project was divided up, and students will assess themselves as to how well they worked as a whole. This assessment works well with groups of 4-5 students who create one final project.

## STAGE 3: LEARNING PLAN

### **LEARNING EXPERIENCES**

1. Independent Research, Creative Problem Solving: Mural. Students will research an artist and a work of art, such as Vincent van Gogh's *Starry Night*. They will then draw a large-scale mural and divide it into even pieces. Each student will receive one section of the mural. As a group the students will decide how they will do the project, what colors they will use, and what patterns they will use. They can incorporate crosshatch and other marks to mimic the patterns used by Van Gogh, for example. The entire mural will then be put together as a whole when finished. See Links for an example.
2. Collaborative Group Work: Full Size Figures. Students will investigate a series of figures and do sketches as a group. They will select a pose and trace a full size version of it. Students will then create a series of patterns and designs in a variety of mediums (Example in Links uses paper marbling). Students can cut a collection of circles to create mosaic figures. See Links for sample images of finished products.
3. Collaborative Group Work: Sculpture. In small groups, students will research outdoor three-dimensional forms and hypothesize as to the specific function of the artwork in relation to culture and time period. The students will then create a slide show, poster and report addressing the requirements and present their information as a group to the class. See Links for an example of Claus Oldenburg's sculpture *Free Stamp*.

### **Resources**

- Sculpture (<http://www.roadsideamerica.com/story/2183>)

### **RESOURCES**

1. iPad Resources
2. Literature Connections

*Vincent Van Gogh: Sunflowers and Swirly Stars (Smart About Art)* by Joan Holub

*Henri Matisse: Drawing with Scissors (Smart About Art)* by Jane O'Connor

*Claude Monet: Sunshine and Waterlilies (Smart About Art)* by True Kelley

*Pablo Picasso: Breaking All the Rules (Smart About Art)* by True Kelley

*Edgar Degas: Paintings That Dance (Smart About Art)* by Maryann Cocca-Leffler

*Pierre-Auguste Renoir: Paintings That Smile (Smart about Art)* by True Kelley

*Mary Cassatt: Family Pictures (Smart About Art)* by Jane O'Connor

*Frida Kahlo: The Artist who Painted Herself (Smart About Art)* by Margaret Frith  
*My Name Is Georgia: A Portrait* by Jeanette Winter

### Resources

- The Art Room at the Falcon Academy of Creative Arts (<http://facaartroom.blogspot.com/>)
- Art Projects for Kids (<http://artprojectsforkids.org>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- The iPad Art Room (<http://www.ipadartroom.com>)
- Arttango ([http://arttango.com/fifth\\_grade\\_art\\_lessons/fifth\\_grade\\_Lesson\\_1.html](http://arttango.com/fifth_grade_art_lessons/fifth_grade_Lesson_1.html))
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- The Art of Education (<http://www.theartofed.com/>)



# GRADE 5 VISUAL & PERFORMING ARTS

## ART 5–2025

### HISTORICAL, SOCIAL, AND CULTURAL TRADITIONS (SPANS ALL YEAR)

#### STAGE 1: DESIRED RESULTS

#### **CATHOLIC STANDARDS**

##### **DOC - DOC Catholic Standards (All Grades)(Grades K-12)**

- The Profession of Faith
  - Students will be able to
  - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

#### **TARGETED STANDARDS**

##### **OH - OH Fine Arts - Visual Arts 5 (2024)(Grade 5)**

- Visual Arts (Grade 5)
  - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
    - 5.1CR. Experiment with various ideas to address contemporary issues.
    - 5.3CR. Select and use the elements of art and principles of design to investigate interdisciplinary concepts.
  - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
    - 5.3PE. Communicate an interdisciplinary concept using the elements of art and principles of design.
  - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
    - 5.3RE. Evaluate the relationship between works of art and human experiences.
  - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
    - 5.1CO. Investigate works of art and the social and cultural contexts that shaped their creation.
    - 5.2CO. Recognize that art is a tool for advocacy and civic engagement.

#### **CATHOLIC IDENTITY**

##### **DOC - DOC Catholic Identity (All Grades)(Grades K-12)**

- Catholic Identity
  - Catholic Social Justice Teachings
    - SJ.1. Life and Dignity of the Human Person

- SJ.2. Rights and Responsibilities
- SJ.3. The Dignity of Work and the Rights of Workers
- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

## **CONTENT**

### **Elements of Art**

1. Crosshatching and how it creates light and texture
2. Color palette selection to create mood or feeling
3. Atmospheric perspective and perception of distance
4. Scale and line to create the perception of distance and space
5. Relationship of objects to determine scale
6. Light source and its effect on shadow

### **Principles of Design**

1. Principles to create a composition
2. Symmetrical and asymmetrical designs
3. Value, hue, and intensity
4. Color related to movement
5. Shadow and deep space

### **Media and Methods**

1. Technological media
2. Cross-hatching for creating light and texture
3. Color palette and mood

### **Expression and Meaning**

1. Formal and sensory qualities of art
2. Human experience through art
3. Religious expression through art

## **SKILLS**

1. Experiment with various ideas to address contemporary issues.
2. Select and use the elements of art and principles of design to investigate interdisciplinary concepts, taking into consideration historical, social, and cultural traditions.

3. Communicate an interdisciplinary concept using the elements of art and principles of design.
4. Evaluate the relationship between works of art and human experiences.
5. Investigate works of art and the social and cultural contexts that shaped their creation.
6. Recognize that art is a tool for advocacy and civic engagement.

### **ESSENTIAL QUESTIONS**

1. How has visual art documented changes throughout history?
2. How has visual art contributed to my religious heritage, culture and faith, especially my Catholicity?
3. What cultural traditions, events, motifs and/or symbols are being referenced in the artwork?
4. How does art influence what we can learn about ourselves and about our society?

### **Resources**

- Tips to Improve Critical Thinking in Arts Education (<http://ruthcatchen.wordpress.com/2012/04/03/tips-to-improve-critical-thinking-in-arts-education/>)
- Awareness and Discovery Questions (<http://www.bartelart.com/arted/questions.html>)

### **STANDARDS VOCABULARY**

#### **Visual Art Vocabulary**

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12. value (atmospheric perspective)
13. media sources (product design, print, digital media)
14. media (tools)
15. principles of design
16. balance
17. contrast
18. emphasis
19. repetition
20. unity (harmony)

21. processes
22. collage
23. mixed media
24. stitchery
25. realistic
26. styles
27. themes
28. foreground
29. background

### Resources

- Art Vocabulary and Definitions 1 (<http://quizlet.com/4378238/art-vocabulary-middle-school-flash-cards/>)
- Art Vocabulary and Definitions 2 (<http://www.seymour.k12.wi.us/faculty/rliart/vocab.cfm>)

### **ADDITIONAL VOCABULARY**

#### **Additional Vocabulary**

Depending on examples chosen, vocabulary could include, but is not limited to:

**Names of artists**

**Names of places and/or countries**

**Names of cultures**

**Names of art movements**

**Types of artwork** (functional, non-objective, abstract, realistic)

**Subject of artwork** (portrait, landscape, cityscape, seascape, still life)

**Vocabulary for other academic disciplines** ( ex. math: fractions, shapes, proportion, etc.)

### Resources

- Art History Terms and Definitions  
([http://www.ducksters.com/history/art/western\\_art\\_timeline.php](http://www.ducksters.com/history/art/western_art_timeline.php))

## STAGE 2: ASSESSMENT EVIDENCE

### ***Art Presentation***

#### **Formative: SmartBoard/ActivBoard Interactive Activity**

Students will do research on an art movement or artist and present their finished slideshow on the Smartboard to the other students, explaining content and answering questions. Information will be used in a related art project

### ***Artist or Movement Self-Portrait***

#### **Summative: Visual Arts Project**

Students will apply the concepts learned from independent research projects to create a self-portrait influenced by the artist or movement they researched.

### ***Book of Kells***

#### **Summative: Visual Arts Project**

Students will investigate typography theories using the Book of Kells. They will then design the first letter of their name, complete with gold and metallic paints. For inspiration, students may look at many images from the Book of Kells, a beautiful Celtic manuscript from the year 800.

