

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Disciplinary Literacy

Grade: Grade 5
MLR Span: 3 - 5

MLR Content Standard: A: Disciplinary Literacy – Visual Arts
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist’s Purpose	1.Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.	Students will: 1a.create art intended to persuade the viewer, especially related to a current issue in society. 1b.study past art movements and the social and political motivations that shaped and inspired them. 1c.study specific artists (both dead and alive) to learn what types of art they did and why – related especially to the time period, beliefs, and expectations that accompanied the culture at that time.	1.Study such movements as: Pop Art Op Art Modernism Cubism Impressionism Realism and make artwork modeled after the styles. 1c.Students create their own art which reflects the ideals and style of the artist they studied.
Elements of Art and Principles of Design	2.Students describe features of composition. a.Describe Elements of Art: color, form, line, shape, space, texture, and value.	Students will: a1.study the color wheel, learn different color groupings, and learn how to mix colors. a2.observe and identify color, form, line, shape, space, texture, and value in artworks done by well-known artists, themselves, and their classmates.	a1-b2.Learn & demonstrate knowledge in the areas of: Printmaking Drawing Acrylic painting Watercolor painting Sculpture Collage

	<p>b.Describe Principles of Design including balance, contrast, emphasis, movement, and pattern..</p>	<p>b1.learn how pattern, repetition, and shape parallel with geometry, in such forms as tessellations, tile formations, and symmetry.</p> <p>b2.learn about balance, rhythm, movement, and unity as they learn to use specific art mediums first alone, and then combined with other mediums.</p>	
<p>Media, Tools, Techniques, and Processes</p>	<p>3.Students describe a variety of media and associated tools, techniques, and processes, for multiple art forms and genres.</p>	<p>Students will:</p> <p>3a.demonstrate their knowledge and understanding of art mediums and processes by creating their own artworks in specific genres and styles.</p> <p>3b.learn how certain mediums can affect the impact of an artwork, for example: pastel done in a muted, analogous palette gives a soft look; primary colors paired with bold shapes and patterns makes the artwork pop; and warn, cool, and neutral colors all have very different effects on the work.</p> <p>3c.integrate technology into their artwork through digital art, web design/postings, web research, and mixed media.</p>	<p>3a-3b. Demonstrate knowledge of the use of the following materials in making artwork:</p> <ul style="list-style-type: none"> Printmaking Drawing Acrylic painting Watercolor painting Sculpture Collage Mixed-media Digital photography

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Creation/Expression

Grade: Grade 5
MLR Span: 3 - 5

MLR Content Standard: **B:Creation, Performance, and Expression**
Students create, express, and communicate through the art discipline.

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Media Skills	1.Students use a variety of media, tools, techniques, and processes to create original art works.	Students will: 1a.demonstrate inter-media knowledge by blending such elements as computer-generated designs, collage, and paint into one piece,	1a.Students will make a persuasive piece about themselves or an art movement using mixed media: collage, paint, drawing, and digital images.
Composition Skills	2.Students use Elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.	Students will: 2a. learn and demonstrate different forms of creating art through, for example: painting, drawing, collage, graphic arts, printmaking, and sculpture.	2a.Create original artwork inspired by various art styles, movements and cultures.
Making Meaning	3.Students create art works that communicate ideas, feelings, and meanings demonstrate skill in the use of media, tools, techniques, and processes.	Students will: 3a.create art that conveys feeling or communicates an idea or opinion through skills learned in creating different art forms. Example: a repetition of shapes or 3-D forms could represent a feeling of monotony or anonymity 3b.learn to write about their art, learn to make advertisements integrating are and persuasive writing, and learn to work in	3a. Master color-mixing to achieve a somber or bright mood. Create a piece intended to persuade the viewer. Make art based on the style and beliefs of Andy Warhol 3b.Students' literacy learning is facilitated through visual aids, word walls, handouts, question-

<p>Exhibition</p>	<p>4. Students help with the selection and preparation of art works for display in the classroom, school, or other community location.</p>	<p>groups making lists, brainstorming, and problem-solving artistic solutions.</p> <hr/> <p>Students :</p> <p>4a.will take part in planning and setting up a school-wide art show for the community, and also chose one of their own pieces for the show. They will be able to talk about why they chose their piece, how they made it, and what it means to them.</p> <p>4b.are able to (maturely and politely) critique and question other students about their artwork selections.</p>	<p>answer sessions, and brief writing assignments.</p> <hr/> <p>Students display their works in the school hallways and, once a year, in the cafeteria.</p> <p>Students explain the process and goals of the art lesson.</p>
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MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Problem Solving

Grade: Grade 5
MLR Span: 3 - 5

MLR Content Standard: C: Creative Problem Solving
Students approach artistic problem-solving using multiple solutions and the creative process.

