

Grade 5

1. 2-D
2. 2-D/Painting/Collage
3. 3-D Form
4. Color
5. Line

COURSE: Art	GRADE(S): 5
UNIT: 2-D , scapes	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <p>7.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Responses to the Arts and Humanities</p> <p>ACTIVITIES: Creating the illusion of space by drawing or painting scapes.</p> <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. Landscape painting 2. M.C Escher multi-perspective prints 3. Andrew Wyeth landscapes 4. Salvador Dali prints 5. Rene Magritte prints 6. Georgia O'Keeffe prints 7. Ansel Adams landscape photographs 8. Stieglitz' cityscape photographs 9. Pertinent photographers and contemporary painters 	<p>UNIT OBJECTIVES: Students will be able to make a 1-point perspective landscape, cityscape, or seascape.</p>
	<p>ASSESSMENTS: Observation-viewing desired art work Self or group critique Oral questioning Vocabulary review</p> <p>REMEDIATION: Make copies of landscapes showing 1-point perspective; student will highlight <i>horizon line</i>, <i>vanishing point</i> & <i>objects that diminish in size</i>.</p> <p>Individual help from instructor</p> <p>Finding examples of scapes in magazines</p> <p>Other students may volunteer to show their work & point out various aspects of their scape.</p> <p>ENRICHMENT: Students create a fantasy scape using oil pastel or other alternative media (eg.model magic pressed or glued on paper+ other collage materials)</p> <p>Students create a scape and glue magazine pictures to design a surrealistic work.</p> <p>Students access various museum web sites to observe scape paintings, drawings, photographs or prints.</p> <p>Students photograph landscapes and note perspective.</p>

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<p>ACTIVITIES:</p> <p>Students will identify a theme important to them and incorporate its message into a multimedia collage of their own design or a theme chosen by the instructor.</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> Observation—viewing desired art work Self-or group critique Oral questioning
<p>RESOURCES:</p> <ul style="list-style-type: none"> Jayne Quick-to-See Smith prints Romare Bearden prints Faith Ringgold prints Picasso prints Braque prints Red Groom prints 	<p>REMEDIATION:</p> <p>Use paints or pastels to create a design or theme chosen by the instructor.</p> <p>Use magazines newspapers and other printed matter to make a fantasy animal and paste in an environment.</p> <p>Assistance from other students</p> <p>Individualized help from instructor</p> <p>ENRICHMENT:</p> <p>Working with groups on large-scale projects, i.e. scenery, costumes, thematic works</p> <p>Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view recent collage work, assemblages</p> <p>Use paints to create a design or theme chosen by the instructor. Add collage when painting is complete</p>

COURSE: Art

GRADE(S): 5

UNIT: 3-D, Form

NATIONAL STANDARDS:

1. Understanding and applying media, techniques, and processes
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STATE STANDARDS:

7.1 Producing , Performing and Exhibiting the Arts and Humanities

7.2 Historical and Cultural Contexts

7.3 Critical Response to the Arts and Humanities

7.4 Aesthetic Responses to the Arts and Humanities

ACTIVITIES:

Students will explore the methods of clay building as a 3-D medium.

Students will use various materials (paper mache, pariscraft, celluclay) to create 3-D projects using appropriate themes.

Students will be aware of alternative sculpture as well as traditional sculpture.

RESOURCES:

Sculpture figures –all cultures
Clay work from various cultures
Architectural sculptural design
Various prints and slides of alternative sculptors such as: Alexander Calder, Claes Oldenberg, David Smith, Louise Nevelson and other contemporary 3-D artists.
Calder's Circus

UNIT OBJECTIVES:

Students will differentiate between 2-D and 3-D art.

Students will identify sculpture in-the-round, high- and low- relief.

Students will differentiate between utilitarian vs. decorative art.

ASSESSMENTS:

Observation—viewing desired art work
Self or group critique
Oral questioning
Checklist (teacher's list)

REMEDIATION:

Individual help from instructor

Peer assistance

Practicing sculptural techniques with modeling clay "no pressure".

Play "clay charades" with other students

Access various museum web sites to view 3D art

ENRICHMENT:

Clay Charades (Using modeling clay)

Using found objects, construct a 3-D structure represent a theme or emotion.

Create a mobile using found objects or creating pieces from assorted media.

Sculpt a self-portrait from clay or build one from plaster-gauze.

Access various museum web sites to view 3D

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<p>ACTIVITIES:</p> <p>Students will make lines to express emotion with various media.</p> <p>Students will complete shaded contour still-life or outline drawings of simple objects.</p> <p>Students will make lines in 2-D and 3-D applications; (e.g., wire manipulation, pipe cleaners) after examining various artists' sketches,</p> <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. Gesture drawing 2. -Calder -mobiles, wire sculpture 3. Architectural "line" drawing (finding edges) 4. Various sketches by artists—de Vinci, Picasso 5. Various works by Pennsylvania artist, Keith Haring 	<p>ASSESSMENTS:</p> <p>Observe student work</p> <p>Self or group critique</p> <p>REMEDIATION:</p> <p>Students will draw lines in time to various musical styles</p> <p>Students will demonstrate a continuous line drawing that represents an emotion; do several emotions.(these might be drawn on a chalk board)</p> <p>Use a computer art program to draw lines of various thicknesses, colors, textures, etc.</p> <p>Student will draw his or her shoe placed on a table where it is easily observed. (Continuous line)</p> <p>ENRICHMENT:</p> <p>Students select a work of art and copy it using media appropriate for their age level.</p> <p>Make various line drawings while playing various music styles (work to the music)</p> <p>Students set up a still life of their own choosing and practice "blind" contour drawings. Following the edge or outline.</p> <p>Use a computer art program to draw lines of various thicknesses, colors, textures, etc.</p>