<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
<td>A. Creates texture with a variety of drawing media</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create texture or surface quality using any drawing media</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VA GLE: PP.1.A
- NETS: 1b
- DOK: 4

**Instructional Strategies**
- SMART Board: Identify texture in example artworks
- Teacher provided texture resources such as:
  - texture handouts
  - rubbing plates
- Guided practice
- Teacher modeling with easel or a document camera
- Read/discuss books using a document camera
- Use any media to create:
  - texture or surface quality
  - implied or actual texture
  - crosshatching
  - stippling
  - shading
### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Texture activity – students will create a predetermined number of different invented textures
- Performance application

### Sample Assessment Questions

- How can you show texture in an artwork?

### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- Eric Carle books
- *Art and Max* by David Wiesner
- *Where the Wild Things Are* by Maurice Sendak

### Cross Curricular Connections

- ELA
## Art 5th Grade

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</tr>
</tbody>
</table>

### Concept

B. Uses a variety of specific painting techniques

### Learning Targets

2.  
   - Mix a variety of hues to create new colors  
   - Apply layers of watercolor paint from lightest to darkest colors  
   - Using tempera paints, produce a sharp, clear edge between areas of colors

### Alignments:

- Performance: 2.5  
- Knowledge: (FA) 1  
- VAGLE: PP.1.B  
- NETS: 3b  
- DOK: 4  

### Instructional Strategies

- SMART Board: Identify different color combinations such as:  
  - analogous  
  - monochromatic  
  - complimentary  
  - split complimentary  
- Demonstrate the use of watercolor and tempera paints using a document camera  
- Guided practice  
- Teacher modeling with an easel or document camera  
- Create a color wheel by using the three primary colors  
- Review how to tint and shade  
- Create an artwork, such as a landscape, demonstrating a light to dark graduation  
- Create sharp, clear shapes with tempera paint in an abstract artwork
**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation
- Critique/discussion
- Performance application
- Production
- Watercolor value scale worksheet/quiz
- Quiz – Identify primary, secondary and intermediate colors on the color wheel

**Sample Assessment Questions**

- What are the:
  - primary
  - secondary
  - intermediate colors?
- What are neutrals?
- How are neutrals created?
- How do you create tint and shade?

**Instructional Resources/Tools**

- SMART Board
- Document camera

**Literacy Connections**

- 

**Cross Curricular Connections**

- Math
## 5th Grade

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</tr>
<tr>
<td>Concept</td>
<td></td>
</tr>
<tr>
<td>C. Uses printmaking techniques</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Targets

3.  
- Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images

### Alignments:

- **Performance**: 2.5  
- **Knowledge**: (FA) 1  
- **VAGLE**: PP.1.D  
- **NETS**: 1b; 4d  
- **DOK**: 4

### Instructional Strategies

- SMART Board – Show:  
  - examples of subtractive prints  
  - famous prints throughout history  
  - timeline of the role of printmaking in World History
- Model with a document camera or easel how to create a subtractive print
- Create and use a printing plate in a work of art to make multiple prints

### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Production of a subtractive print
- Performance application
## Art 5th Grade

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain how subtractive printmaking works</td>
</tr>
<tr>
<td>• What type of materials could you use to create a printing plate?</td>
</tr>
<tr>
<td>• What artists do you know that created multiple images using a printmaking process?</td>
</tr>
</tbody>
</table>

## Instructional Resources/Tools

| • SMART Board |
| • Document camera |

## Literacy Connections

| • Uncle Andy’s |

## Cross Curricular Connections

<p>| • Social Studies: History – timeline |
| • ELA |</p>
<table>
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**Concept**

