



Recommended 5th Grade Curriculum Framework

Topic: Early American (folk/Appalachian) Art (Weeks 8-10)						
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-4.2.31 Identify various purposes for creating works of art</p> <p>AH-E-4.2.32 Purposes of Art – expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)</p> <p>AH-E-4.2.33 Identify the role of visual arts in different cultures</p> <p>AH-E-4.2.34 Cultures – Early American (folk/Appalachian)</p> <p>AH-E-4.2.37 Subject Matters – landscape, portrait, and still life</p>	<p>POS-AH-4-Va-8 Students will examine the effects of time, place and purpose on art forms</p> <p>POS-AH-4-Va-9 Students will investigate and communicate the differences and commonalities in visual artistic expressions from diverse cultures and periods</p> <p>POS-AH-4-Va-10 Students will demonstrate through products forms of art from diverse cultures</p> <p>POS-AH-4-Va-11 Students will create products that demonstrate forms of art from diverse cultures</p> <p>AE-2.22 Students create products and make presentations that convey concepts and feeling 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 					

Content: Visual Art – Grade 5

Topic: Early American (folk/Appalachian) Art (Weeks 8-10)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
	<ul style="list-style-type: none"> • Create original works of visual art • Discuss 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</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Observe, experience and explore a variety of artistic styles and forms in visual art • Identify and express arts concepts in visual art • 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 appropriate vocabulary 					

Content: Visual Art – Grade 5

Topic: Early American (folk/Appalachian) Art (Weeks 8-10)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
	<p>AE-2.24 Students appreciate creativity and the values of the arts and humanities</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore a variety of art forms in visual art • Describe reaction to visual art works using basic vocabulary • Respond to the expressive qualities of visual art • Recognize and demonstrate arts concepts used to describe feelings • Begin to formulate personal values based on the perception and reaction to the expressive qualities of visual art <p>AE-2.25 Through their productions and performances or interpretation, students show an understanding of the influence of time, personality, and society on the arts and humanities</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Recognize the role of the artist in visual art • Demonstrate through products forms of visual art • Examine the effects of time, place, and personality on visual art forms 					

Content: Visual Art – Grade 5

Topic: Early American (folk/Appalachian) Art (Weeks 8-10)

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>AE-2.26 Students recognize differences and commonalities in the human experience through their productions, performances and interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Express openness to differences and commonalities among diverse cultures• Investigate and communicate the differences and commonalities in the artistic expressions of visual art from diverse cultures• Demonstrate through products visual art from diverse cultures					