

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Art Grade 5

October/2021

Do Not Distribute Not BOE Approved

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Revision

Visual Art

5th Grade

Program Overview

The Visual Art Curriculum, grades 4-5 of New Milford Public Schools provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. Through those artistic processes, the students are provided with rich experiences in the study of painting, drawing, sculpture, ceramics, printmaking, and mixed media to develop and refine their use of art materials, tools, and technologies. Students gain an appreciation of art history and the role of the visual arts in culture. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, attainability of this curriculum is based upon a minimum of one forty-minute art class every three days for grades four and five.

Within these sequential standards based, concept driven, student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as a rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards:

“Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

NATIONAL CORE ARTS STANDARDS

Cr

Creating

Conceiving and developing new artistic ideas and work.

Pr

Performing
Presenting
Producing

Presenting (visual arts): Interpreting and sharing artistic work.

Re

Responding

Understanding and evaluating how the arts convey meaning.

Cn

Connecting

Relating artistic ideas and work with personal meaning and external context.

Revision

<http://www.nationalartsstandards.org/>

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Pacing Guide

Unit 1 -- 2D Drawing and Painting 8-10 classes

Unit	Timeline
2 Dimensional Design ~ Drawing and Painting	<p>September/October District-Wide Pre-Assessment</p> <p>August - June Drawing - 4-6 weeks Painting - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, the estimates are to be used as a guideline.</p>

Formative Descriptions:

- Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in's.
- Reflections
- Vocabulary usage
- Peer, self-reflection and teacher feedback during discussion and critiques

Summative Descriptions:

- Direct observation of student work
- Specific feedback
- One-on-one instruction
- Student/teacher rubric

May/June

District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and objectives.

Revision

Unit 2 -- 3D Ceramics and Sculpture : 8-10 Classes

Unit	Timeline
3 Dimensional Design ~ Ceramics and Sculpture	<p>September/October District-Wide Pre-Assessment</p> <p>August - June Ceramics - 4-6 weeks Sculpture - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p>

REVISION

Formative Descriptions:

- Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in's.
- Reflections
- Vocabulary usage
- Peer, self-reflection and teacher feedback during discussion and critiques

Summative Descriptions:

- Direct observation of student work
- Specific feedback
- One-on-one instruction
- Student/teacher rubric

May/June

District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and objectives.

Revision

Unit 3 -- Printmaking: 8-10 classes

Unit	Timeline
Printmaking	<p>September/October District-Wide Pre-Assessment</p> <p>August - June Printmaking - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p>

Revision

Formative Descriptions:

- Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in's.
- Reflections
- Vocabulary usage
- Peer, self-reflection and teacher feedback during discussion and critiques

Summative Descriptions:

- Direct observation of student work
- Specific feedback
- One-on-one instruction
- Student/teacher rubric

May/June

District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and objectives.

Revision

<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>CCSS.ELA-LITERACY.RI.5.2</p>	<p>Transfer</p> <p>VA:Cr1.2.5a- Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>VA:Cr2.3.5a-Identify, describe, and visually document places and/or objects of personal significance.</p> <p>VA:Cn10.1.5a-Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</p>	
<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p style="text-align: center;">Meaning</p> <p>UNDERSTANDINGS <i>Students will understand the...</i></p> <ul style="list-style-type: none"> -Artists and designers solve artistic investigations, following or breaking with traditions in pursuit of creative and making goals. -People create and interact with objects, places, and design that define, shape, enhance, and empower their lives - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - Why do artists follow or break from established traditions? -How do artists and designers create works of art or design that effectively communicate? -How does engaging in creating art enrich people's lives?

	Acquisition	
	<p><i>Students will know...</i></p> <p>methods, investigation, approach, work of art, places, objects, vocabularies of art and design, surroundings</p>	<p><i>Students will be skilled at...</i></p> <p>identifying, demonstrating, choosing, describing, documenting, applying, viewing.</p>

Revision

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>-Neat, well-designed artwork demonstrating original design and personal choice using correct technique.</p> <p>-Artwork demonstrates knowledge of technique(s) and proper use of media.</p> <p>-Artwork demonstrates knowledge and use of Elements of Design.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Conceptualizing, creating, and constructing a 2 dimensional, personal, subject matter specific composition using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent.</p>
Meaning	<p>-Artwork illustrates effective personal attributes and self-reflection.</p> <p>-Explaining personal choice, using art vocabulary correctly.</p>	<p>Suggested Activities: Include the study of the Elements and Principles of Design using, but not limited to, creating self-portraits, portraits, landscapes, abstract, still-life, collage, mosaics, watercolor, symmetry, or master artists inspired artworks.</p>
Transfer	<p>-Making connections to various disciplines/ subjects correctly.</p> <p>-Making connections to student surroundings/environments.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Using correct art vocabulary in reflection to discuss their original artwork with personal and environmental connections. Assessments: Must link to unit standards and objectives. • Within these sequential standards based, concept driven, student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. • Using examples of connections in dialogue or written reflection.