D. Creates three-dimensional sculpture with a variety of media

**Learning Targets**

1. Combine simple forms to create a complex object/form (in-the-round)

2. Use paper joining techniques to create a complex

3. Modeling with clay or a similar material: Build a form using clay techniques (slab, coil, or pinch)

**Alignments:**

- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.2.A
- NETS: 1b
- DOK: 4

**Instructional Strategies**

- SMART Board – Show:
  - examples of sculpture in the round
  - important sculptures throughout history
- Discuss sculpture in the round
- Create an artwork using found objects
- Create a 3-dimensional paper sculpture
- Create a clay pot or sculpture using proper clay techniques:
  - pinch
  - coil
  - slab
<table>
<thead>
<tr>
<th>Assessments/Evaluations</th>
</tr>
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<tbody>
<tr>
<td>• “I Can” statement and self-evaluation</td>
</tr>
<tr>
<td>• Teacher observation – teacher created checklist</td>
</tr>
<tr>
<td>• Critique/discussion – peer evaluation</td>
</tr>
<tr>
<td>• Guided/individual practice</td>
</tr>
<tr>
<td>• Performance application</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain the difference and compare/contrast relief sculpture and sculpture in the round</td>
</tr>
<tr>
<td>• Explain the difference and compare/contrast additive and subtractive sculpture</td>
</tr>
<tr>
<td>• Can you name some different clay techniques? For example:</td>
</tr>
<tr>
<td>• coil</td>
</tr>
<tr>
<td>• pinch</td>
</tr>
<tr>
<td>• slab</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SMART Board</td>
</tr>
<tr>
<td>• Document camera</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
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<tbody>
<tr>
<td>• <em>Helen Cordero and the Pueblo Storytellers</em></td>
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</table>

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<thead>
<tr>
<th>Cross Curricular Connections</th>
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<tbody>
<tr>
<td>• Social Studies</td>
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<tr>
<td>• ELA</td>
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<tr>
<td>• Science</td>
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<tr>
<td>• Math</td>
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<tr>
<td>Concept</td>
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<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>E. Produces a variety of art forms utilizing specific styles or</td>
</tr>
<tr>
<td>techniques</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>• Portrait: Create a portrait of a classmate using artistic style of a</td>
</tr>
<tr>
<td>famous artist:</td>
</tr>
<tr>
<td>• Picasso – Cubism</td>
</tr>
<tr>
<td>• Van Gogh – Impressionism</td>
</tr>
<tr>
<td>• Still Life: Create a still life that shows the illusion of form and</td>
</tr>
<tr>
<td>shading to create roundness</td>
</tr>
<tr>
<td>• Landscape: Create an original landscape, cityscape, or seascape that</td>
</tr>
<tr>
<td>shows the illusion of space with pale colors in the background and</td>
</tr>
<tr>
<td>vibrant colors in the foreground</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.A
- NETS: 1b
- DOK: 4
## Instructional Strategies

- SMART Board – Show:
  - self-portraits or well-known artists
  - examples of:
    - landscapes
    - cityscapes
    - seascapes
    - portraits
    - self-portraits
- Create a(n):
  - portrait from observation
  - still life from observation that shows the illusion of form
- SMART Notebook: Show how artists create the illusion of space

## Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

## Sample Assessment Questions

- Describe ways to achieve proper placement and proportion of facial features
- How do artists show the illusion of form?

## Instructional Resources/Tools

- SMART Board

## Literacy Connections

-
Art
5th Grade

Cross Curricular Connections

• ELA
• Math: Geography
• Math (1/2, 1/4, etc.)
<table>
<thead>
<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| F. Identifies elements of architecture as a form of functional art | 2.  
- Create an original building based upon elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp) |

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.B
- NETS: 1c
- DOK: 4

**Instructional Strategies**
- SMART Board: Show examples of architectural styles throughout world history
- Create a work of art that includes architectural features such as:
  - roofs
  - domes
  - columns
  - arches
  - windows
  - porches
  - towers
  - stairs
  - ramps
### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Performance application
- Worksheet/quiz identifying different styles of architecture throughout history
- Name famous American architects

### Sample Assessment Questions

- Name and describe some of the architectural features in this artwork
- Name some functional works of art that have stood the test of time

