

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

VISUAL ART

GRADE 5

Date of Board Approval: May 17, 2018

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

| | | | | | |
|-------------------------|------------|------------------|------------|---------------------|-----------------|
| TITLE OF COURSE: | Visual Art | SUBJECT: | Art | GRADE LEVEL: | 5 |
| COURSE LENGTH: | Year | DURATION: | 45 minutes | FREQUENCY: | 1 day per cycle |
| PREREQUISITES: | N/A | CREDIT: | N/A | LEVEL: | N/A |

Course Description/Objectives:

Exposure to studio practices, reflection and evaluation of artworks, exhibition and preservation, analyzing and interpreting artworks, and the processes associated with creating personal works of art.

Curriculum Writing Committee: Jackieraye Barr Theresa Cipolla
 Ashley Gogoj Courtney Blackburn
 Michelle Line

COURSE TIMELINE

Unit 1: Studio Practices

- Studio habits
- Materials, tools, and equipment
- Craftsmanship

Ongoing

Unit 2: Presentation

- Preservation
- Preparation of artwork
- Exhibitions

Ongoing

Unit 3: Analyze and Interpret

- Cultural associations
- Contextual information
- Criticism
- Beliefs and values

Ongoing

Unit 4: Explore and Experiment

- Generating ideas
- Inventive approaches

Ongoing

Unit 5: Planning and Process

- Resources, tools, and technology
- Artist statements

Ongoing

Unit 6: Identity

- Personal identity
- Self-portraits

4 days

Unit 7: Landscape

4 days

- Places of personal significance
- Interpretation of surroundings

Unit 8: Abstract Art

4 days

- Different interpretations
- Realistic verses abstract art

TOTAL 30 days

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #1: | Studio Practices | GRADE: | 5 |

STANDARDS:

National Visual Arts Standards

VA:Cr2.2.5 • Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #1: | Studio Practices | GRADE: | 5 |

UNDERSTANDINGS

Artists and designers balance experimentations and safety, freedom, and responsibility while developing and creating artworks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify safety procedures in the art studio.
- Use and clean materials and equipment properly.

DO

- Safely maintain the art studio while creating.
- Demonstrate craftsmanship through safely creating art using a variety of materials, tools, and equipment.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|--------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #2: | Presentation | GRADE: | 5 |

STANDARDS:

National Visual Arts Standards

- VA: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.
- VA:Pr5.1.5** • Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- VA: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.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|--------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #2: | Presentation | GRADE: | 5 |

UNDERSTANDINGS

Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

DO

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

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|-----------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #3: | Analyze and Interpret | GRADE: | 5 |

STANDARDS:

National Visual Arts Standards

- VA:Re7.2.5** • Identify and analyze cultural associations suggested by visual imagery.
- VA:Re8.1.5** • Interpret art by referring to contextual information, and analyzing relevant subject matter, characteristics of form, and use of media.
- VA: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.
- VA:Cn11.1.5** • Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|-----------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #3: | Analyze and Interpret | GRADE: | 5 |

UNDERSTANDINGS

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

DO

- Identify and analyze cultural associations suggested by visual imagery.
- Interpret contextual information and analyze subject matter, characteristic of form, and use of media.
- Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|------------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #4: | Explore and Experiment | GRADE: | 5 |

STANDARDS:

National Visual Arts Standards

- VA:Cr1.1.5** • Combine ideas to generate an innovative idea for art-making.
- VA:Cr2.1.5** • Experiment and develop skills in multiple art-making techniques and approaches through practice.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|------------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #4: | Explore and Experiment | GRADE: | 5 |

UNDERSTANDINGS

Creativity and innovative thinking are essential life skills that can be developed.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists combine ideas to generate an innovative idea for art-making.
- Identify the processes and materials for a student driven artwork.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists plan, brainstorm, and problem solve.

DO

- Combine ideas to generate an innovative idea for art-making.
- Experiment and develop skills in multiple art-making techniques and approaches through practice.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|----------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #5: | Planning and Process | GRADE: | 5 |

STANDARDS:

National Visual Arts Standards

- VA: Cr.3.1.5** • Create artist statements using art vocabulary to describe personal choices in art-making.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|----------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #5: | Planning and Process | GRADE: | 5 |

UNDERSTANDINGS

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists use resources, tools, and available technologies to plan works of art.
- Identify the purpose and components of an artist statement.

DO

- Plan artwork using the resources, tools, and technologies.
- Create artist statements using art vocabulary to describe personal choices in art-making.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #6: | Identity | GRADE: | 5 |

STANDARDS:

National Visual Arts Standards

VA:Cr1.2.5

- Identify and demonstrate diverse methods of artistic investigation to choose and approach beginning a work of art.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #6: | Identity | GRADE: | 5 |

UNDERSTANDINGS

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a self-portrait utilizing knowledge about the proportions of a face.

KNOW

- Artists have made representations of identity in artworks.
- Identify different methods of artistic investigation in order to choose the best approach before beginning a work of art.
- Understand the proportions of a face.

DO

- Identify different ways that artists represent themselves in artworks.
- Investigate their personal identity before beginning a self-portrait.
- Create a self-portrait utilizing their knowledge about the proportions of a face.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #7: | Landscape | GRADE: | 5 |

STANDARDS:

National Visual Arts Standards

- VA:Cr2.3.5** • Identify, describe, and visually document places and/or objects of personal significance.
- VA:CN10.1.5** • Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #7: | Landscape | GRADE: | 5 |

UNDERSTANDINGS

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a landscape.

KNOW

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists visually document places and/or objects of personal significance.
- Artworks interpret an artist's surroundings.
- Identify how artists create landscapes.

DO

- Brainstorm about a place of personal significance.
- Interpret their surroundings through art-making.
- Create a landscape.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|--------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #8: | Abstract Art | GRADE: | 5 |

STANDARDS:

National Visual Arts Standards

- VA:RE7.1.5** • Compare one's own interpretation of a work with the interpretation of others.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|--------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #8: | Abstract Art | GRADE: | 5 |

UNDERSTANDINGS

Through art making people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create abstract art with meaning.

KNOW

- Identify the difference between realistic and abstract art.
- Abstract art has meaning.

DO

- Compare one's own interpretation of a work with the interpretation of others.
- Identify the different characteristics of realistic vs. abstract art.
- Create abstract art with meaning.

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Sketchbooks
- 2) Planning packets/worksheets
- 3) Research for studio art projects
- 4) Critiques
- 5) Various writing assignments:
 - Artist statements
- 6) Studio art projects
- 7) Homework/projects
- 8) Class discussion
- 9) Teacher/student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Sketches
- Artist statement
- Medium exploration
- Neatness/organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)