### ***Alexander Calder 3-D Animals***

#### **Summative: Visual Arts Project**

After students listen to the audio of Alexander Calder's circus, they can engage in a SMARTBoard activity in which they discuss the earth and the importance of recycling. Students will break up into small groups and discuss and present their ideas to the class during an open forum. Students will then bring in a collection of small objects that can be recycled. Students will draw designs and create a 3D version of an animal.

### ***Rubric***

#### **Summative: Class Work**

Teachers can make their own rubric from templates provided.

## ***Interpretation Grid***

### **Diagnostic: SmartBoard/ActivBoard Interactive Activity**

Using a Smartboard, ActivBoard or chalk board, divide surface into a 2x2 grid. Write one word in each of the 4 quadrants: Description, Analysis, Interpretation and Judgment. Place an image in the middle and make sure the credit line is included. Ask students questions from each quadrant in the order listed above (description, analysis, interpretation, judgment). See attached documents for more details.

#### Resources

- Grid slide\_18511.jpg (Document)
- Claude Monet project Megan Urdiales\_18512.odp (Document)
- Grid slide\_7564.jpg (Document)
- Claude Monet project Megan Urdiales\_7565.odp (Document)

## STAGE 3: LEARNING PLAN

### **LEARNING EXPERIENCES**

1. Independent Research and Writing: Artist or Movement. Students will research an artist or movement, create a slide show, write a report, and give a presentation. They will then apply the concepts learned to create a self-portrait influenced by the artist or movement. See Links for example self-portraits influenced by a painter.
2. Decision-making Process and Creative Problem Solving: The Book of Kells. Students will investigate typography theories using the Book of Kells iPad app for class use (See Links). Students will design the first letter of their name, complete with gold and metallic paints. For inspiration, students may look at many images from the Book of Kells, a beautiful Celtic manuscript from the year 800. Example Illuminated Letters can be found in Links.
3. Speaking and Listening: Alexander Calder. Students will listen to the audio of Alexander Calder's circus. Afterwards, they can engage in a SMARTBoard activity in which they discuss the earth and the importance of recycling. Students will break up into small groups and discuss and present their ideas to the class during an open forum. Students will then bring in a collection of small objects that can be recycled. Students will draw designs and create a 3D version of an animal. See Links for an example of Calder's Circus Animals and Pets.

### **Resources**

- Morse Art Studio: The Book of Kells (<https://morsearts.wordpress.com/tag/5th-grade/page/2/>)
- Alexander Calder Audio Guide ([http://whitney.org/WatchAndListen/AudioGuides?play\\_id=749](http://whitney.org/WatchAndListen/AudioGuides?play_id=749))

### **RESOURCES**

1. **iPad Resources**
2. **Literature Connections**

*The Book of Kells: An Illustrated Introduction to the Manuscript in Trinity College, Dublin (Second Edition)* by Bernard Meehan

*Color Your Own Book of Kells (Dover Art Coloring Book)* by Marty Noble

*Illuminated Manuscripts Coloring Book (Dover Art Coloring Book)* by Marty Noble

*Sandy's Circus: A Story About Alexander Calder* by Tanya Lee Stone  
*Alexander Calder (Getting to Know the World's Greatest Artists)* by Mike Venezia

*Alexander Calder and His Magical Mobiles* by Jean Lipman

## Resources

- The iPad Art Room (<http://www.ipadartroom.com>)
- Arttango (<http://www.arttango.com>)
- The Art of Education (<http://www.theartofed.com/lessons/>)
- Art Projects for Kids (<http://artprojectsforkids.org>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- The J. Paul Getty Museum  
([http://www.getty.edu/education/teachers/building\\_lessons/guide.html](http://www.getty.edu/education/teachers/building_lessons/guide.html))
- The Morse Art Studio (<https://morsearts.wordpress.com/tag/5th-grade/>)
- Garden of Praise: Famous Paintings (<http://www.gardenofpraise.com/art.htm>)



# GRADE 5 VISUAL & PERFORMING ARTS

## ART 5–2025

### THREE-DIMENSIONAL ART (SPANS ALL YEAR)

#### STAGE 1: DESIRED RESULTS

#### **CATHOLIC STANDARDS**

##### **DOC - DOC Catholic Standards (All Grades)(Grades K-12)**

- The Profession of Faith
  - Students will be able to
  - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

