

# Fifth Grade: Art Curriculum

## Unit: Perspective

Time: 12 weeks

## Standards:

### Essential Questions

- How can perspective be applied to shapes?
- How does the placement of the horizon line and vanishing point change the perspective in a piece of art?
- How do we know which objects are closer and which ones are further away?
- Why was the Renaissance (Rebirth) so important perspective?
- What is the difference between Egyptian art and art that uses perspective
- Who were the two Renaissance Artists well known for perspective?
- What is frontal perspective?
- How do the Elements of Art and Principles of design further create realism?

### Enduring Understandings

- I can successfully apply perspective to create three- dimensional shapes.
- I can identify the changes in form as I change the placement of a horizon line and vanishing point.
- I can tell you about the artwork of ancient Egypt, and the differences between artwork that show perspective and artwork that shows frontal perspective
- I can identify drawings with perspective and those without.
- I can see how the Elements of Art and Principles of design further create realism in Art.
- I have an understanding that Italian artists Brunelleschi discovered perspective and it followed through by Massacio for example in The Holy Trinity

- 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.3- Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- 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.
- 1.4.5.B.4- Define technical proficiency, using the elements of the arts and principles of design

# Fifth Grade: Art Curriculum

## Benchmark Assessment(s)

- SWBAT identify that the placement of the horizon line and vanishing point are essential to the overall point of view of the artwork. Students will observe artworks with different horizon lines and vanishing points as well as the Holy Trinity and artwork of ancient Egypt. We will discuss the differences in the pieces. Students will create various shapes using one point perspective. They will be assessed on their use of the vanishing point and horizon line. We will critique each other's work to look for any mistakes and make good use of space.. (1.3.5.D.1, 1.3.5.D.3,1.4.5.B.4)

## Other Assessments

- Critique/Student Self Assessment
- Teacher observation

## Materials

- Pencils
- Erasers
- Colored Pencils
- paper

## SUGGESTED ACTIVITIES

- Have students create their name in a graffiti style. Use one-point perspective to give the letters the look of three dimensions. Look at some examples of graffiti for inspiration. Outline with black marker and color in with oil pastel. Use value to show more dimension in the lettering.
- Compare and contrast the use of one-point perspective vs. cartoons drawings. Why would an artist choose one over the other?
- Draw a cityscape using perspective.

## REINFORCEMENT

- How is perspective used in your own home? Study your living quarters and report back to class. Demo perspective of a room to make the connection.

## ENRICHMENT

- Have students look at home for examples of perspective. Bring them to class for discussion.

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## Suggested Websites

- <https://www.arttutor.com/blog/201311/perspective-pt2>
- <http://www.studentartguide.com/wp-content/uploads/2015/02/perspective-drawing.pdf>
- <https://www.youtube.com/watch?v=eJWLaDSNBAI>
- <https://www.youtube.com/watch?v=XtRwwluzqSw>
- <https://study.com/academy/lesson/linear-perspective-in-renaissance-art-definition-example-works-quiz.html>

## Suggested Materials

- *Sketching Basics: One Point Perspective*  
Ruzaimi Rani, Ezihaslinda Ngah

## Cross-Curricular Connections

21st Century Skills- CRP6. Demonstrate creativity and innovation

Technology- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

SEL- Recognize the skills needed to establish and achieve personal and educational goals

L/A- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

# Fifth Grade: Art Curriculum

Unit: Animal Drawing and Painting with Value

Time: 13 weeks

Standards:

## Essential Questions

- How do I use the elements of art to create an animal painting?
- How do I apply shades and tints to create value?
- How do I use texture to make the fur of the animal?
- What inspires an artist to create an animal portrait?
- What is value?

## Enduring Understandings

- I can use line, shape, color and texture to create an animal portrait.
- I can use art techniques to create implied texture.
- I can discuss what might inspire someone to create art.
- I can use value to give my art depth.

1.1.1.D.1-- Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.1.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.