### Instructional Resources/Tools

- SMART Board

### Literacy Connections

- 

### Cross Curricular Connections

- History
- ELA
- Social Studies
- Math
<table>
<thead>
<tr>
<th>strand</th>
<th>product/performance</th>
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</table>

**Concept**

G. Uses a variety of specific themes as subject matter

**Learning Targets**

3. Create an original artwork that communicates ideas about one or more of the following themes:
   - United States
   - Patriotism
   - World
   - Time (e.g., past, present, future)

**Alignments:**
Performance: 2.5
Knowledge: (FA) 1
VAGLE: PP.3.C
NETS: 1b; 3b
DOK: 4

**Instructional Strategies**

- SMART Board: Show artworks with different themes
- Create an artwork about one or more of the following themes:
  - America
  - World
  - Time

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Performance application
### Sample Assessment Questions

- Describe the theme in this artwork
- Compare/contrast two or more artworks about (the):
  - United States
  - world
  - different time periods in history

### Instructional Resources/Tools

- SMART Board

### Literacy Connections

- 

### Cross Curricular Connections

- History
- ELA
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</td>
</tr>
</tbody>
</table>

**Concept**

H. Identifies and uses contour lines

**Learning Targets**

1. Identify and use contour lines to create a line drawing using observation skills

**Alignments:**
Performance: 2.5  
Knowledge: (FA) 2  
VAGLE: EP.1.A  
NETS: 1b  
DOK: 4

**Instructional Strategies**

- SMART Board/Notebook:
  - Identify and create contour lines in a work of art  
  - Show contour line drawings of famous artists  
  - Use contour lines to create an original artwork

**Assessments/Evaluations**

- “I Can” statement and self-evaluation  
- Teacher observation – teacher created checklist  
- Critique/discussion – peer evaluation  
- Performance application

**Sample Assessment Questions**

- Describe the contour lines of various objects  
- How does the artist use contour lines in this artwork?  
- How does the artist’s use of contour lines show movement in this artwork? (Op Art)  
- Explain how a contour line defines the shape of an object
<table>
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<tbody>
<tr>
<td>SMART Board</td>
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<tr>
<th>Literacy Connections</th>
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<tr>
<th>Cross Curricular Connections</th>
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<tr>
<td>ELA</td>
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<tr>
<td>Strand</td>
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<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

1. Identifies and uses symbolic shapes

**Learning Targets**

2. • Identify and use symbolic shapes to create a work of art

**Alignments:**
Performance: 2.2, 2.3, 2.5
Knowledge: (FA) 2
VAGLE: EP.1.B
NETS: 2b
DOK: 4

**Instructional Strategies**

• SMART Board: Show recognizable symbols in the world around us
• Use symbolic shapes to identify familiar items in our world

**Assessments/Evaluations**

• “I Can” statement and self-evaluation
• Teacher observation
• Critique/discussion
• Performance application
• Quiz/worksheet in which students identify recognizable symbols

**Sample Assessment Questions**

• Can you think of some shapes that are also symbols for familiar items? For example:
  • Octagon = stop sign
  • stick figure = person

**Instructional Resources/Tools**

• SMART Board
## Literacy Connections

- 

## Cross Curricular Connections

- Math
- History
### Strand | Elements and Principles
---|---
**Big Idea** | Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

#### Concept

J. Identifies and uses specific techniques to create geometric forms

#### Learning Targets

3. Identify and use the illusion of form:
- cube
- sphere
- cylinder
- cone with shading:
- cross-hatching
- stippling
- color blending to create a work of art

**Alignments:**
- Performance: 2.4, 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.C
- NETS: 1b; 3b
- DOK: 4
### Instructional Strategies

- SMART Board – Identify form:
  - cone
  - cube
  - cylinder
  - sphere
- Practice drawing and shading the basic geometric shapes
- Model different techniques to create form using an easel or document camera
- Create an artwork using:
  - cones
  - cubes
  - cylinders
  - spheres

### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Performance application

### Sample Assessment Questions

- How do artists show the illusion of form in their artwork?
- Identify cone, cube, cylinders and spheres in the world around us

### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

-  •
Cross Curricular Connections

• Math: Geometry
### Strand: Elements and Principles

#### Big Idea
Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>K. Identifies and uses a variety of media to create simulated (implied) texture</td>
<td>4. Identify and use implied or simulated textures together in a mixed media project to create a work of art</td>
</tr>
</tbody>
</table>

#### Alignments:
- Performance: 2.2, 2.3, 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.D
- NETS: 1b
- DOK: 4

#### Instructional Strategies
- SMART Board: Compare and contrast:
  - different implied textures
  - actual texture vs. implied texture
- Teacher modeling to create implied textures with different media using a document camera
- Discuss the difference between actual and simulated (implied) texture
- Create an artwork using simulated (implied) texture

#### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

#### Sample Assessment Questions
- How does an artist show simulated (implied) texture?
- How is simulated (implied) texture different from actual texture?
### Instructional Resources/Tools
- SMART Board
- Document camera

### Literacy Connections
- Books by:
  - Eric Carle
  - Lois Ehlert
  - Steve Jenkins

### Cross Curricular Connections
- Math: Patterns
- Science: Earth/Life Science – textures in nature
- ELA
### Art 5th Grade

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</table>

#### Concept
- Identifies and uses intermediate and neutral colors and applies color theory
- Identifies and uses a color wheel

#### Learning Targets
- 5.
  - Identify and use intermediate and neutral colors to create a painting
  - Identify the arrangement of colors on a color wheel

#### Alignments:
- Performance: 2.2, 2.3, 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.E
- NETS: 1b
- DOK: 4

#### Instructional Strategies
- SMART Board – Show:
  - color wheel arrangement
  - paintings that use neutral and intermediate colors
- Teacher modeling to show how to mix intermediate and neutral colors using an easel or document camera
- Create and use intermediate and/or neutral colors in an artwork

#### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

#### Sample Assessment Questions
- How are intermediate and neutral colors created?
- Where are intermediate colors located on the color wheel?
- Why would an artist choose to create a work with mostly neutral colors?
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<tbody>
<tr>
<td>• SMART Board</td>
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<td>• Document camera</td>
</tr>
<tr>
<td>• Color videos: Science in Action – Color and Light</td>
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<table>
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<tr>
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<thead>
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<tbody>
<tr>
<td>• Science: Physics/Physical Science – color and light</td>
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<td>Strand</td>
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<tr>
<td><strong>Big Idea</strong></td>
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<tr>
<td>6.</td>
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<tr>
<td>• Identify and use converging lines to create the illusion of space in a one-point perspective drawing or painting</td>
</tr>
<tr>
<td>• Identify and use a single horizon line to create space in a painting or drawing</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.2, 2.3, 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.G
- NETS: 1c
- DOK: 4

**Instructional Strategies**
- SMART Board: Show examples of:
  - cityscapes
  - landscapes
- Teacher modeling to demonstrate the use of straight lines and vanishing point to create a work of art with a one-point perspective using and easel or document camera
- Create a landscape or cityscape using one-point perspective

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
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<tbody>
<tr>
<td>• How do artists create the illusion of space (depth) in their artwork?</td>
</tr>
<tr>
<td>• Explain how one-point perspective can help you show depth or space in your work?</td>
</tr>
<tr>
<td>• What is a horizon line?</td>
</tr>
</tbody>
</table>

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<td>• SMART Board</td>
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<td>• Document camera</td>
</tr>
<tr>
<td>• Perspective videos and interactive websites</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study Thomas Hart Benton artwork</td>
</tr>
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</table>

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</tr>
</thead>
<tbody>
<tr>
<td>• Math: Geometry</td>
</tr>
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<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

