

GRADE 5

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| Belhaven Middle School Visual Arts Curriculum Map | Robin Moore, Art Educator | Aesthetics | Grade: 5-8 | Placement in 22 class cycle: 2 nd Class |
| Theme or Big Idea | Finding beauty in the world around you | | | |
| Big Idea/ Enduring understanding | Attitudes: Students will value: *Art as a thinking process *The ability to use their imagination *Their own creativity *An interdisciplinary education *The ability to look at things that they take for granted as an artist does | | | |
| Essential questions | How is an overlooked about contain beauty? What everyday things do you take for granted without thinking of them in terms of beauty? How does the way that an artist look at the world differ from the way most people look at the world? | | | |
| Knowledge and Skills targeted | Concepts, Facts, Generalizations: Students will know: *The definition of aesthetics, in the simplest terms *The language arts terms simile and metaphor and its application Skills: Students will be able to: * Create aesthetic sentences to make creative comparisons *Share their sentences with the class *Be more observant about the chosen subject | | | |
| Assessment | Ability to create a paragraph containing at least one simile/ metaphor that demonstrated the student's creativity through descriptive comparison. | | | |
| Cross curricular components | Language Art- writing exercise using simile and metaphors | | | |
| Resources | Year 1: Food Coloring, plastic cups Year 2: Natural setting outside classroom (weather permitting) Year 3: Food (depending on food allergies in class) Year 4: Assorted web based art work, appropriately cited School web page blog | | | |
| Standards | 1.1.5.D.1, 1.1.5.D.2, 1.4.5.A.2, 1.4.5.A.3 | | | |

| Content Standards | Achievement Standard |
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| NJCCS | |
| 1.1.5.D.1 | Identify elements of art and principles of design that are evident in everyday life. |
| 1.1.5.D.2 | Compare and contrast works of art in various mediums that use the same art elements and principles of design. |
| 1.4.5.A.2 | Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. |
| 1.4.5.A.3 | Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). |
| National | |
| <u>NA-VA.5-8.2</u> | <ul style="list-style-type: none"> • Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work • Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas • Students select and use the qualities of structures and functions of art to improve communication of their ideas |
| <u>NA-VA.5-8.6</u> | <ul style="list-style-type: none"> • <u>Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context</u> <p><u>Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts</u></p> |

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| Belhaven Middle School Visual Arts Curriculum Map | Robin Moore, Art Educator | Finger Puppet theater | Grade: 5 | Placement in 22 class cycle: 12-22 |
| Theme or Big Idea | Shapes to Form (2-D to 3-D) | | | |
| Big Idea/ Enduring understanding | Attitudes: Students will value: *Cooperative Learning *Creating a successful puppet and play *The transition from 2-D to 3_D *An interdisciplinary education | | | |
| Essential questions | How do you compromise to create a play that demonstrates everyone's strengths in the group? How does a two dimensional drawing relate to the three dimensional sculpture? | | | |
| Knowledge and Skills targeted | Concepts, Facts, Generalizations: Students will know: *The art element of space *The difference between shape and form *How to create a storyweb/ map * How to write a script Skills: Students will be able to: * Create a finger puppet out of model magic *Create a script with an original idea *Create a play that is approximately 5 minutes in length * Participate as part of a group to create something better and bigger than an individual * Participate appropriately as an audience member during the performance * Practice and act out their play in front of their peers | | | |
| Assessment | Ability to create a three dimensional finger puppet that is used in the group play that is approximately 5 minutes long, anonymous critique of work through class blog | | | |
| Cross curricular components | Language Art- story planning and script writing Public Speaking- performance of play Cooperative Education | | | |
| Resources | School web page for blog | | | |
| Standards | 1.1.5.D.1, 1.1.5.D.2, 1.3.5.D.1, 1.3.5.D.4, 1.3.5.D.5, 1.3.8.D.2, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.2 | | | |

| Content Standards | Achievement Standard |
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| NJCCS | |
| 1.1.5.D.1 | Identify elements of art and principles of design that are evident in everyday life. |
| 1.1.5.D.2 | Compare and contrast works of art in various mediums that use the same art elements and principles of design. |
| 1.3.5.D.1 | Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. |
| 1.3.5.D.4 | Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. |
| 1.3.5.D.5 | Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. |
| 1.3.8.D.2 | Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. |
| 1.4.5.A.2 | Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. |
| 1.4.5.A.3 | Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). |
| 1.4.5.B.2 | Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. |
| National | |
| <u>NA-VA.5-8.1</u> | <ul style="list-style-type: none"> • Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices • Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas |

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| <p><u>NA-VA.5-8.2</u></p> | <ul style="list-style-type: none"> • Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work • Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas • Students select and use the qualities of structures and functions of art to improve communication of their ideas |
| <p><u>NA-VA.5-8.6</u></p> | <ul style="list-style-type: none"> • <u>Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context</u> <p><u>Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts</u></p> |

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| Belhaven Middle School Visual Arts Curriculum Map | Robin Moore, Art Educator | Native American Weaving | Grade: 5 | Placement in 22 class cycle: Classes 3-11 |
| Theme or Big Idea | Shapes to Form (2-D to 3-D) | | | |
| Big Idea/ Enduring understanding | Attitudes: Students will value: *How environmentally conscience the Native Americans are *How culture effects art *Creating an art product out of recycled materials *An interdisciplinary education | | | |
| Essential questions | How does culture affect art? How does pattern work for weaving? What is the difference between 2-D and 3-D objects? What is positive and negative space? | | | |
| Knowledge and Skills targeted | Concepts, Facts, Generalizations: Students will know: *A brief history of Native American culture *About the art of Native American Weaving *How to read a ruler Skills: Students will be able to: *Create a loom from cardboard using a ruler for specific measurements *Demonstrate the technique of weaving through the concept of pattern *Weave an image into their pouch using the idea of positive and negative space *Sew their weaving to make it a pouch, a three dimensional form *Participate in a class discussion about the culture based in their previously studied knowledge *Use their knowledge of fractions to complete their loom | | | |
| Assessment | Crossword puzzle to assess retention of class discussion, successful completion of woven pouch | | | |
| Cross curricular components | Social Studies- cultural content Math- reading a ruler, ability to work with fractions, and creating patterns | | | |
| Resources | Ruler game http://www.rickyspears.com/rulergame/ | | | |
| Standards | 1.1.5.D.1, 1.1.8.D.1, 1.2.5.A.1, 1.2.8.A.3, 1.3.5.D.1, 1.3.5.D.4, 1.3.8.D.2, 1.4.5.A.1, 1.4.8.A.2, 1.4.8.B.4 | | | |

| Content Standards | Achievement Standard |
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| NJCCS | |
| 1.1.5.D.1 | Identify elements of art and principles of design that are evident in everyday life. |
| 1.1.8.D.1 | Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. |
| 1.2.5.A.1 | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |
| 1.2.8.A.3 | Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. |
| 1.3.5.D.1 | Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. |
| 1.3.5.D.4 | Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. |
| 1.3.8.D.2 | Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. |
| 1.4.5.A.1 | Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. |
| 1.4.8.A.2 | Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. |
| 1.4.5.B.4 | Define technical proficiency, using the elements of the arts and principles of design. |
| National | |
| <u>NA-VA.5-8.4</u> | <ul style="list-style-type: none"> • Students know and compare the characteristics of artworks in various eras and cultures • Students describe and place a variety of art objects in historical and cultural contexts • Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art |
| <u>NA-VA.5-8.6</u> | <ul style="list-style-type: none"> • Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context <p>Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts</p> |