

**DELAWARE VALLEY SCHOOL DISTRICT**

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Art**

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**Curriculum Writing Committee:**

**Jessica Johanson**

**Danielle Zito**

**Grade Level: 5**

**Date of Board Approval: \_\_\_\_ 2024 \_\_\_\_**

### Course Weighting: Art K-5

<b>Projects (3 - 4 per Marking Period)</b>	<b>80%</b>
<b>Class Participation (Weekly)</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

## Curriculum Map

### Overview:

This course is designed to provide an enriching, purposeful, and meaningful educational art experience for Delaware Valley elementary students. The students will integrate ideas from cultural, historical, and environmental experiences during the creative process. Students will be taught the foundational skills of the principles and elements of design as a universal language amongst cultures and artists. Students will develop and refine skills and techniques as appropriate to the individual. Participation in the Delaware Valley School District elementary art program will provide the students with a foundation of learning that will support future endeavors. Through this course it will provide the creative spark and foundational blocks that will engage and motivate the students into later professions, such as architecture, illustration, advertisement, professional artist, science, technology, engineering, and so forth.

### Time/Credit for the Course: 1 hour per week, 180 Days

#### Big Ideas:

1. Artists use tools and resources as well as their own experiences and skills to create art.
2. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
3. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
4. The arts provide a medium to understand and exchange ideas.

### FIFTH GRADE

#### Understanding of:

- Style in drawing
- Write vocabulary and definitions on the back of the paper or in a journal
- Critiquing own artwork and of others
- Discuss and infuse art careers in lessons
- Understand and apply historical styles
- Cultural art

- Use refined painting techniques
- Use appropriate vocabulary when discussing art
- Write vocabulary and definitions on the back of the painting or in a journal
- Discuss and infuse art careers into lessons
- Combine pinch, coil and slab techniques
- Choose surface decoration as appropriate
- Development of clay styles over time
- Glaze Application
- Discuss and infuse art careers options into lessons
- Advanced weaving techniques
- Combining techniques and materials
- Stitching - decorative and/or utilitarian
- Discuss and infuse art careers options into lessons
- Relate printmaking processes to books, prints and works of art
- Reference cultural or historical works in a printmaking project.
- Ink application- controlled brayer pressure
- Discuss and infuse art careers options into lessons

**Unit: Fifth Grade Drawing****Time/Days: 8 sessions +/-**

**Standards:** PA Academic Standards for Arts and Humanities, PACS English/Language Arts, 9.1.5.A; 9.1.5.B; 9.1.5.C; 9.1.5.E; 9.1.5.G; 9.1.5.H; 9.2.5.A; 9.2.5.B; 9.2.5.D; 9.2.5.E; 9.2.5.F; 9.3.5.B; 9.4.5.A; 9.4.5.D

**Anchors:**

E05.B-V.4.1.1, E05.D.2.1.2, M05.C-G.2.1

**Eligible Content:**

Proportions, critique and interpret drawings, develop skills further, vocabulary

**Objectives:**

1. Students will draw in proportion within age-appropriate degree of accuracy (DOK 2)
2. Students will critique and interpret the works of others (DOK 3)
3. Students will refinement of existing drawing skills (DOK 2)
4. Students will develop shading and texture skills (DOK 1)
5. Vocabulary: critique, shading, implied texture (DOK 1)

**Core Activities and Corresponding Instructional Methods:**

1. Recognize and execute drawing techniques to show depth through line.
2. View reproductions of cityscapes and landscapes showing foreground, middle ground, and background.
3. PowerPoint slides on Renaissance art using perspective
4. Find and identify vocabulary in lesson, such as vanishing point, horizon line, orthogonal lines, parallel lines.
5. Create a linear perspective drawing
6. Identify and understand age-appropriate proportion, shape, form, and scale.
7. View Architectural drawing and identify shape and form in a Landscape, or Impressionist Cityscape
8. Create a portrait using proper proportion through fractions and measurements.

**Suggested Projects:**

Representational drawing

Woven cubes

One-point perspective

Egyptian cartouches

Gesture Drawing

Charcoal still life

Self Portrait

Cross contour

**Assessments:**

**Diagnostic:** Questioning, discussion

**Formative:** Teacher observation of works in progress

Reflection sheet about final outcome

**Summative:** Five-point rubric (craftsmanship, creativity, directions, technique, and content) and/or Writing assignments incorporating vocabulary

**Extensions:**

Students will engage in independent study/discovery learning that includes:

- a. Continued independent practice of learned concepts/techniques.
- b. Studying art prints that are available in the art room.
- c. Reading art-related books available in the art room.
- d. Learning an advanced technique appropriate to the lesson.

**Correctives:**

Adapt instruction as appropriate to the needs of the child

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

**Materials and Resources:**Materials:

Media: Pencils- mechanical, graphite and colored; crayons of various types; markers of various types; oil and chalk pastels; colored glue; quill pens and drawing ink; vine and square charcoal

Supplies: assorted papers; erasers; tortillons, mirrors, various objects

Equipment: Computer and Smart Board

Resources:

World map/globe

Teacher and students made sample projects

National Geographic Magazines

<http://culture.govv.fr/culture/avcnat/lascaux>

[awf.org/slection/wildlife/gallery](http://awf.org/slection/wildlife/gallery) -African Wildlife Foundation

[deepspaceparkle.com](http://deepspaceparkle.com) -Various artists and drawing lessons

[castles.org](http://castles.org) - Castles of the World

The American Indian. Time Life Books: Alexandria, VA, 1993

Bate, Norman. When Cave Men Painted. New York: Charles Scribner's Sons., N.d.

Lauber, Patricia. Painters of the Caves. New York: Scholastic

Suggested Reproductions and Artists:

Matisse, Lady with Green Stripe

Crystal Publications Lascaux cave art print series

Greek Neck Amphora with cover – Art Image print

Bate, Norman. When CaveMen Painted. New York: Charles Scribner's

**Unit: Fifth Grade Painting****Time/Days: 7 sessions +/-****Standards:** PA Academic Standards for Arts and Humanities

9.1.5.A; 9.1.5.B; 9.1.5.C; 9.2.5.B; 9.2.5.D; 9.2.5.E

**Anchors:**

E05.B-V.4.1, M05.B-O.2.1, E05.D.2.1.2

**Eligible Content:**

Create depth, various techniques, vocabulary

**Objectives:**

1. Students will understand and create a layered painting using foreground, middle ground, and background. (DOK 1)
2. Students will be able to create a piece of art using various techniques, such as washes (gradual, analogous, etc.), dry brush, and implied textures. (DOK 2)
3. Students will use working vocabulary (gradual wash, analogous wash, tempera, acrylic, watercolor paint, sgraffito, dry brush, foreground, middle ground, background, stroke, tone, value, hardlines, soft lines) (DOK 1)

**Core Activities and Corresponding Instructional Methods:**

1. Create a landscape using various techniques while showing texture and depth.
2. Apply color theory ideas to mix colors, blend, and shade throughout their painting.
3. Create a painting guide to refer to during the final process.
4. Use natural observation, photographs, or pictures.
5. Demonstration and guided practice in how to layer a painting.
6. View and discuss PowerPoints and printed examples of various art styles and what influenced the artists to create them due to society and culture.
7. Reproductions of Vincent van Gogh, Pablo Picasso, Henri Matisse, Chuck Close.
8. Smart Board presentation, or Google Slides on painters and photographers, such as Georgia O'Keeffe, Ansel Adams, Frida Kahlo, Diego Rivera, Dali, Mary Cassat.

**Suggested Projects:**

Landscape

Pop Art

7 Elements of Art Animal Painting

**Assessments:**

**Diagnostic:** Questioning, discussion

**Formative:** Teacher observation of works in progress

Reflection sheet about final outcome

**Summative:** Five-point rubric (craftsmanship, creativity, directions, technique, and content)

Writing assignments incorporating vocabulary

**Extensions:**

Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room.
3. Reading art-related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

**Correctives:**

Adapt instruction as appropriate to the needs of the child

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one-step at a time.

**Materials and Resources:**Materials:

Paint media: Watercolors; block and liquid tempera; acrylic

Tools: Paintbrushes appropriate to media; found objects; pipettes; dabbers; watercolor pencils.

Supplies: Varied art papers and painting surfaces; Still life objects; Water containers; paper towels, and photographs.

Suggested Resources:

World map and/or globe

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

[www.fridakahlo.com](http://www.fridakahlo.com)

Mayhall, Yolanda. The Sumi-e Book. Watson-Guption Publishers: New York, 1989.

Zhensun, Zheng. A Young Painter. Byron Press: N.c., 1991

Suggested Reproductions:

Starry Night, van Gogh

Harvest, van Gogh

Bridge at Giverny, Monet

Giuseppe Arcimboldo

DaVinci, Mona Lisa

Caravaggio, Card Sharks

DeLaTour, The Fortune Teller

**Unit: Fifth Ceramics Time/Days: 7 sessions +/-**

**Standards:** PA Academic Standards for Arts and Humanities

9.1.5.B, 9.1.5.C, 9.1.5.E, 9.1.5.H, 9.2.5.A, 9.2.5.D, 9.2.5.E, 9.3.5.A, 9.3.5.C, 9.4.5.A, 9.4.5.B

**Anchors:**

M05.D-M.3.1, E05.D.2.1.2, E05.B-K.1.1.3

**Eligible Content:**

Clay building techniques, clay process, create original ideas and designs, vocabulary

