

Fifth Grade

Unit 1: Fundamentals

ESSENTIAL QUESTION

How do I make artwork?

BIG IDEAS

- Students will practice safe and proper use of art materials.
- Students will experiment with various materials and media to build skills while making artwork.
- Students will work towards quality craftsmanship.

GUIDING QUESTIONS

Process/Content

- How does investigating diverse methods help students choose an approach to a work of art? (Cr1.2.5)
- How does experimentation and skill development impact the artistic process? (Cr2.1.5)
- How does appropriate care of materials, tools, and equipment promote quality craftsmanship? (Cr2.2.5)
- How do artists and designers explore and invent art-making techniques and approaches? (Cr2.1.5)
- How do artists and designers demonstrate quality craftsmanship through careful use of materials, tools and equipment? (Cr2.2.5)

Reflective

- How can a student use art vocabulary to describe the personal choices they made in their artwork? (Cr3.1.5)
- How does combining ideas expand the creative process? (Cr1.1.5)

FOCUS STANDARDS

- Cr1.1.5 Combine ideas to generate an innovative idea for art-making.
- Cr1.2.5 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- Cr2.1.5 Experiment and develop skills in multiple art-making techniques and approaches through practice
- Cr2.2.5 Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Cr3.1.5 Create artist statements using art vocabulary to describe personal choices in art-making.

Unit 2: Personal

ESSENTIAL QUESTION

How can art represent me?

BIG IDEAS

- Students will explore their identity through art.
- Students will communicate their ideas through a piece of art.
- Students will explore, develop, create, through their personal expression.

GUIDING QUESTIONS

Process/Content

- How can art be used to identify, describe and visually document places and/or objects of personal significance? (Cr2.3.5)
- How can art convey a significant personal experience? (Cr2.3.5)
- How does appropriate care of materials, tools, and equipment promote quality craftsmanship? (Cr2.2.5)
- How is personal preference different from critique? (Re9)
- How does a student develop his/her own artistic process? (Cn10)
- What role does persistence play in revisiting, refining, and developing work? (Cr3.1.5)
- How does art inform and influence individuals or society? (Cn11.1.5)

Reflective

- How can a student use art vocabulary to describe the personal choices they made in their artwork? (Cr3.1.5)
- How does comparing one's own interpretation of a work of art with the interpretation of others inform artmaking?
- How is my interpretation of art compared to other's interpretation? (Re7.1.5)
- How do life experiences influence the way I relate to art?
- How can art represent my identity?
- What do I want others to learn about me through my art?
- How can I learn from others' input about my work?
- How do I provide and receive others with constructive feedback?
- How do I generate creative ideas?

FOCUS STANDARDS

- Cr2.2.5 Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Cr2.3.5 Identify, describe, and visually document places and/or objects of personal significance.
- Cr3.1.5 Create artist statements using art vocabulary to describe personal choices in art-making.

- Cn10.1.5 Apply formal and conceptual vocabulary of art and design to view surroundings in new ways through art-making.
- Cn11.1.5 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
- Re7.1.5 Compare one's own interpretation of a work of art with the interpretation of others.
- Re9.1.5 Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

Unit 3: Art Influences

ESSENTIAL QUESTION

How does art record and communicate the human experience?

BIG IDEAS

- Students will explore the contexts, histories, cultures and traditions of art forms as inspiration.

GUIDING QUESTIONS

Process/Content

- How can art from different cultures be used to enhance and empower the lives of young artists? (Cr2.3)
- How does the human experience influence the curation of artwork for presentation and/or preservation? (Pr4.1.5)
- How do objects, artifacts, and artwork collected preserved, or presented either by artists, museums, or other venues, communicate meaning and provide a record of social, cultural and political experiences resulting in the cultivation of appreciating and understanding? (Pr6.1)
- How does comparing one's own interpretation of a work of art with the interpretation of others lead to understanding and appreciation of yourself, others, and our perception of the world around us? (Re7.1.5)
- What ways does identifying and analyzing visual imagery influence our understanding of the world? (Re7.2.5)
- How can the viewer "read" a work of art as text? (Re8.1)

Reflective

- How can an artist statement be used to connect young artists to their inspirations and influences? (Cr3.1.5)
- How does the history, culture, and politics of various art influences shape ideas, beliefs, and art? (Pr6.1)
- How does knowing and using visual art vocabularies help us understand and interpret works of art? (Re8.1)
- In what ways is personal preference different from an evaluation? (Re.9.1)
- How does engaging in creating art enrich people's lives? (Cn10.1)
- How does making art attune people to their surroundings? Cn10.1)
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? (Cn10.1)
- How does art help us understand the lives of people of different times, places, and cultures? (Cn 11.1)
- How is art used to impact the views of a society? (Cn11.1)
- How does art preserve aspects of life? (Cn11.1)
- How is art used to inform or change beliefs, values, or behaviors of an individual or society? (Cn11.1.5)

FOCUS STANDARDS

- Cr2.3.5 Identify, describe, and visually document places and/or objects of personal significance.
- Cr3.1.5 Create artist statements using art vocabulary to describe personal choice in art-making.
- Pr4.1.5 Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- Pr6.1.5 Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- Re7.1.5 Compare one's own interpretation of a work of art with the interpretation of others.
- Re7.2.5 Identify and analyze cultural associations suggested by visual imagery.
- Re8.1.5 Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- Re9.1.5 Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- Cn10.1.5 Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
- Cn11.1.5 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Unit 4: Designing for an Audience

ESSENTIAL QUESTION

How can art communicate ideas?

BIG IDEAS

- Students will collaborate while working through the creative process.
- Students will consider their audience while they create.
- Students will explore how artists communicate through art.

GUIDING QUESTIONS

Process/Content

- How are artworks cared for and by whom? (Pr4.1)
- What criteria, methods, and processes are used to select work for preservation or presentation? (Pr4.1)
- Why do people value objects, artifacts, and artwork and select them for presentation? (Pr4.1)
- How can an artist develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork and what skills and knowledge are needed to do this effectively? (Pr5.1.5)
- What methods and processes are considered when preparing artwork for presentation or preservation? (Pr5.1.5)
- How does refining artwork affect its meaning to the viewer? (Pr5.1)
- What criteria are considered when selecting work for presentation, a portfolio, or a collection? (Pr5.1)
- What is an art museum? (Pr6.1)
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? (Pr6.1)
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? (Pr6.1)

Reflective

- Why do people value objects, artifacts, and artwork, and select them for presentation? (Pr4.1.5)

FOCUS STANDARDS

- Pr4.1.5 Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- Pr5.1.5 Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- Pr6.1.5 Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.