#### **TARGETED STANDARDS**

##### **OH - OH Fine Arts - Visual Arts 5 (2024)(Grade 5)**

- Visual Arts (Grade 5)
  - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
    - 5.2CR. Investigate ideas and inform artmaking through available resources.
  - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
    - 5.1PE. Incorporate constructive feedback throughout the artmaking process.
    - 5.2PE. Develop technical skills to strengthen artmaking.
  - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
    - 5.2RE. Develop personal criteria to assess work and set goals for growth.
  - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
    - 5.3CO. Evoke emotional responses for a desired outcome through works of art.

#### **CATHOLIC IDENTITY**

##### **DOC - DOC Catholic Identity (All Grades)(Grades K-12)**

- Catholic Identity
  - Catholic Social Justice Teachings
    - SJ.1. Life and Dignity of the Human Person
    - SJ.2. Rights and Responsibilities
    - SJ.3. The Dignity of Work and the Rights of Workers

- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

## **CONTENT**

### **Elements of Art**

1. Crosshatching and how it creates light and texture
2. Color palette selection to create mood or feeling
3. Atmospheric perspective and perception of distance
4. Scale and line to create the perception of distance and space
5. Relationship of objects to determine scale
6. Light source and its effect on shadow

### **Principles of Design**

1. Principles to create a composition
2. Symmetrical and asymmetrical designs
3. Value, hue, and intensity
4. Color related to movement
5. Shadow and deep space

### **Media and Methods**

1. Technological media
2. Crosshatching for creating light and texture
3. Color palette and mood

### **Expression and Meaning**

1. Formal and sensory qualities of art
2. Human experience through art
3. Religious expression through art

## **SKILLS**

1. Investigate ideas and inform artmaking through available resources.
2. Incorporate constructive feedback throughout the artmaking process.
3. Develop technical skills to strengthen three-dimensional artmaking.
4. Develop personal criteria to assess work and set goals for growth.
5. Evoke emotional responses for a desired outcome through works of art.

## **ESSENTIAL QUESTIONS**

1. How do technology, materials, tools, and techniques benefit the creation of three-dimensional design?
2. How do our faith and beliefs shape how we react to sculptures?
3. How does sculpture enhance public spaces?
4. How do I use my knowledge of art skills and vocabulary to create art?
5. What ethical issues are involved in the creative practices of the three-dimensional arts, and how can they be understood in relation to human rights?

## **Resources**

- Awareness and Discovery Questions (<http://www.bartelart.com/arted/questions.html>)
- Tips to Improve Critical Thinking in Arts Education (<http://ruthcatchen.wordpress.com/2012/04/03/tips-to-improve-critical-thinking-in-arts-education/>)

## **STANDARDS VOCABULARY**

### **Visual Art Vocabulary**

1. composition
2. proportion
3. distortion
4. abstract art
5. art movement
6. collaborative skills
7. critique
8. form
9. shape
10. space (one-point perspective, orthogonal, vanishing point)
11. texture
12. value (atmospheric perspective)
13. media sources (product design, print, digital media)
14. media (tools)
15. principles of design
16. balance
17. contrast
18. emphasis
19. repetition
20. unity (harmony)
21. processes
22. collage
23. mixed media
24. stitchery
25. realistic

- 26. styles
- 27. themes
- 28. foreground
- 29. background

### Resources

- Art Assessment Vocabulary List for 5th Grade (<http://education.fcps.org/myes/node/501>)

### **ADDITIONAL VOCABULARY**

#### **Additional Vocabulary**

Depending on examples chosen, vocabulary could include, but is not limited to:

**Names of artists**

**Names of places and/or countries**

**Names of cultures**

**Names of art movements**

**Types of artwork** (functional, non-objective, abstract, realistic)

**Subject of artwork** (portrait, landscape, cityscape, seascape, still life)

**Vocabulary for other academic disciplines** ( ex. math: fractions, shapes, proportion, etc.)

### ***Monochromatic Assemblage Sculptures***

#### **Summative: Writing Assignment**

As a class, discuss how recycling is an important part of society: paper and plastics recycling, yard sales and charity donations, etc. Then in small groups students will discuss and write a short paper on the importance and rewards of recycling. Students can bring in a bag of small recyclables and found objects. Groups will share with each other and create three-dimensional assemblages from recycled and found objects.

