

Curriculum Map: Scope and Sequence

GRADE LEVEL (5th)

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What are my Core Commitments as an Art Teacher?

- **My Commitment :** Anything I do as a teacher lead and reflects my teaching in art education. The very first thing even before becoming an educator, I must evaluate my core values such as my commitment to myself as a teacher, resulting in committing to teach my students.
- **Safe Environment:** There are numerous elements or characteristics that I can use for this second core value, but one of the most important characteristics I believe is how a classroom structure is being created as a students' safe environment.
- **Individual Differences:** It is probably one of the most important core values being somewhat difficult in a classroom depending on how and where students are coming from, and most students tend to be aware of their educational level. I still believe that there are still many people, communities, and schools who are standing against fundamental beliefs. Opportunities should be given to every student.
- **Social/Emotional Skills:** We all want to fit in at some point in our lives as a kid, teenagers, and even an adult. It is important as a future educator to recognize if any of my students are showing any lack of basic and/or essential social skills in my classroom and with their peers. Students should not be afraid to express themselves differently at school as their identity/character matters while being developed throughout their learning years academically and socially.
- **Choice:** Good thinkers! Teaching students to take ownership of their art experiences from conception to completion with the teacher's help and support, they should be able to describe their thoughts and processes in their creativity.

What goals do I have for my ___5th___grade students by the end of the school year?

- **Create:** How students experiment, explore, imagine, and approach to art making.
- **Present:** How students learn to interpret their work as they develop, inform and reflect.
- **Respond:** How students learn to work and create art with various process, media and tools.
- **Connect:** How students will make decisions and choices to improve their ideas.

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TENTATIVE SCHOOL YEAR PLAN

	August- 1st Half of September	2nd half of September - 1st Half of October	2nd Half of October - November	December
GRADE LEVEL				
<i>Big Idea, Theme, or Inquiry Focus</i>	<i>Who Am I?</i>	<i>Color Maze on a Blank Canvas</i>	<i>Let's Think Free and Organic Standing Sculpture</i>	<i>Let There Be Color!</i>

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Essential Understanding (s)	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. • People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Visual imagery influences understanding of and responses to the world. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question	<p style="text-align: center;">How are font and color related?</p>	<p style="text-align: center;">How do artists work?</p>	<p style="text-align: center;">What is the value of understanding the creating process?</p>	<p style="text-align: center;">How can color communicate a message?</p>

Curriculum Map: Scope and Sequence

<i>Artists</i>	Banksy Keith Haring	Jackson Pollock A.J. Oishi	Angelo Accardi Tara Donovan	Victoria Villasana Keith Haring
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<p>NVAS (Standards)</p>	<ul style="list-style-type: none"> • Creating: VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making. • Responding: VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others. • Connecting: VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. 	<ul style="list-style-type: none"> • Creating: VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art. <ul style="list-style-type: none"> • Refine drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic). • Responding: VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others. • Connecting: VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. 	<ul style="list-style-type: none"> • Creating: VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. <ul style="list-style-type: none"> a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images. b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art. c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models). • Presenting: VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist. <ul style="list-style-type: none"> a. Prepare works of art for exhibition with signature, title, and artist statement. b. Choose works of art to be displayed based on reflection and designated criteria. • Responding VA:Re8.1.5a: Interpret art by analyzing characteristics of form and structure contextual 	<ul style="list-style-type: none"> • Creating: VA5.CR.2 Create works of art based on selected themes. <ul style="list-style-type: none"> • Create original works of art that communicate values, opinions, and feelings. • Create works of art emphasizing multiple elements of art and/or principles of design. • Create representational works of art from direct observation (e.g. landscape, still life, portrait). • Create works of art inspired by historical, contemporary, and/or social events. • Responding: VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery. • Connecting: VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
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<p>Performance task(s)</p>	<p>Drawing, painting, collage, creative skills, line, color and composition</p> <p>Students will look at different types and styles of visual graffiti: traditional and contemporary.</p> <p>Students will sketch, draw while using their creative skills with line, color and composition.</p> <p>Students will reflect their graffiti names based on their personal choice-based of techniques such: drawing, painting or collage.</p>	<p>Simple painting techniques, primary and secondary colors, confidence building.</p> <p>Students will show understanding of primary and secondary colors; in addition to describing the elements of art in artists' work.</p> <p>Student will use color, and express color combinations to show emotion or create a mood.</p> <p>Students will reflect according whether they fill their paper, positive/negative space, used a variety of brush movements, thickness, any shapes, forms or organic, colors sharp, blended or smudged.</p>	<p>Development of techniques, line, pattern, shape and form</p> <p>Students will show understanding and identify the parts of their free standings that are free-form, geometric or a combination of then two.</p> <p>Students will identify and describe the different textures that they used n their sculpture.</p> <p>Students will explain their choice by discussing their process of the type of visual balance to help communicate the idea of movement they intended to represent in the 3-d sculpture.</p>	<p>Analyze, compare and contrast color values.</p> <p>Students will write down observations, reactions or questions after experimenting oil pastels.</p> <p>Students will explore oil pastel techniques by mixing and laying different colors.</p> <p>Students will learn how to hold the pastel, create value, making tints and shades.</p>
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Curriculum Map: Scope and Sequence

