



Recommended 5th Grade Curriculum Framework

Content: Visual Art – Grade 5						
Topic: Form (Weeks 16-18)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-E-4.1.32 Art Elements – form</p> <p>AH-E-4.1.34 Describe a variety of media and art processes used to produce two-and three-dimensional artwork</p> <p>AH-E-4.1.38 Art Processes – Three-dimensional pottery, sculpture and weaving</p> <p>AH-E-4.1.41 – Create artwork using the elements of art and principles of design</p> <p>AH-E-4.1.42 Use a variety of media and art processes to produce two-dimensional and three-dimensional art work</p>	<p>POS-AH-5-Va-1 Students will express ideas, images, or patterns utilizing elements of art (line, shape, color, form, texture, space, value) and principles of design)balance, emphasis, pattern)</p> <p>POS-AH-5-Va-2 Students will analyze how elements of art and principles of design are used in a variety of art works</p> <p>POS-AH-5-Va-3 Students will reflect on, interpret, and revise own works of art and/or works of others</p> <p>POS-AH-5-Va-4 Students will use appropriate terminology to evaluate personal artistic creations and those of others</p> <p>POS-AH-5-Va-5 Students use a variety of media (crayon, pencil, paint, fabric, yarn, clay, paper, paper-mâche,) and art processes (e.g., drawing, painting, collage, weaving, pottery, sculpture) to produce two- and three-dimensional works of art</p>					

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	<p>POS-AH-5-Va-6 Students describe how media and processes are used for creating a variety of art works</p> <p>POS-AH-5-Va-7 Students will analyze how responses to personal works of art and the works of others are influenced by various media and processes</p> <p>AE-1.13 Students construct meaning and/or communicate ideas and emotions through the visual arts</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Use art media, tools, techniques and processes • Use drawing, painting, print making, modelings and constructing to communicate ideas and feelings • Explore the elements (space, line, shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance/subordination, harmony, unity) of design in visual works • Examine and construct 					

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	<p>meaning from visual art and architecture</p> <ul style="list-style-type: none"> Express an idea, image, or pattern utilizing elements and principles of design <p>AE-2.22 Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Explore the elements and principles of visual art Create original works of visual art Discuss visual art works using appropriate concepts and terminology Produce original individual and group works of visual art Reflect on, interpret, and revise own work and/or works of others in visual art <p>AE-2.23 Students analyze their own and others' artistic products and performances Observe and explore a variety of artistic styles and forms in visual art</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Identify and express arts 					

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	<p>concepts in visual art</p> <ul style="list-style-type: none">• Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts• Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)• Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts					