



Recommended 5<sup>th</sup> Grade Curriculum Framework

<b>Content: Visual Art – Grade 5</b>						
<b>Topic: Line (Weeks 5-7)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>AH-E-4.1.32</b> Art Elements – line, shape, form, texture and color. (primary and secondary hues) and color groups (warm, cool, neutral) <i>value, space</i></p> <p><b>AH-E-4.1.41</b> Create artwork using the elements of art and principles of design</p> <p><b>AH-E-4.1.42</b> Use a variety of media and art processes to produce two-dimensional and three-dimensional art work</p>	<p><b>POS-AH-5-Va-1</b> 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><b>POS-AH-5-Va-2</b> Students will analyze how elements of art and principles of design are used in a variety of art works</p> <p><b>POS-AH-5-Va-3</b> Students will reflect on, interpret, and revise own works of art and/or works of others</p> <p><b>POS-AH-5-Va-4</b> Students will use appropriate terminology to evaluate personal artistic creations and those of others</p> <p><b>POS-AH-5-Va-5</b> 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><b>POS-AH-5-Va-6</b> Students describe how media and processes are used for creating a variety of art works</p> <p><b>POS-AH-5-Va-7</b> Students will analyze how responses to personal works of art and the works of others are influenced by various media and processes</p> <p><b>AE-1.13</b> Students construct meaning and/or communicate ideas and emotions through the visual arts</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Use art media, tools, techniques and processes</li> <li>• Use drawing, painting, print making, modelings and constructing to communicate ideas and feelings</li> <li>• 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</li> <li>• Examine and construct</li> </ul>					

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

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