



West Windsor-Plainsboro Regional School District
Visual Art
Grade 5

Unit 1: Abstract/Non-Objective Art

Content Area: Visual Art

Course & Grade Level: Art, Grade 5

Summary & Rationale

In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.

Artists do not always create art based on what they see, rather they can create based on emotion, imagination, and experimentation.

Recommended Pacing

180 Days

National Core Arts Standards

Creating

VA:Cr1.1.2a	Brainstorm collaboratively multiple approaches to an art or design problem.
VA:Cr1.2.2a	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
VA:Cr2.1.2a	Experiment with various materials and tools to explore personal interests in a work of art or design.
VA:Cr2.2.2a	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
VA:Cr2.3.2a	Repurpose objects to make something new.
VA:Cr3.1.2a	Discuss and reflect with peers about choices made in creating artwork.

Performing

VA:Pr4.1.2a	Categorize artwork based on a theme or concept for an exhibit.
VA:Pr5.1.2a	Distinguish between different materials or artistic techniques for preparing artwork for presentation.
VA:Pr6.1.5a	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

Responding

VA:Re.7.1.2a	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
VA:Re.7.2.2a	Categorize images based on expressive properties.
VA:Re8.1.2a	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
VA:Re9.1.2a	Use learned art vocabulary to express preferences about artwork.

Connecting

VA:Cn10.1.2a	Create works of art about events in home, school, or community life.
VA:Cn11.1.2a	Compare and contrast cultural uses of artwork from different times and places.

Interdisciplinary Standards

L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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21st Century Life & Career Standards

CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason

CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Artists do not always create art based on what they see, rather they can create based on emotion, imagination, and experimentation. ● Artists get ideas from manipulating and exploring different combinations of lines, shapes, colors, etc. ● Art is not always what you see. ● Art is a form of expression without using recognizable images. ● Artists explore and experiment with materials and art-making approaches. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is art? ● How do artists express themselves? ● Why is it important for artists to experiment with materials? ● Is art always what you see? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Discuss in small groups and/or record ideas. ● Create art based on personal experiences. ● Use a variety of media including but not limited to drawing, painting, mixed-media, and printmaking, and clay. ● Demonstrate and develop techniques and art making skills. ● Demonstrate proper use of materials. ● Independently gather supplies, use, clean, and put away materials properly. ● Create and interact with objects. ● Participate in large and small group critique, turn and talk, and/or gallery walks. ● Understand and participate in the process of group and self-critique. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Turn and talk, look at peers artwork, and compare and contrast artwork. ● Discuss project themes and brainstorm ideas for how various class projects can be displayed together. ● Understand and demonstrate how to edit artwork to make it more presentable. ● Identify aesthetic qualities of exemplary works of art. ● Identify appropriate and inappropriate examples of various techniques. ● Identify appropriate examples of a work in progress and a finished piece. ● Discuss where, how, or why a piece of art is presented. ● Analyze and identify where artwork is displayed. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Continue to understand the world and make connections through studying artwork of different styles, cultures, and time periods. ● Participate in the process of group and self-critique. 	

- Compare and contrast artworks that use the elements and principles of design.
- Describe and analyze subject matter in works of art.
- Demonstrate using the elements and principles of design vocabulary to describe artwork.

When CONNECTING, Students will know and be able to:

- Continue to understand commonalities between artworks from a variety of different styles, cultures, and time periods.

Elements and Principles addressed in this unit should include but are not limited to:

- Shape, line, color, pattern, texture

Over the course of the year, at the teacher’s discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil
- Painting
 - Tempera, watercolor, acrylic
- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials, weaving, fabric dyeing
- Clay
 - Pinch and pull techniques
 - Earthenware and/or air dry
 - Coil
 - Slip, score, secure/attach
 - Hand building
 - Slab
 - Additive and subtractive

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Art Materials and visual resources provided by teacher

Unit 2: Portrait/Self-Identity	
Content Area: Visual Art	
Course & Grade Level: Art, Grade 5	
Summary & Rationale	
In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.	
Students will discover who they are as individuals by exploring the components of their identity.	
Recommended Pacing	
180 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.2a	Brainstorm collaboratively multiple approaches to an art or design problem.
VA:Cr1.2.2a	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
VA:Cr2.1.2a	Experiment with various materials and tools to explore personal interests in a work of art or design.
VA:Cr2.2.2a	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
VA:Cr2.3.2a	Repurpose objects to make something new.
VA:Cr3.1.2a	Discuss and reflect with peers about choices made in creating artwork.
Performing	
VA:Pr4.1.2a	Categorize artwork based on a theme or concept for an exhibit.
VA:Pr5.1.2a	Distinguish between different materials or artistic techniques for preparing artwork for presentation.
VA:Pr6.1.5a	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
Responding	
VA:Re.7.1.2a	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
VA:Re.7.2.2a	Categorize images based on expressive properties.
VA:Re8.1.2a	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
VA:Re9.1.2a	Use learned art vocabulary to express preferences about artwork.
Connecting	
VA:Cn10.1.2a	Create works of art about events in home, school, or community life.
VA:Cn11.1.2a	Compare and contrast cultural uses of artwork from different times and places.
Interdisciplinary Standards	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation

Technology Standards

8.2

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Unit Enduring Understandings

- Artists discover who they are as individuals by exploring the components of their identity.
- Art has the power to extend an individual's sense of history, personal frame of reference and the world around them.
- Studying individual aesthetics can lead to understanding one's self.
- Art is a language for personal expression, experiences, and communication.
- One way to get ideas for making art is to think about people, places, and things that have special meaning to you.