	January - 1st Half of February	2nd Half of February - 1st Half of March	2nd Half of March - 1st Half of April	2nd Half of April - 1st Half of May	2nd Half of May
GRADE LEVEL					
<i>Big Idea or Inquiry Focus</i>	<i>Playing Tile Collagraph Printmaking</i>	<i>Which Pop Star Would You Like To Be?</i>	<i>Natural Inspirations and Spirituality</i>	<i>All Things Deserve A Second Chance</i>	<i>Assessment of Skills throughout the year: Drawing Painting Collage Ceramics Sculpture Printmaking</i>

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Enduring Understandings	<ul style="list-style-type: none"> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People gain insights into meanings of artworks by engaging in the process of art criticism. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Visual imagery influences understanding of and responses to the world. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. People evaluate art based on various criteria. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<ul style="list-style-type: none"> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. People gain insights into meanings of artworks by engaging in the process of art criticism. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<p><i>Assessment of Skills throughout the year:</i> <i>Drawing</i> <i>Painting</i> <i>Collage</i> <i>Ceramics</i> <i>Sculpture</i> <i>Printmaking</i></p>
Essential Question	<p>How is printmaking different than most other mediums?</p>	<p>What are the different techniques that are used in pop art?</p>	<p>How can artists work together to create art?</p>	<p>How can art be functional?</p>	<p><i>Assessment of Skills throughout the year:</i> <i>Drawing</i> <i>Painting</i> <i>Collage</i> <i>Ceramics</i> <i>Sculpture</i> <i>Printmaking</i></p>

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Artists	Diane Young Belinda Del Pesco	Ketna Patel Summit Mehndiratta	Marsha Blaker and Paul DeSomma Christo and Jeanne - Claude	Betsy Enzensberger Robert Therrien	<i>Assessment of Skills throughout the year: Drawing Painting Collage Ceramics Sculpture Printmaking</i>
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<p>NVAS (Standards)</p>	<ul style="list-style-type: none"> • Creating: VA:Cr2.2.5a. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. • Responding: VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. • Connecting: VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art- making. 	<ul style="list-style-type: none"> • Creating: VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art- making. • Responding:VA:Re.7.2 .5a Identify and analyze cultural associations suggested by visual imagery. • Connecting: VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art- making. 	<ul style="list-style-type: none"> • Creating: VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art- making. • Responding:VA:Re9.1. 5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts. • Connecting: VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. 	<ul style="list-style-type: none"> • Creating: VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance. • Responding: VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. • Connecting: VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art- making. 	<p style="text-align: center;"><i>Assessment of Skills throughout the year:</i> <i>Drawing</i> <i>Painting</i> <i>Collage</i> <i>Ceramics</i> <i>Sculpture</i> <i>Printmaking</i></p>
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<p><i>Performance task(s)</i></p>	<p>Pattern, texture, and fine motor skills</p> <p>Students will be encourage to bring random found materials to use as part of making a collagraph print.</p> <p>Students will sketch their designs onto their collagraph plates as they will be exploring various monoprint techniques, and image transfers.</p> <p>Students will cut and use their textured items onto their collagraph plates as they will be encouraged to use a variety of textures.</p>	<p>Line, pattern, shape, and color</p> <p>Students will view images and videos explaining the origins, purpose and influence of pop art.</p> <p>Students will create individual work using contemporary pop art artists as inspiration.</p> <p>Students will learn and apply to implement the use of color and design using acrylic paint and medium.</p>	<p>Patterns, perception, structures and movement</p> <p>Students will learn to collaborate and work with others to share ideas with others and to learn new things.</p> <p>Students will share ideas how to work together by thinking of ideas, sharing ideas, reasons behind their ideas, how they can compromise, how to plan and how they can create together.</p>	<p>Perceive, analyze, and relate</p> <p>Students will interpret their own objects into unique sculptures through wrapping and covering while maintaining its recognizable form.</p> <p>Students will show understanding between found objects, ready-made and transformation of an everyday object into a work of art.</p>	<p><i>Assessment of Skills throughout the year:</i></p> <p><i>Drawing</i></p> <p><i>Painting</i></p> <p><i>Collage</i></p> <p><i>Ceramics</i></p> <p><i>Sculpture</i></p> <p><i>Printmaking</i></p>
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