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	<p>1. Students describe and apply steps of creative problem-solving.</p> <p>a. Identify problem</p> <p>b. Define problem</p> <p>c. Generate a variety of solutions.</p> <p>d. Implement solution(s).</p> <p>e. Evaluate solution(s).</p>	<p>Students will</p> <p>a1-e1. break down the steps on their way to approaching an art assignment. Example:</p> <ul style="list-style-type: none"> -Identify criteria -Understand the specified outcome -Think of several ways to tackle the assignment -Create a piece of art following the steps -Evaluate their outcome's successes or failures 	<p>a1-e1. Students will plan a printing, drawing, sculpture, or other art piece and identify their projected outcome. Once finished, they will be able to tell how they achieved it, what they changed, and why they made the choices they did.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Aesthetics

Grade: Grade 5
MLR Span: 3 - 5

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1.Students describe and compare art forms.</p> <p>a.Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in <u>Standard A: Disciplinary Literacy.</u></p> <p>b.Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c.Explain purposes for making art in different times and places, including cultural traditions, personal expressions, and communication of beliefs.</p>	<p>Students:</p> <p>a1-b1.are able to verbally compare, question and contrast different works of sculpture, graphic art, and traditional drawings and paintings by different artists in order to gain insight into their creation and influence on the viewer.</p> <p>a1-b1.will do a report on a specific artist in order to understand why they made the type of art that they did, how they did it, and how people reacted to it.</p> <p>c1.attempt to persuade the viewer (student body) with a piece of art, intended to change or validate an opinion, done in different styles and mediums, and then take a poll on which was most effective and why.</p> <p>c2.study current advertisement and discuss what elements make them persuasive and effective.</p>	<p>a1-c2.Study several art cultures, including, but not limited to, Asian, Australian, Medieval times, Inuit, African, and American. Students will use cultures and artists examples as inspiration for their process and results.</p> <p>a1-c2.Review and understand the history origin, and vocabulary words that go with each lesson.</p> <p>a1-c2.Use various mediums of art to recreate process and technique</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Connections

Grade: Grade 5
MLR Span: 3 - 5

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1. Students explain that the visual/performing arts help people understand history and/or world cultures.	<p>Students will:</p> <p>1a. learn the history of different cultures by studying their art. Examples: cave paintings, tile floor designs, glazes and patterns on ceramics, burial mounds</p> <p>1b. study iconography of past and present times to help understand which symbols are important to certain cultures and what they mean in that culture.</p> <p>1c. create artworks in the styles of other world cultures. Examples: Aboriginal bark paintings, mosaics, Native American color symbology, Japanese pen and ink, and Inuit carvings.</p>	1a-1b. Study a wide range of artists, art styles, movements, and history from Maine and across the world.
The Arts and Other Disciplines	2. Students describe characteristics shared between and among the arts and other disciplines.	<p>Students will:</p> <p>2. study the parallels between art, history, social studies, math, science and music by:</p> <p style="padding-left: 20px;">Studying the impact of art on major social historical events;</p> <p style="padding-left: 20px;">Studying how visual arts, in history, have helped influence and persuade different ideas, beliefs, and standards in social and cultural history;</p> <p style="padding-left: 20px;">Learning about tessellation and symmetry in art.</p>	2. Students explain how they used other disciplines to achieve their art, through geometry, writing, history, musical rhythm or social/political history/persuasion.

		<p>Creating detailed drawing of materials from nature. Listen to music and illustrate rhythm and color, repetition and pattern.</p>	
Goal Setting	<p>3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.</p>	<p>Students will:</p> <p>3a. be able to create an effective artwork in the timeframe allotted.</p> <p>3b. learn to communicate their ideas and share their skills while creating group artwork.</p>	<p>3a-b. Students create effective artwork in the timeframe allotted.</p> <p>3a-b. Students learn to communicate their ideas and share their skills while creating group artwork.</p>
Impact of the Arts on Lifestyle and Career	<p>4. Students describe the contribution of the arts on lifestyle and career choices.</p> <p>a. Identify the various roles of, and requirements to become, artists.</p> <p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p>	<p>Students will:</p> <p>a1. meet “real” artists and find out how and why they do what they do for a living.</p> <p>b1. learn how art can persuade others to change by studying the role art has played in past social/political/environmental activism.</p>	<p>a1-b1. Explore/study/write a report on various art professions: Illustrator Landscape Artist Portrait Artist Interior Designer Fashion Designer Graphic Arts Designer Jewelry Designer Set Designer Cartoonist Graphics Designer</p>
Interpersonal Skills	<p>5. Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p>	<p>Students will:</p>	

	<p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing to art</p> <p>i. Demonstrating safe behavior</p>	<p>a1-i1. learn to create group artwork, thus learning the strengths, ideas, and power of their team.</p> <p>a1-i1.learn the responsibility of managing their own workspace, including taking care of their own materials and putting things back when finished with them.</p> <p>a1-i1.learn to give and take positive/constructive/tactful feedback during critiques.</p>	<p>a1-i1. Learn to create group artwork, thus learning the strengths, ideas, and power of their team.</p> <p>a1-i1. Learn the responsibility of managing their own workspace, including taking care of their own materials and putting things back when finished with them.</p> <p>a1-i1. Learn to give and take positive/constructive/tactful feedback during critiques.</p>
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