**Objectives:**

1. Students will understand the basic clay process of building, firing, and glazing. (DOK 1)
2. Students will apply joining techniques in attaching clay sections together. (DOK 2)
3. Students will demonstrate knowledge and correct usage of the following vocabulary:  
slab, implied texture, score, slip, firing, glaze, and etch. (DOK 2)
4. Students will formulate ideas about form and function. (DOK 3)
5. Students will make design choices about suitable surface design. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

1. Design and create a slab constructed ceramic piece that suits a functional or decorative purpose.
2. Demonstration on clay constructions methods and joining techniques.
3. Create a cup that could be functional or decorative or both.
4. Design a ceramic piece that stirs emotional, cultural, and/or social awareness.
  - a. PowerPoint or use Chicago' website on Judy Chicago's Dinner Party to inspire social awareness about a cause that is important to the individual students.
  - b. Design a sculptural plate illustrating an age-appropriate social issue, or
  - c. alternately: Design and create a sculpture that stirs some type of emotional response.

*\*All are suggested lessons; it is up to the individual teacher to create a lesson based on the objectives above.*

**Suggested Projects:**

Expressive face mug

Coil Pot

Clay vessel

Animal relief plate

Food sculpture

**Assessments:**

**Diagnostic:** Questioning, discussion

**Formative:** Teacher observation of works in progress

Reflection sheet about final outcome



**Summative:** Five-point rubric (craftsmanship, creativity, directions, technique, and content) and/ or Writing assignments incorporating vocabulary

**Extensions:** Students will engage in independent study/discovery learning that includes

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room.
3. Reading art-related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

**Correctives:**

Adapt instruction as appropriate to the needs of the child

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

### **Materials and Resources:**

#### Materials

Media: Clay; glaze; Model Magic

Tools: Modeling tools; rolling pins; clay knives; assorted gadgets; brushes; popsicle sticks

Supplies: Paper towels; water containers; tempera paint; varied art papers

#### Resources:

Teacher and student made sample projects.

Examples of 3-dimensional sculpture

Picture files

Kong, Ellen. The Great Clay Adventure: Creative Hand building Projects for Young Artists.

Worcester: Davis Publications, 1999.

Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist.

New York: Lark Books, 2002.

Howard-Shroyer, Nancy. Helen Cordaro and the Storytellers of Cochiti Pueblo.

Worcester, Massachusetts: Davis Publications, Inc., 1995.

Crystal Publications Ceramics series

“Maria” Crystal Publications video series

**Unit: Fifth Grade Sculpture and Crafts****Time/Days: 7 sessions +/-****Standards:** PA Academic Standards for Arts and Humanities

9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.2.5.L, 9.3.5.B, 9.4.5.D

**Anchors:**

M05.B-O.2.1, E05.B-K.1.1.3, E05.B-V.4.1.1

**Eligible Content:**

Correct techniques, various cultures, explore qualities of craft materials, vocabulary

**Objectives:**

1. Students will demonstrate knowledge and correct usage of the following vocabulary as it pertains to the activity chosen by the teacher: loom, weaving, slip knot, running stitch, tapestry, weave, loch stitch, chain stitch, warp, weft, sculpture, modeling, collage, rhythm, contrast, movement, space, and construction. (DOK 1)
2. Students will know and apply design elements and principles in production and criticism. (DOK 2)
3. Students will relate art forms common in other cultures. (DOK 3)
4. Students will make informed assumptions about cultures and societies by observing artifacts. (DOK 4)
5. Students will investigate sculptural qualities of paper and/or fabric. (DOK 3)

**Core Activities and Corresponding Instructional Methods:**

1. Relate works to geographical areas or cultures. Relate works to the careers of professional artists.
2. Stories, PowerPoint, or posters
3. Create a piece of jewelry or craft inspired by a culture's demographics.
4. Guest speakers to discuss and demonstrate profession.
5. Analyze elements and principles of design.
6. Preliminary sketches
7. Teacher demonstration on different forms of weavings based on culture, showing how these weavings can then be transformed into something else.
8. Advanced weaving techniques and use of materials.
9. Apply elements and principles of design.
  - a. Create a sculpture (paper, plaster, or art paste) based on a particular artist, culture, or art style, Direct instruction and practice, execution of final project (ex: Study the sculptures of Henry Moore and create a sculpture which conveys movement)
  - b. Add surface design to accentuate the meaning behind the piece.
  - c. Teacher demonstration on different forms of weavings based on cultures showing how these weavings can then be transformed into

something else.