Unit Essential Questions

- How do artists explore and discover who they are as individuals?
- What is a self-portrait?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?

Objectives

When **CREATING**, Students will know and be able to:

- Discuss in small groups and/or record ideas.
- Create art based on personal experiences.
- Use a variety of media including but not limited to drawing, painting, mixed-media, and printmaking, and clay.
- Demonstrate and develop techniques and art making skills.
- Demonstrate proper use of materials.
- Independently gather supplies, use, clean, and put away materials properly.
- Create and interact with objects.
- Participate in large and small group critique, turn and talk, and/or gallery walks.
- Understand and participate in the process of group and self-critique.

When **PRESENTING**, Students will know and be able to:

- Turn and talk, look at peers artwork, and compare and contrast artwork.
- Discuss project themes and brainstorm ideas for how various class projects can be displayed together.
- Understand and demonstrate how to edit artwork to make it more presentable.
- Identify aesthetic qualities of exemplary works of art.
- Identify appropriate and inappropriate examples of various techniques.
- Identify appropriate examples of a work in progress and a finished piece.
- Discuss where, how, or why a piece of art is presented
- Analyze and identify where artwork is displayed.

When **RESPONDING**, Students will know and be able to:

- Continue to understand the world and make connections through studying artwork of different styles, cultures, and time periods.
- Participate in the process of group and self-critique.

- Compare and contrast artworks that use the elements and principles of design.
- Describe and analyze subject matter in works of art.
- Demonstrate using the elements and principles of design vocabulary to describe artwork.

When CONNECTING, Students will know and be able to:

- Continue to understand commonalities between artworks from a variety of different styles, cultures, and time periods.
- Use the elements and principles of design to communicate ideas about home, school, and community in their artwork.

Elements and Principles addressed in this unit should include but are not limited to:

- Color, line, emphasis

Over the course of the year, at the teacher’s discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil, painting, tempera, watercolor, acrylic
- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
- Clay
 - Pinch and pull techniques
 - Earthenware and/or air dry

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Art Materials and visual resources provided by teacher

Unit 3: Still Life/Material Studies	
Content Area: Visual Art	
Course & Grade Level: Art, Grade 5	
Summary & Rationale	
<p>In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.</p> <p>Students can observe real life inanimate objects and create their interpretation of them using a variety of materials.</p> <p>Students will study the relationship between people and objects.</p>	
Recommended Pacing	
180 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.2a	Brainstorm collaboratively multiple approaches to an art or design problem.
VA:Cr1.2.2a	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
VA:Cr2.1.2a	Experiment with various materials and tools to explore personal interests in a work of art or design.
VA:Cr2.2.2a	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
VA:Cr2.3.2a	Repurpose objects to make something new.
VA:Cr3.1.2a	Discuss and reflect with peers about choices made in creating artwork.
Performing	
VA:Pr4.1.2a	Categorize artwork based on a theme or concept for an exhibit.
VA:Pr5.1.2a	Distinguish between different materials or artistic techniques for preparing artwork for presentation.
VA:Pr6.1.5a	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
Responding	
VA:Re.7.1.2a	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
VA:Re.7.2.2a	Categorize images based on expressive properties.
VA:Re8.1.2a	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
VA:Re9.1.2a	Use learned art vocabulary to express preferences about artwork.
Connecting	
VA:Cn10.1.2a	Create works of art about events in home, school, or community life.
VA:Cn11.1.2a	Compare and contrast cultural uses of artwork from different times and places.
Interdisciplinary Standards	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
21st Century Life & Career Standards	

CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Artists observe inanimate objects and create their interpretation of them using a variety of materials. ● Artists study the relationship between people and objects. ● Artists create and interact with objects that define, shape, enhance, and empower their lives. ● One way artists get ideas for making art is to think about things that have special meaning to them. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why do artists create still lifes? ● How do objects shape people’s lives and communities? ● How do artists arrange a still life? ● How do people interact with objects? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Discuss in small groups and/or record ideas. ● Create art based on personal experiences. ● Use a variety of media including but not limited to drawing, painting, mixed-media, and printmaking, and clay. ● Demonstrate and develop techniques and art making skills. ● Demonstrate proper use of materials. ● Independently gather supplies, use, clean, and put away materials properly. ● Create and interact with objects. ● Participate in large and small group critique, turn and talk, and/or gallery walks. ● Understand and participate in the process of group and self-critique. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Turn and talk, look at peers artwork, and compare and contrast artwork. ● Discuss project themes and brainstorm ideas for how various class projects can be displayed together. ● Understand and demonstrate how to edit artwork to make it more presentable. ● Identify aesthetic qualities of exemplary works of art. ● Identify appropriate and inappropriate examples of various techniques. ● Identify appropriate examples of a work in progress and a finished piece. ● Discuss where, how, or why a piece of art is presented. ● Analyze and identify where artwork is displayed. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Continue to understand the world and make connections through studying artwork of different styles, cultures, and time periods. ● Participate in the process of group and self-critique. 	

- Compare and contrast artworks that use the elements and principles of design.
- Describe and analyze subject matter in works of art.
- Demonstrate using the elements and principles of design vocabulary to describe artwork.

When CONNECTING, Students will know and be able to:

- Continue to understand commonalities between artworks from a variety of different styles, cultures, and time periods.

Elements and Principles addressed in this unit should include but are not limited to:

- Space, form, balance, shape

Over the course of the year, at the teacher’s discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil, painting, tempera, watercolor, acrylic
- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
- Clay
 - Pinch and pull techniques
 - Earthenware and/or air dry

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Art Materials and visual resources provided by teacher

Unit 4: Landscapes, Cityscapes & Nature	
Content Area: Visual Art	
Course & Grade Level: Art, Grade 5	
Summary & Rationale	
In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.	
Artists create compositions based on the relationship of objects in space in the real world or from their imagination.	
Recommended Pacing	
180 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.2a	Brainstorm collaboratively multiple approaches to an art or design problem.
VA:Cr1.2.2a	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
VA:Cr2.1.2a	Experiment with various materials and tools to explore personal interests in a work of art or design.
VA:Cr2.2.2a	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
VA:Cr2.3.2a	Repurpose objects to make something new.
VA:Cr3.1.2a	Discuss and reflect with peers about choices made in creating artwork.
Performing	
VA:Pr4.1.2a	Categorize artwork based on a theme or concept for an exhibit.
VA:Pr5.1.2a	Distinguish between different materials or artistic techniques for preparing artwork for presentation.
VA:Pr6.1.5a	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
Responding	
VA:Re.7.1.2a	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
VA:Re.7.2.2a	Categorize images based on expressive properties.
VA:Re8.1.2a	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
VA:Re9.1.2a	Use learned art vocabulary to express preferences about artwork.
Connecting	
VA:Cn10.1.2a	Create works of art about events in home, school, or community life.
VA:Cn11.1.2a	Compare and contrast cultural uses of artwork from different times and places.
Interdisciplinary Standards	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason

CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Artists create compositions based on the relationship of objects in space in the real world or from their imagination. ● Artists understand different perspectives. ● Artists study the relationship of objects in space. ● Artists create and interpret the world we live in, real or imaginary. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do artists create space? ● How do artists interpret space? ● How do artists understand different perspectives? ● Whose view is more important? ● Do some viewpoints have more merit than others? Why? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Discuss in small groups and/or record ideas. ● Create art based on personal experiences. ● Use a variety of media including but not limited to drawing, painting, mixed-media, and printmaking, and clay. ● Demonstrate and develop techniques and art making skills. ● Demonstrate proper use of materials. ● Independently gather supplies, use, clean, and put away materials properly. ● Create and interact with objects. ● Participate in large and small group critique, turn and talk, and/or gallery walks. ● Understand and participate in the process of group and self-critique. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Turn and talk, look at peers artwork, and compare and contrast artwork. ● Discuss project themes and brainstorm ideas for how various class projects can be displayed together. ● Understand and demonstrate how to edit artwork to make it more presentable. ● Identify aesthetic qualities of exemplary works of art. ● Identify appropriate and inappropriate examples of various techniques. ● Identify appropriate examples of a work in progress and a finished piece. ● Discuss where, how, or why a piece of art is presented. ● Analyze and identify where artwork is displayed. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Continue to understand the world and make connections through studying artwork of different styles, cultures, and time periods. ● Participate in the process of group and self-critique. ● Compare and contrast artworks that use the elements and principles of design. 	

- Describe and analyze subject matter in works of art.
- Demonstrate using the elements and principles of design vocabulary to describe artwork.

When CONNECTING, Students will know and be able to:

- Continue to understand commonalities between artworks from a variety of different styles, cultures, and time periods.

Elements and Principles addressed in this unit should include but are not limited to:

- Shape, color, balance, value

Over the course of the year, at the teacher’s discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil, painting, tempera, watercolor, acrylic
- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
- Clay
 - Pinch and pull techniques
 - Earthenware and/or air dry

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Art Materials and visual resources provided by teacher