### ***Three-Dimensional Interpretation***

#### **Summative: Comparative Study**

Students will create a two-dimensional and a three-dimensional version of the same composition. Starting with a two-dimensional composition of a still life (stacked geometric shapes), students will decide how to create a three-dimensional interpretation of the same design. Twist ties will be used to form the three-dimensional partner to the drawing. The two versions of the artwork will be critiqued in relationship to each other.

### ***Paper Relief Sculpture***

#### **Summative: Visual Arts Project**

Students will create a grid drawing showing a variety of lines and patterns that will be used as reference for a project. Students will combine color theories as well to create several organic and geometric shapes (patterns and designs drawn on both sides of shapes). Then they will glue pieces onto a paper background so that some of it is not flat on the paper.

### ***Rubric***

#### **Summative: Class Work**

Teachers can create a rubric that can be used for evaluating finished art projects.

### ***Class Critique***

#### **Formative: Class Discussion**

Teachers can engage students in positive classroom discussion, where students describe the artwork using the appropriate critique terms.

## ***Exit Ticket***

### **Diagnostic: Written Commentary**

Students will write a quick comment or question about the class lesson to turn into the teacher before leaving the class.

### **Resources**

- Assessment\_for\_Learning in art\_18597.pdf (Document)
- Art Vocabulary 3-5\_3907.pdf (Document)
- perspective\_quiz\_4377.doc (Document)
- Rubric for Art Critique on\_4617.doc (Document)
- Assessment\_for\_Learning in art\_7527.pdf (Document)

## STAGE 3: LEARNING PLAN

### **LEARNING EXPERIENCES**

1. **Creative Problem Solving: Monochromatic Assemblage Sculptures.** As a class, discuss how recycling is an important part of society: paper and plastics recycling, yard sales and charity donations, etc. Then in small groups students will discuss and write a short paper on the importance and rewards of recycling. Students can bring in a bag of small recyclables and found objects. Groups will share with each other and create three-dimensional assemblages from recycled and found objects. As a class, review color concepts and paint in monochromatic color themes. See the example of Monochromatic Assemblage Sculptures in Links.
2. **Creative Problem Solving and Decision-making Process: Three-Dimensional Interpretation.** Students will create a two-dimensional and a three-dimensional version of the same composition. Starting with a two-dimensional composition of a still life (stacked geometric shapes), students will decide how to create a three-dimensional interpretation of the same design. Twist ties will be used to form the three-dimensional partner to the drawing. The two versions of the artwork will be critiqued in relationship to each other.
3. **Creative Problem Solving and Decision-making Process: Paper Relief Sculpture.** Students will create a grid drawing showing a variety of lines and patterns that will be used as reference for a project. Students will combine color theories as well to create several organic and geometric shapes (patterns and designs drawn on both sides of shapes) Then they will glue pieces onto a paper background so that some of it is not flat on the paper. See the example of Paper Relief Sculpture in Links.

### **Resources**

- Monochromatic Assemblage Sculptures 2 (<http://www.katiemorrisart.com/2011/07/6th-grade-relief-sculptures.html>)

### **RESOURCES**

1. **iPad Resources**
2. **Literature Connections**

*ReMake It!: Recycling Projects from the Stuff You Usually Scrap* by Tiffany Threadgould  
*Rubbish!: Reuse Your Refuse* by Kate Shoup  
*Craftcycle: 100+ Earth-Friendly Projects and Ideas for Everyday Living* by Heidi Boyd  
*Fantastic Recycled Plastic: 30 Clever Creations to Spark Your Imagination* by David Edgar and Robin A. Edgar

*Young Discoverers: Garbage and Recycling: Environmental Facts and Experiments*  
(*Young Discoverers: Environmental Facts and Experiments*) by Rosie Harlow and Sally Morgan  
*3D Art Lab for Kids (Lab Series)* by Susan Schwake