#### 10. Combining techniques and materials.

It is understood that some crafts require more time than others and also require different materials. The teacher has the options of designing an age appropriate activity that meets the above objectives and also meets time and material constraints. Inspiration may also come from the social studies, reading curriculum, or cultural stories. Suggested art forms: Weaving (basket, loom, non-loom, pillow, purse, wall hanging) Sculpture (Paper, Plaster, Art Paste), Collage, Jewelry Making, Scratch Art; Copper Tooling, Introduction to Book Making.

#### **Suggested Projects:**

Weaving

Jewelry Making

Masks

Food Sculpture

Paper Folding (Origami)

#### **Assessments:**

**Diagnostic:** Questioning, discussion

**Formative:** Teacher observation of works in progress

Reflection sheet about final outcome

**Summative:** Five-point rubric (craftsmanship, creativity, directions, technique, and content) and/or Writing assignments incorporating vocabulary.

#### **Extensions:**

1. Create a photo collage about a particular culture and its crafts.
2. Allow students to design their own stitch.
3. Allow students to self-teach through written directions.

#### **Correctives:**

1. Use step cards for projects.
2. Provide larger weft, warp, and needles for weaving projects.
3. Use a smaller loom.
4. Break down the steps into a more simplistic form.

#### **Materials and Resources:**

##### Materials:

Media: Burlap; fabric; felt; assorted papers; pipe cleaners; soft weaving yarn; rug yarn; sticks – natural, popsicle, tongue depressors; copper sheeting; reed and basket bases

Tools: 3” plastic needles; scissors; cotton tipped applicator

Supplies: Glue; Pritt art paste; Sculptsmold; wheat paste; papier mache; paint; polyfill/cotton batting; beads; sequins; feathers; buttons; origami paper; sandpaper; wallpaper

**Suggested Resources:**

World map/globe

Teacher and student made sample projects.

Authentic multicultural crafts

Weaving samples

Scholastic Voyages of Discovery. The History of Making Books: From Clay Tablets, Papyrus Rolls, and Illuminated Manuscripts to the Printing Press. New York:

Scholastic, Inc., 1995

Urton, Andrea. 50 Nifty Origami Crafts. N.c.: RGA publishing, 1992.

**Unit: Fifth Grade Printmaking**

**Time/Days: 7 sessions +/-**

**Standards:** PA Academic Standards for Arts and Humanities, PACS Math

9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.H, 9.2.5.E, 9.2.5.L, 9.3.5.B

**Anchors:**

E05.B-K.1.1.3, E05.D.2.1.2, M05.C-G.2.1

**Eligible Content:**

Reversal printing image, series of prints, vocabulary

**Objectives:**

1. Students will be able to design and construct a printing plate using image reversal of letters and/or numbers. (DOK 4)
2. Students will be able to create a series of prints and number them sequentially. (DOK 2)
3. Students will demonstrate knowledge and correct usage of the following printmaking vocabulary: brayer roller, printing plate, prints, block ink, image reversal, and monoprint. (DOK 1)

**Core Activities and Corresponding Instructional Methods:**

1. Design an image using image reversal of letters or words.
2. PowerPoint slides to show before and after of plates and prints illustrating concept of image reversal.
3. Preliminary sketches around teacher's choice of subject matter – view through a light source to predict image reversal
4. Teacher demonstration
5. Create a final printing plate using a mirror to double check the outcome of the print.
6. Make multiple prints and choose the best ones. Focus on ink application through controlled brayer use.
7. Answer reflective questions; "What was the easiest part of creating the print and hardest... Why?" "What would I have done differently?" "What would I have kept the same?"
8. Demonstrate a working knowledge of printmaking terms.
  - a. Labeled classroom tools
  - b. Use posters describing printmaking process
  - c. Worksheet with word bank.

**Suggested Projects:**

Cardboard and string abstract prints

Victorian House Prints

Monogram/Logo Prints

**Assessments:**

**Diagnostic:** Questioning, discussion

**Formative:** Teacher observation of works in progress

Reflection sheet about final outcome

**Summative:** Five-point rubric (craftsmanship, creativity, directions, technique, and content) and/or Writing assignments incorporating vocabulary.

**Extensions:**

1. Prepare a presentation on the challenges and advantages of the printmaking process.
2. Use found materials to create an implied texture onto the final piece.

**Correctives:**

1. Use step cards for projects
2. Reduce the complexity of the design.

**Materials and Resources**Materials:

Media: Printing ink; tempera paint;

Tools: Stampers; pencils; wooden stylus; brayers; brushes; wooden spoons; bench hooks; Rubber fish molds; leaves; natural objects

Supplies: Assorted papers; crayons; textured materials; foam plates/trays  
varied art papers; railroad board; newspaper

Resources:

World Map or Globe

Teacher and student made project samples

Examples of prints from a series