Shrewsbury Borough School Visual and Performing Arts Curriculum 2012
Visual Arts
Grade 5

Unit 1 **Balance, Emphasis & Movement**	Unit 2 **Repetition, Pattern & Rhythm**	Unit 3 **Proportion, Distortion & Scale**	Unit 4 **Space, Harmony, Variety & Unity**
"Pipe Dreams" **Objectives:** Identify works that place emphasis on structural arrangement. Describe the elements of a compositional design in unknown works of art. Incorporate personal experiences of everyday life in works of art. Explain the aesthetic qualities and communicate personal value towards art. Create a work of art that reflects contemporary subjects and its importance in art today.	**"Radial Design"** **Objectives:** Identify works that place emphasis on structural arrangement. Understand the structural importance of design in unknown works of art. Incorporate personal experiences of everyday life in works of art. Explain the aesthetic qualities and communicate personal value towards art. Create a work of art that reflects contemporary subjects and its importance in art today.	**"Doodle-4-Google"** **Objectives:** Learn about different logos. Recognize the importance of logos. Create a theme for the letters that spell out Google. Write an essay corresponding to the theme answering the following questions; who, what, where, when, why?	**"Architectural and Landscape Design"** **Objectives:** Learn about Architecture and its formal development over time. Learn about the Post-Modern Architect, Frank Gehry. Understand the importance of structural design and use formal elements to communicate individuality. Create a structure that reflects contemporary issues and its importance in art today.

Lessons, Activities & Student Products:	Lessons, Activities & Student Products:	Lessons, Activities & Student Products:	Lessons, Activities & Student Products:
Students will observe works of art that are structurally arranged by line, shape, color and space. Render pipes realistically in a composition that emphasizes movement, repetition, contrast, and balance.	Students will learn about the historical context of stain glass windows. Create a composition for the technical process of radial designs. Carbon and transfer original image in a repeated circular pattern that tells a story of everyday events.	Students will observe the "Google" logo. Students will understand the importance of graphic design. Using a pre-drawn logo students will draw their images around the letters of the logo. Write an essay corresponding to the theme.	Students will view short film about architecture. Read about famous post-modern architect, Gerhy. Build a wooden structure by snapping together craft sticks. Wrap structure with white opaque nylon and sew to enclose. Create a landscape design for the post-modern building.
Essential Questions: Why is it important to draw or paint everyday objects? How can you make a drawing interesting when the subject is simple? How can you describe the movement in the picture when the subject is static?	**Essential Questions:** Why and for what purpose were stain glass windows designed? What is their significance today? What is a radial design? How can we reflect and repeat an image without having to draw it again?	**Essential Questions:** Why do you think a logo is important?	**Essential Questions:** Have you ever seen a unique building? Would the design of the building suit every environment? What is the importance of where you build and the materials you use to construct your building? How does the landscape play a role?

Materials:	Materials:	Materials:	Materials:
PVC tubing, pencil, ruler, palette of white and black acrylic paint, fine point brush, oil pastel	Images of stain glass windows, Medieval Art and Architecture, small triangle piece of drawing paper (1/4 of the original size), a square piece of white drawing paper, pencil, carbon paper, permanent colored markers	Samples of logos, Google website, samples of ways to incorporate a theme/drawing into a logo (doodle-4-google samples), pre-printed "Google" sheet, pencil, permanent marker, colored pencils, writing paper	Website: BrainPop: *Architecture*, Scholastic Arts Magazine: *Frank O. Gehry*, wooden craft sticks, wood glue, fine point brush, nylon, needle, thread, blue and green construction paper, scissors, glue
Assessment: Students will present work of art for exhibition and critique.	**Assessment:** Students will present work of art for exhibition and critique.	**Assessment:** Students will present work of art for exhibition and critique. Writing Rubric	**Assessment:** Students will present work of art for exhibition and critique.

NJCCCS:	NJCCCS:	NJCCCS:	NJCCCS:
1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.	1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life,	1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life,	1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life,
1.1.5.D.2: Compare and contrast works of art in various mediums that use the same art elements and principles of design,	1.1.5.D.2: Compare and contrast works of art in various mediums that use the same art elements and principles of design,	1.1.5.D.2: Compare and contrast works of art in various mediums that use the same art elements and principles of design,	1.1.5.D.2: Compare and contrast works of art in various mediums that use the same art elements and principles of design,
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.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs,	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.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,	1.2.5.A.2: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art,	1.2.5.A.2: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art,	1.2.5.A.2: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art,
1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history,	1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history,	1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history,	1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history,
1.3.5.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.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	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	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

1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> 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 <u>art media</u> and <u>art mediums</u> to create original works of art, 1.3.5.D.5: Collaborate in the creation of works of art using	and principles of design, 1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> 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 <u>art media</u> and <u>art mediums</u> to create original works of art,	and principles of design, 1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> 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 <u>art media</u> and <u>art mediums</u> to create original works of art,	and principles of design, 1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> 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 <u>art media</u> and <u>art mediums</u> to create original works of art,

multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom, 1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> 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), 1.4.5.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,	1.3.5.D.5: Collaborate in the creation of works of art using multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom, 1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> 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), 1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using	1.3.5.D.5: Collaborate in the creation of works of art using multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom, 1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> 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), 1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using	1.3.5.D.5: Collaborate in the creation of works of art using multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom, 1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> 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), 1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using

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