1.2.2.A.2-- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.2.D.3-- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.4.2.A.3- Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

## Benchmark Assessment(s)

- SWBAT draw the form of an animal, using simple geometric shapes and line. This form will contain simple shapes to map out the animal or bird. Students will mix shades and tints and start by applying 2-3 tints to the top of the animal or bird, the hue around the eyes and shades around the beak or mouth. This is our guide. when dry, students will apply highlights used oil pastels and value with color for the irises. Last is details in the fur and feathers. We will use the hue they have chosen along with white to create a visual texture. Start dark underneath and add the light on top. The students will be assessed on their use of these elements through critique. (1.1.1.D2, 1.4.2.A.3)

## Other Assessments

- Complete works of art
- Class discussion
- critique
- Teacher observation

# Fifth Grade: Art Curriculum

## Materials

- Pencils
- erasers
- Paint
- Paint brushes
- paper

## SUGGESTED ACTIVITIES

- Use geometric shapes to create the contour of a lion. Paint the lion using tempera paint. Focus on mixing tints and shades of color to create depth and show texture of the fur.
- Use Laurel Birch as an inspiration for a cat drawing. Start with geometric shapes to form the basic contour. Add in patterns. Use a wash of color to create a colorful background.
- Draw a chameleon using geometric shapes. Paint vibrantly using tempera paint. Mix tints and shades to create value.

## REINFORCEMENT

- Point out objects and have the class tell me what simple shapes they are made from.

## ENRICHMENT

- Invite students to carry a sketchbook to draw their favorite animals at home. Share with the class.

# Fifth Grade: Art Curriculum

## Suggested Websites

- <http://laurelburch.com/>
- <https://www.youtube.com/watch?v=AAwYHNo31ZQ>
- [https://www.youtube.com/watch?v=lytlavkb\\_KQ](https://www.youtube.com/watch?v=lytlavkb_KQ)

## Suggested Materials

- *How to Draw Animals* by Jack Hamm
- *Draw 50 Animals* by Lee J. Ames

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills:** CRP6. Demonstrate creativity and innovation.

**Technology:** 8.2.2.E.1. List and demonstrate the steps to an everyday task.

**SEL:** Utilize positive communication and social skills to interact effectively with others.

**Language Arts or Math:** 1.G.A.2. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and create new shapes from the composite shapes.

# Fifth Grade: Art Curriculum

## Unit: Drawing a Figure in Motion

Time: 6 weeks

## Standards:

### Essential Questions

- How do I draw a figure in motion?
- What types of lines do I use to show movement?
- How does the work of some famous artists show movement?
- How do I know how long to make parts of the body?
- How do I use simple geometric shapes to create a figure

### Enduring Understandings

- I can draw a figure in motion using diagonal lines.
- I can recognize the art of Edgar Degas and understand how he uses lines to show movement.
- I can use simple shapes to create a figure in correct proportions.

1.2.2.A.1-- Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures

1.4.2.A.3- Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.

1.3.2.D.5- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

### Benchmark Assessment(s)

- SWBAT draw a figure in motion using correct proportions and diagonal lines. They will be assessed on their knowledge of the work of Edgar Degas through discussion and critique. His use of diagonal lines and proportions will be examined during this critique. We will also student different poses using a mannequin and discuss the shapes used. Students will create their own action drawing using simple geometric shapes, diagonal lines and correct proportions. (1.1.2.D.1, 1.1.2.D.2,1.3.2.D.5)

### Other Assessments

- Final drawing
- Critique
- Teacher Observation

### Materials

- Pencils
- Erasers
- Mannequins
- Grey Paper
- Oil pastel

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## SUGGESTED ACTIVITIES

- We will look at the work of Edgar Degas on the white board. We will discuss his biography and touch on what a career as a painter would be like. I will use a marker to draw in the simple shapes used to create a figure. I will point out his use of diagonal lines to show movement. Students will have an opportunity to come to the board to trace the shapes. We will then do the same with photos of athletes. The class will see how the motion of these athletes looks in shape form.
- The class will think of a person doing an activity. They can stand and model the motion if they need to. They will create a stick figure of this motion. Shapes will then be added on top of the stick figure to create a realistic person. This will then be colored with oil pastel in an impressionistic style so that the background is blurry to further so movement of the figure and create emphasis on that figure.
- Sketch stick figures and practice with proportions. Use light guide lines so they can erase on the final figure.

### REINFORCEMENT

- Use Barbie dolls as a model to pose to show movement. Students are welcome to use the dolls as well. This will add another kinesthetic element to the lesson.

### ENRICHMENT

- Have students notice movement of their classmates at recess and in Gym classes.

