

Course Title: Grade 5 Art
Credit/Hours:

Board Approval Date: July, 2018

Grade Level / Course Summary with Big Ideas:

This course focuses on the mastery of the Pennsylvania 9.5 Academic Standards for Arts and Humanities. As students progress through this course, they will participate in a systematic study, production, and exhibition of visual works of art.

Throughout the year, fifth grade students will build upon their knowledge of the visual art genres and movements, gained in fourth grade, while acquiring new understanding of primary intentions behind why art has been, is currently, and will be created. In doing so, they will also develop an understanding of and appreciation for aesthetics and criticism by describing, analyzing, interpreting, and evaluating the unique and individual differences between works of art, including their own, that are created with different intentions in mind. Students will also gain a deeper knowledge of the cerebral appeal of modern art by learning how specific choices and decisions, relating to elements, principles, styles and media, are often driven by the artist's primary intention behind the work. Students will learn how these choices directly impact the aesthetic differences in both classical and contemporary works of art.

Fifth grade students will also continue to build upon the technical skills that were acquired throughout the previous school year through appropriately scaffolded instruction and assignments that require them to develop and improve upon their previously acquired fine motor abilities. Keeping in mind the diverse experiences, interests and abilities of each individual student, students will be encouraged to employ their own individual styles and interpretations of each assignment in an environment that is supportive, challenging, and risk free.

Each student will individually and collaboratively engage in open-ended discussion and problem solving opportunities that offer diverse solutions as he or she considers, applies and develops abstract thinking practices. Each student will continue to build analytical skills in order to evaluate and critique their own work and the work of others.

Grade Level Modules (Units):

Suggested Timeline # of Weeks or # of Class Periods/Lessons

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|----------------------------------|------------|
| 1. Expressive Art | 4-5 Cycles |
| 2. Artist's Statements | 1-2 Cycles |
| 3. Identity Art | 4-5 Cycles |
| 4. Art that Communicates Ideas | 4-5 Cycles |
| 5. Entertainment through Art | 1-2 Cycles |
| 6. Recording the World Around Us | 3-4 Cycles |
| 7. Functional Art | 3-4 Cycles |
| 8. Narrative Art | 2-3 Cycles |

Learning Activities / Modes of Assessment:

- Large group instruction/discussion
Individual one-on-one instruction
- Small group instruction
- Experimental Exercises
- Large/small group demonstrations
- Individual Practice/exercises
- Hands-on Learning Opportunities
- Contemporary technology to provide visual exposure and instruction to artworks, artists, and technical skills
- Graphic/Visual Organizers
- Informal observation
- Checklists/Teacher observation
- Project Rubrics

Instructional Resources:

- Student i-Pads
- Teacher Lap Top
- Projector and Projection Screen
- Henry Sayer's, *A World of Art* text
- Showbie
- Learning Maps
- Graphic Organizers
- APL Instructional Strategies text
- Web links and websites relating to the content being taught within each unit

