

Page County Public Schools: Visual Art Curriculum 2011

Fifth	OBJECTIVE : The standards for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Study relates to art produced by cultures from Pre-Columbian times to 1877. Students will gain fluency in using and understanding the elements of art and the principles of design as they relate to artistic expression and communication.
BIG IDEA: GLOBALIZATION	

First Term	Second Term	Third Term	Fourth Term	Possible Curriculum Connections
5.1 Synthesize information to produce works of art. 5.3 Use the elements of art to express ideas, images, and emotions. 5.5 Use the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images 5.6 Develop ideas for works of art by brain-storming, conducting research, and making preliminary sketches. 5.10 Use linear perspective in a work of art. 5.11 Emphasize spatial relationships in works of art. 5.19 Identify the influences of historic events, subject matter, and media in works of art. 5.21 Identify and discuss how American historical events influenced works of art, with emphases on westward expansion and the Civil War. 5.23 Compare /contrast art from various cultures and periods, including Pre-Columbian, African- American, Colonial American, and European, using appropriate art vocabulary. 5.25 Compare and contrast natural and constructed environments. 5.26 Analyze works of art based on visual properties and historical context.	5.2 Use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art. 5.9 Demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art. 5.14 Use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief. 5.16 Produce fiber art that reflects the qualities of the fiber art of another age, culture, or country. 5.18 Compare contemporary and historical art and architecture. 5.28 Discuss the role of art and artists in society. 5.30 Describe a valued object within present day culture in terms of aesthetic preferences.	5.4 Create repeating patterns, using translation (slide), reflection (flip), and rotation (turn). 5.12 Express ideas through artistic choices of media, techniques, and subject matter. 5.13 Use technology to produce a work of art. 5.15 Describe the changes that occur in clay, including plastic, leatherhard, greenware, bisque, and glaze-ware, during the ceramic process. 5.20 Research artists from a variety of cultures and the works of art they have produced. 5.22 Research, compare, and contrast the art of two cultures, using contemporary technology. 5.24 Discuss an artist's point of view based on evidence from written sources.	5.7 Collaborate with others to produce a work of art that characterizes a historical time period. 5.8 Defend a position regarding a historical or contemporary issue through the production of a work of art. 5.17 Describe and discuss various commercial art careers. 5.27 Apply specific criteria to assess a finished product. 5.29 Discuss how criteria used to value art within a culture vary over time. 5.31 Articulate reasons for establishing preferences among works of art, using appropriate art vocabulary.	5.1 English: 5.9 5.2 Science: 5.3 5.3 English: 5.2 5.4 Math: 4.11, 5.13 5.5 History: USI.3 5.6 Science: 5.6 5.7 History: USI.4 5.8 History: USI.8 5.9 English: 5.2 5.10 Math: 5.11 5.11 Math: 5.13 5.12 English: 5.7 5.14 Math: 3.14 5.15 Science: 5.4 5.16 History: USI.3 5.17 English: 5.7 5.18 History: USI.3 5.19 History: USI.5 5.21 History: USI.9 5.22 History: USI.4 5.23 English: 5.1 5.24 English: 5.7 5.25 English: 5.7 5.26 History: USI.1 5.27 English: 5.7 5.28 English: 5.1 5.29 History: USI.1 5.30 English: 5.7 5.31 English: 5.1

Possible Artist	Visual Literacy Resources	Vocabulary	TAG Extensions
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<p>Norval Morriseau Remington Dali Rivera O'Keeffe Rembrandt Gauguin Homer Frankenthaler Audubon Paul Klee</p>	<p>Paul Klee Remington – Outlaw, Horses Norval Morriseau John James Audubon – Pre Columbian Slavery – Freedom Quilts</p>	<p>Aesthetic Bas Relief Bisque Collaborate Contemporary Contrast Culture Fiber Glazeware Graphics Greenware High Relief Historical Illusion Leatherhard</p>	<p>Linear perspective Media Plastic Point of View Proportion Quilt Sculpture Sketch Spatial Symbolic Synthesize Technique Textile Volume</p>	<ul style="list-style-type: none"> • Create thematic and expository exhibits with students acting as curators and docents. • Individualize projects based on student interest. • Produce multimedia work using technology. • Sew a quilt using patterns, slides, rotations and flips • Work collaboratively on site-based projects determined by individual school focus, interest and need. • Arrange presentations by guest artists and art experts. • Visit local museums. • Conduct in depth research on topics of interest and present/publish findings. <p>For further Special Education & TAG accommodations visit the ACPS Differentiation plan at: http://intranet.acps.k12.va.us/tag/diff_creative.php</p>
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