### Suggested Websites

- <http://www.drawinghowtodraw.com/stepbystepdrawinglessons/2016/04/learn-draw-human-figures-correct-proportions-memorizing-stick-figures/>
- [http://www.ducksters.com/biography/artists/edgar\\_degas.php](http://www.ducksters.com/biography/artists/edgar_degas.php)
- <http://makingartfun.com/htm/f-maf-printit/degas-printit-biography.htm>

### Suggested Materials

- *Figure Drawing in Proportion: Easy to Remember, Accurate Anatomy for Artists*  
by Michael Massen



# Fifth Grade: Art Curriculum

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## Cross-Curricular Connections

*21<sup>st</sup> Century Skills (9.2.4.A.3) Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. Students will discuss what life would be like with a career as a painter.*

*Technology (8.2.2.E.1) List and demonstrate the steps to an everyday task. Students will follow steps to draw figures in motion.*

*SEL (Self-Management) Recognize the skills needed to establish and achieve personal and educational goals.*

*Language Arts or Math (L.2.3.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. Students will use their knowledge of speaking and listening when following directions and steps necessary to draw a figure in motion.*

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# Fifth Grade: Art Curriculum

**Unit: Color**

**Time: 8 weeks**

**Standards:**

## Essential Questions

- How do we see color?
- How do artists use color to show the principles of art (emphasis, unity, pattern and balance)?
- How can I apply shades and tints using the principles of art?

## Enduring Understandings

- I can understand how we see color.
- I can use color to create emphasis, unity, pattern and balance.
- I can use shades and tints to create principles.

1.4.5.B.4-- Define technical proficiency, using the elements of the arts and principles of design.  
1.4.5.B.5- Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.  
1.4.5.B.1- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria  
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.  
1.2.5.A.3-- Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

## Benchmark Assessment(s)

- SWBAT understand the use of color including shades and tints to create the principles of design (emphasis, unity, pattern and balance). They will come up with their own logo and break it up into abstract shapes. They will have to choose wisely as to which colors will create contrast and which will blend in for the background and foreground. We will study various famous artworks that support these principles of art. Their logo should stand out. Students will be assessed on their ability to mix colors and values and use color to emphasize their logos. (1.4.5.B.1, 1.4.5.B.4, 1.3.5.D.1)

## Other Assessments

- ✓ Critique.
- ✓ Teacher Observation.

## Materials

- Paint
- Paint brushes
- Paper

# Fifth Grade: Art Curriculum

## SUGGESTED ACTIVITIES

- Teach the class the design principles of unity, emphasis, balance and pattern. Look at the element of color. Discuss the work of Josef Albers. How did he create value? What were his theories about color? Assign groups of 4. Give each student one principle to focus on. Tell the groups they need to create 1 original piece of Art which incorporates all principles by using color. They need to plan the composition out in sketch for first. Each student should make sure that their piece is correct. Critique at the end. Have the groups write questions to ask another group during the critique.
- Using a famous artwork print, re-create it using shades where there are tints and tints where there are shades. Compare it to the original.

## REINFORCEMENT

- Have students write a critique of their own work in future projects.

## ENRICHMENT

- Have students observe color use in everyday objects. Why were those color choices made? Are they effective?

### Suggested Websites

- <https://www.slideshare.net/kpikuet/elements-and-principles-of-art-presentation>
- <https://www.brainpickings.org/2013/08/16/interaction-of-color-josef-albers-50th-anniversary/>
- <https://www.moillusions.com/category/afterimage-optical-illusions/>

### Suggested Materials

- *An Eye for Color: The Story of Josef Albers Hardcover* – September 1, 2009 by Natasha Wing

### Cross-Curricular Connections

*21<sup>st</sup> Century Skills: CRP6: Demonstrate creativity and innovation.*

*Technology: 8.2.5.D.3: Follow step by step directions to assemble a product or solve a problem.*

*SEL: Recognize and identify the thoughts, feelings, and perspectives of others.*

*Language Arts or Math: SL.5.1: Engage effectively in a range of collaboration discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.*

# Fifth Grade: Art Curriculum

## Unit: Op Art

Time: 8 weeks

## Standards:

### Essential Questions

- How do I create values using pencil?
- What is Op Art?
- Who are some Op artists?
- How is value created using different media?

### Enduring Understandings

- I can use pencil to create various values
- I can tell what Op art is and recognize it through the work of Bridget Riley.
- I can use various media to create value.

1.2.5.A.2- Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.  
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.B.2- Apply the principles of positive critique in giving and receiving responses to performances.  
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.