N. Identifies and uses asymmetrical balance

**Learning Targets**

1. Identify and use asymmetrical (informal) balance to create a composition that moves your eye around the work of art

**Alignments:**

Performance: 2.2, 2.3, 2.5  
Knowledge: (FA) 2  
VAGLE: EP.2.A  
NETS: 1b  
DOK: 4

**Instructional Strategies**

- SMART Board:
  - Identify various artworks with asymmetrical balance
  - Compare and contrast balance in an artwork
  - Contrast formal balance (symmetrical) and informal balance (asymmetrical)
- Document camera:
  - Demonstrate both symmetrical and asymmetrical balance
  - Show how to create an artwork with asymmetrical balance
  - Discuss how most art is asymmetrical and pulls your eye around the paper

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
### Sample Assessment Questions

- What is the difference between symmetrical and asymmetrical balance?

### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- 

### Cross Curricular Connections

- Science: Earth/Life Science – balance and symmetry in nature
- Math: Geometry – area
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Principles of Art for Their Effect in Communicating Ideas through Artwork</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
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</tr>
<tr>
<td>O.</td>
<td>Identifies and uses contrast</td>
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<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Identify and use texture contrast to make a subject have more emphasis</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.2-2.5
- Knowledge: (FA) 2
- VAGLE: EP.2.C
- NETS: 1b
- DOK: 4

**Instructional Strategies**
- SMART Board: Show texture contrast in works of art
- Guided practice using a document camera
- Create an artwork with a variety of different textures

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Performance application

**Sample Assessment Questions**
- Name and describe some different textures
- How are these textures different from each other?

**Instructional Resources/Tools**
- SMART Board
- Document camera
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<thead>
<tr>
<th><strong>Literacy Connections</strong></th>
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<table>
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<tr>
<th><strong>Cross Curricular Connections</strong></th>
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</thead>
<tbody>
<tr>
<td>• Science: Earth/Life Science – texture in:</td>
</tr>
<tr>
<td>• nature</td>
</tr>
<tr>
<td>• man-made objects</td>
</tr>
</tbody>
</table>
Art  
5th Grade

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<td>P. Identifies and uses realistic proportion</td>
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<td><strong>Learning Targets</strong></td>
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<td>3.</td>
<td>• Identify and use relative size (realistic scale) to create space in an artwork</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 2.2, 2.3, 2.5
Knowledge: (FA) 2
VAGLE: EP.2.F
NETS: 1d
DOK: 4

**Instructional Strategies**
- SMART Board:
  - Compare and contrast artworks with space
  - Demonstrate size relationships
- Document camera – Show:
  - how to exaggerate size relationships
  - different ways to create space using size relationships
- Create an artwork using realistic scale in a:
  - landscape
  - still life
  - portrait
  etc.

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
### Sample Assessment Questions

- Which items in the picture appear larger?
- Which items appear smaller?
- Is this scale realistic?

### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- 

### Cross Curricular Connections

- Science
- Math: Geometry – size/proportion
### Artistic Perceptions

#### Big Idea

**Investigate the Nature of Art and Discuss Responses to Artworks**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. Discusses aesthetic values</td>
<td>1. Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?</td>
</tr>
</tbody>
</table>

#### Alignments:
- Performance: 2.2-2.4
- Knowledge: (FA) 3
- VAGLE: AP.1.A
- NETS: 2a-c
- DOK: 4

#### Instructional Strategies
- SMART Board: Display realistic, abstract and non-objective works of art
- Create examples of different works of art using an easel or document camera
- Discuss different types of artwork, such as:
  - realistic
  - abstract
  - non-objective
  and the merits of each

#### Assessments/Evaluations
- “I Can” statement
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Performance application

#### Sample Assessment Questions
- Who decides what makes and artwork special, valuable, or good?
- Does an artwork have to be realistic to be good?
### Art 5th Grade

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
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<tbody>
<tr>
<td>• SMART Board</td>
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<td>• Document camera</td>
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**Alignments:**
- Performance: 2.2-2.4
- Knowledge: (FA) 3
- VAGLE: AP.2.A
- NETS: 3b
- DOK: 4