### Resources

- The iPad Art Room (<http://www.ipadartroom.com>)
- Arttango (<http://www.arttango.com>)
- Adventures of an Art Teacher (<http://www.katiemorrisart.com/>)
- Elementary School Art Ideas (<http://www.instructables.com/id/Teachers-of-Elementary-School-Art-Ideas/>)
- Teaching Ideas (<http://www.teachingideas.co.uk/art/contents.htm>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)



# GRADE 5 VISUAL & PERFORMING ARTS

## ART 5–2025

### TWO-DIMENSIONAL ART (SPANS ALL YEAR)

#### STAGE 1: DESIRED RESULTS

#### **CATHOLIC STANDARDS**

##### **DOC - DOC Catholic Standards (All Grades)(Grades K-12)**

- The Profession of Faith
  - Students will be able to
  - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

#### **TARGETED STANDARDS**

##### **OH - OH Fine Arts - Visual Arts 5 (2024)(Grade 5)**

- Visual Arts (Grade 5)
  - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
    - 5.2CR. Investigate ideas and inform artmaking through available resources.
  - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
    - 5.1PE. Incorporate constructive feedback throughout the artmaking process.
    - 5.2PE. Develop technical skills to strengthen artmaking.
  - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
    - 5.2RE. Develop personal criteria to assess work and set goals for growth.
  - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
    - 5.3CO. Evoke emotional responses for a desired outcome through works of art.

#### **CATHOLIC IDENTITY**

##### **DOC - DOC Catholic Identity (All Grades)(Grades K-12)**

- Catholic Identity
  - Catholic Social Justice Teachings
    - SJ.1. Life and Dignity of the Human Person
    - SJ.2. Rights and Responsibilities
    - SJ.3. The Dignity of Work and the Rights of Workers

- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

## **CONTENT**

### **Elements of Art**

1. Crosshatch line and how it creates light and texture
2. Color palette selection to create mood or feeling
3. Atmospheric perspective and perception of distance
4. Scale and line to create the perception of distance and space
5. Relationship of objects to determine scale
6. Light source and its effect on shadow

### **Principles of Design**

1. Principles to create a composition
2. Symmetrical and asymmetrical designs
3. Value, hue, and intensity
4. Color related to movement
5. Shadow and deep space

### **Media and Methods**

1. Technological media
2. Cross-hatching for creating light and texture
3. Color palette and mood

### **Expression and Meaning**

1. Formal and sensory qualities of art
2. Human experience through art
3. Religious expression through art

## **SKILLS**

1. Investigate ideas and inform artmaking through available resources.
2. Incorporate constructive feedback through the artmaking process.
3. Develop technical skills to strengthen two-dimensional artmaking.
4. Develop personal criteria to assess work and set goals for growth.
5. Evoke emotional responses for a desired outcome through works of art.

## **ESSENTIAL QUESTIONS**

1. What is artistic style and how does it differ from person to person?
2. How does the understanding and use of materials benefit the process in two-dimensional design and artwork ?
3. How do the elements of art let me express my faith to others?
4. How is art relevant in my life?
5. How are the principles of art used in everyday life?

## **Resources**

- Awareness and Discovery Questions (<http://www.bartelart.com/arted/questions.html>)
- Tips to Improve Critical Thinking in Arts Education (<http://ruthcatchen.wordpress.com/2012/04/03/tips-to-improve-critical-thinking-in-arts-education/>)

## **STANDARDS VOCABULARY**

### **Visual Art Vocabulary**

1. composition
2. proportion
3. distortion
4. abstract art
5. art movement
6. collaborative skills
7. critique
8. form
9. shape
10. space (one-point perspective, orthogonal, vanishing point)
11. texture
12. value (atmospheric perspective)
13. media sources (product design, print, digital media)
14. media (tools)
15. principles of design
16. balance
17. contrast
18. emphasis
19. repetition
20. unity (harmony)
21. processes
22. collage
23. mixed media
24. stitchery
25. realistic
26. styles
27. themes
28. foreground

**ADDITIONAL VOCABULARY**

**Additional Vocabulary**

Depending on examples chosen, vocabulary could include, but is not limited to:

**Names of artists**

**Names of places and/or countries**

**Names of cultures**

**Names of art movements**

**Types of artwork** (functional, non-objective, abstract, realistic)

**Subject of artwork** (portrait, landscape, cityscape, seascape, still life)

**Vocabulary for other academic disciplines** ( ex. math: fractions, shapes, proportion, etc.)

## STAGE 2: ASSESSMENT EVIDENCE

### ***Pen and Ink Sneakers***

#### **Summative: Visual Arts Project**

Students will use hatching and crosshatching to create a chart to illustrate greyscale and value change then to model an everyday object. For example, they can create Pen and Ink Sneakers.