### Benchmark Assessment(s)

- SWBAT create a color chart using the five values of shading. They will have to control how hard or soft they push on their pencil starting from light to dark. Students will look at the work of Op Artist Victor Vasarely and Bridget Riley. We will critique the use of value in his work and how Bridget Riley uses contrast. Students will be assessed on their ability to come up with their own Op Art ideas and apply value and contrast to create an optical illusion. ( 1.2.5.A.2, 1.1.5.D.2,1.4.5.B.2)

### Other Assessments

- ✓ Self- critique of finished work.
- ✓ Teacher Observation

### Materials

- Paper
- Pencils
- Erasers

# Fifth Grade: Art Curriculum

## SUGGESTED ACTIVITIES

- Create a color wheel using tempera paint. Mix the 12 colors and their value. Assemble into a wheel.
- Critique the work of Victor Vasarely. Look at how his use of value adds to the Optical Illusions in his work.
- Create an optical illusion that uses value. Draw in pencil, outline in marker and use oil pastel to mix values on the surface.

### REINFORCEMENT

- Experiment with pencil, oil pastels, paint and charcoal to create value.

### ENRICHMENT

- Take a piece of art with little or no value recreate with value. Critique the results.

### Suggested Websites

- <http://www.artnet.com/artists/victor-vasarely/>
- <http://www.imagewithjoy.com/staging/wp-content/uploads/2012/01/value-CW-copy6.jpg>

### Suggested Materials

- *Vasarely by Robert C. Morgan, Victor Vasarely*
- *Pop-Up Op-Art: Vasarely by Philippe UG*
- *Optical Illusion by Rob Ives and Clive Gifford*

# Fifth Grade: Art Curriculum

**Unit: 3D Form**

**Time: 3 weeks**

**Standards:**

## Essential Questions

- How can I create 3D figure out of felt?
- Who is Tim Burton?
- What is Stop Motion Animation?
- Why does an animator use a sketch or storyboard?
- How can you create a pattern to sew?
- Which elements of design can be applied to your 3D doll

## Enduring Understandings

- I can tell you about Time Burton as an artist and how he uses stop motion animation.
- I can create and use a pattern to make my own 3D doll.
- I have an understanding of the use of a sketch and storyboard.
- I can sew.
- I can apply Elements of Design to my artwork with different mediums

1.1.5.D.1-- Identify elements of art and principles of design that are evident in everyday life.  
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.  
1.4.5.B.1- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

## Benchmark Assessment(s)

- SWBAT create a 3D doll out of felt and various cloth materials. We will study the works of Tim Burton for inspiration. Students will be assessed on a sketch of their artwork and on the creation of their patterns. Once all pieces are cut out we will learn some sewing techniques and students will critique each other for help. They will be assessed on their final 3D artwork. (1.4.5.B.1,1.3.5.D.1, 1.3.5.D.4)

## Other Assessments

- ✓ Critique
- ✓ Teacher Observation

## Materials

- Sewing needles
- cloth
- paper
- pencils
- rulers
- yarn
- buttons
- Beads

# Fifth Grade: Art Curriculum

## SUGGESTED ACTIVITIES

- Have students gather into groups and come up with a story for their 3D figures. Use a stop motion App to create a stop motion skit. If an ipad is available, you can also create the same effect using the camera.
- Using modeling clay create a 3D figure. Pose the figure in different positions and take photos.

### REINFORCEMENT

- Have students look up their favorite stop motion animation movie and one fact about the artist to share with the class.

### ENRICHMENT

- Discuss what other media can be used for creating a 3D figure and how.

### Suggested Websites

- <http://www.youtube.com/watch?v=kCdLW3lahUE>
- <http://www.youtube.com/watch?v=LxMigFR1By8>
- <http://www.youtube.com/watch?v=wIAkGl26mMs>
- <http://www.youtube.com/watch?v=wPmqriH-Kqo>
- <http://www.youtube.com/watch?v=pLDOOxmHLdo>

### Suggested Materials

- Hand made posters of Tim Burton Artworks to discuss

### Cross-Curricular Connections

*21<sup>st</sup> Century Skills: CRP6: Demonstrate creativity and innovation.*

*Technology: 8.2.5.D.3: Follow step by step directions to assemble a product or solve a problem.*

*SEL: Recognize and identify the thoughts, feelings, and perspectives of others.*

*Language Arts or Math:SL.5.1: Engage effectively in a range of collaboration discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.*

# Fifth Grade: Art Curriculum