**Instructional Strategies**
- SMART Board: Display artwork for students to observe and evaluate using the elements of art and principles of design
- Discuss and/or write about:
  - contour lines
  - symbolic shapes
  - illusion of form
  - implied/simulated textures
  - intermediate and neutral colors
  - asymmetrical balance
  - contrast/variety of textures
  - perspective: change in size
  - point of view
Art
5th Grade

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<td><strong>Big Idea</strong></td>
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### Concept

S. Connects visual and performing arts

### Learning Targets

1. • Compare a work of art to a work of music

### Alignments:

**Performance:** 2.2, 2.3  
**Knowledge:** (FA) 4  
**VAGLE:** IC.1.A  
**NETS:** 3a  
**DOK:** 4

### Instructional Strategies

- SMART Board:  
  - Show artwork  
  - Play music  
  - Compare a work of art to a work of music

### Assessments/Evaluations

- “I Can” statement  
- Teacher observation – teacher created checklist  
- Critique/discussion – peer evaluation  
- Guided/individual practice  
- Performance application

### Sample Assessment Questions

- How does the texture/pattern in this artwork compare to the texture/pattern in the music?

### Instructional Resources/Tools

- SMART Board
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<td>ELA</td>
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**Alignments:**
- Performance: 1.9
- Knowledge: (FA) 4
- VAGLE: IC.2.A
- NETS: 3b
- DOK: 4

**Instructional Strategies**
- SMART Board – Show examples of:
  - artwork by American artists
  - art movements in America
  - View and discuss various American artists’ works

**Assessments/Evaluations**
- “I Can” statement
- Teacher observation – teacher created checklist
- Critique/discussion
- Performance application

**Sample Assessment Questions**
- Can you name some American artists?
- Which American artist is your favorite and why?
- What time period is this American artwork from? What evidence do you see that supports your belief?

**Instructional Resources/Tools**
- SMART Board
## Literacy Connections

- *Rattlebone Rock*

## Cross Curricular Connections

- History
- ELA
<table>
<thead>
<tr>
<th>Strand</th>
<th>Historical and Cultural Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>U. Identifies art from various cultures and time periods</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Identify works of art from:</td>
</tr>
<tr>
<td></td>
<td>• United States (Painting, Architecture)</td>
</tr>
<tr>
<td></td>
<td>• Europe (Painting, Architecture)</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.9, 2.2, 2.3  
Knowledge: (FA) 5  
VAGLE: HCC.1.A  
NETS:  
DOK: 4

**Instructional Strategies**

- SMART Board – Works of art from the United States and Europe:  
  - View and discuss  
  - Compare and contrast

**Assessments/Evaluations**

- “I Can” statement  
- Teacher observation  
- Critique/discussion  
- Performance application

**Sample Assessment Questions**

- Compare and contrast these works of art from the United States and Europe  
- Compare and contrast these pieces of architecture from the United States and Europe

**Instructional Resources/Tools**

- SMART Board
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• <em>Claude Monet</em></td>
</tr>
<tr>
<td>• Getting to Know the World’s Greatest Artists series</td>
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<td>Big Idea</td>
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**Concept**

V. Compares and contrasts specific artworks

**Learning Targets**

2. Compare and contrast two artworks on:
   - time
   - place
   - subject matter
   - media
   - use of elements
   - theme
   - purpose of art in culture
   - use of materials and technology for a research paper

**Alignments:**

Performance: 2.2, 2.3
Knowledge: (FA) 5
VAGLE: HCC.1.B
NETS: 3a-c
DOK: 4

**Instructional Strategies**

- SMART Board: Display artwork
- Discuss and/or write about similarities and differences in:
  - time
  - place
  - subject matter
  - media
  - use of elements
  - theme
  - purpose of art in culture
  - use of materials and technology

Board Approved 7-15-13  Revised 2014
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