### ***Atmospheric Perspective***

#### **Summative: Visual Arts Project**

Students will create depth in a drawing with atmospheric perspective with paint or chalk pastel.

### ***Op Art***

#### **Summative: Visual Arts Project**

Students will utilize the computer as a tool for creating a variety (3-4) of Op Art computer-generated designs in Paint following teacher requirements for the project. From these designs, the students will combine color theories and appropriate drawing tools (rulers, compasses, protractors) to construct a final project on paper.

### ***Rubric***

#### **Summative: Class Work**

Create a rubric that can be used for evaluating finished projects.

### ***Class Critique***

#### **Formative: Class Discussion**

Students can engage in positive classroom discussion, in which they describe the artwork using the appropriate critique terms.

### ***Student Self-Assessment***

#### **Formative: Written Commentary**

Students will write a short essay describing The purpose of the projectThe skills they used and how these skills improved throughout the processLessons learned from the project

### Resources

- Assessment\_for\_Learning in art\_18577.pdf (Document)
- Assessment\_for\_Learning in art\_18507.pdf (Document)
- RubiStar (<http://rubistar.4teachers.org/>)
- Rubric Maker (<http://www.edudemic.com/time-saving-rubric-makers/>)
- Pre-assessment 1st-5th\_1203.docx (Document)
- Assessment\_for\_Learning in art\_7509.pdf (Document)
- Assessment\_for\_Learning in art\_7518.pdf (Document)

## STAGE 3: LEARNING PLAN

### **LEARNING EXPERIENCES**

1. Creative Problem Solving: Pen and Ink Sneakers. Students will use hatching and crosshatching to create a chart to illustrate greyscale and value change then to model an everyday object. For example, they can create Pen and Ink Sneakers. See Links.
2. Creative Problem Solving: Atmospheric Perspective. Students will create depth in a drawing with atmospheric perspective with paint or chalk pastel. See Links for a SMARTBoard activity for students to watch and follow along with tutorial (tutorial uses paint, but could be adapted to other mediums).
3. Technology: Op Art. Students will utilize the computer as a tool for creating a variety (3-4) of Op Art computer-generated designs in Paint following teacher requirements for the project. From these designs, the students will combine color theories and appropriate drawing tools (rulers, compasses, protractors) to construct a final project on paper. See Links.

### **Resources**

- Atmospheric Perspective Tutorial (<http://helloartsy.com/atmospheric-perspective/>)

### **RESOURCES**

1. **iPad Resources**
2. **Literature Connections**

*The Art Book for Children* by Editors of Phaidon Press

*Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters (Bright Ideas for Learning)* by MaryAnn F. Kohl and Kim Solga

*An Optical Artist: Exploring Patterns and Symmetry (Math for the Real World)* by Greg Roza

*Making Amazing Art: 40 Activities Using the 7 Elements of Art Design (Williamson Kids Can! Series)* by Sandi Henry

*Teaching Art with Books Kids Love: Art Elements, Appreciation, and Design with Award-Winning Books* by Darcie Clark Frohardt

*Storybook Art: Hands-On Art for Children in the Styles of 100 Great Picture Book Illustrators (Bright Ideas for Learning)* by MaryAnn F. Kohl and Jean Potter

### **Resources**

- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- The Art of Education (<http://www.theartofed.com/lessons/>)

- Art Projects for Kids (<http://www.artprojectsforkids.org/>)
- Apps in Education (<http://appsineducation.blogspot.com/p/art-ipad-apps.html>)
- iPad Art Room (<http://www.ipadartroom.com/>)
- Hello Artsy (<http://helloartsy.com>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Arttango (<http://www.arttango.com>)
- Aboriginal Dot Painting\_1242.mov (Document)