Pre-Assessment		
Code Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Acquisition • Teachers and students discuss and investigate elements of 2 dimensional design through images and messages. WHE Acquisition • Students will explore their imagination to conceptualize or determine an artistic design or artwork through appropriate media. WHETO Meaning • Teachers and students will discuss appropriate personal attributes and environmental connections to include in artwork. WHERT Acquisition • Teacher demonstrates the processes of a variety of drawing tools to lesson specific requirements. HRT Acquisition • Teacher demonstrates strategies to use tools and technologies in each medium with sketching, shading, coloring, resist, and texture to express original artistic ideas. HERT Meaning • Students investigate demonstrated strategies to practice and receive feedback. ERTO Meaning • Students draw a rough sketch of conceptual design and receive feedback. RETO Transfer • Students apply newly learned techniques, processes, and materials to create a 2 dimensional composition or artwork. Newly learned drawing tools may include but are not limited to rulers, and compasses. ERTO Meaning • Teachers will allow students to tailor their artwork to individual skill level and personal choice. RETO Transfer • Students elaborate on their choice of design using art vocabulary, and resources through reflection. RE Meaning • Teachers will organize the sequence of learning by introducing necessary techniques for student success. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Students will get feedback from the teacher by formative assessment, including multiple strategies but not limited to Exit Slips, Turn-n-Talk, class discussion, and Thumbs up/down. <ul style="list-style-type: none"> • Direct observation • Specific feedback • One-on-one instruction • The ultimate goal of this curriculum is to serve as a rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards.

WHEO

Essential Resources:

Art room equipped with sinks, storage, and work tables.

Drawing - A variety of media that includes but is not limited to:
pencil, erasers, markers, crayons, colored pencils, oil pastels,
chalk pastels, charcoal, paper(s) tape, rulers, compasses
and manipulatives.

Painting - A variety of media that includes but is not limited to:
brushes, tempera, tempera cakes, watercolor, acrylic, scissors,
glue, mod podge.

Multimedia- Smartboard, hovercam, Art prints,
chalkboard/whiteboard,color wheel, tablet/chromebooks, access to
computer, appropriate software, and printer.

Revision

<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>CCSS.MATH.CONTENT.5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr1.1.5a- Combine ideas to generate an innovative idea for art-making.</p> <p>VA:Cr2.1.5a-Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>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.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Creativity and innovative thinking are essential life skills that can be developed -Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches - People gain insights into meanings of artworks by engaging in the process of art criticism. -There is a difference between a 2-D shape and a 3-D form. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> -How does collaboration expand the creative process? -How do artists and designers learn from trial and error? -How does knowing and using visual art vocabularies help us understand and interpret works of art? -How does 3-D form effect our perception?
Acquisition		
<p><i>Students will know...</i></p> <p>ideas, art-making, skills, techniques, approaches, practice, art, characteristics, form, structure, information, subject matter, elements, media, mood.</p>	<p><i>Students will be skilled at...</i></p> <p>combining, generating, experimenting, developing, practicing, interpreting, analyzing, identifying, conveying.</p>	

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<ul style="list-style-type: none"> -Neat, well-designed artwork demonstrating original design and personal choice. -Artwork supports knowledge of technique(s) and proper use of media. -Artwork supports knowledge and use of Elements of Design. -Accurate drawings of 3-D forms. -Experimentation through various mediums. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> -Conceptualizing, creating, and constructing a 3 dimensional form through drawing and investigating a variety of sculpture material using addition and subtraction methods, joining/combining materials and relief to express artistic intent. <p>Suggested Activities: Experiment and apply knowledge with various tools and media. Include the study of elements and Principles of Design using various 3-D media, involving but not limited to using clay, model-magic, dough, carved sculptures, papier mache, paper, wire, wood, plaster, recycled items, or master artists inspired artworks.</p>
Meaning	<ul style="list-style-type: none"> -Explaining personal choice, using art vocabulary correctly. -Peer collaboration of ideas will enhance student ideas. 	
Transfer	<p>Explaining master works aligning to form and structure, mood, and contexts.</p>	

Revision

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Students will use correct art vocabulary in reflection to discuss their original artwork.
- Assessments: Must link to unit standards and objectives.
- Using examples of connections in dialogue or written reflection.
- Within these sequential standards based, concept driven, student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens

Pre-Assessment		
Code Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Students and teachers analyze and discuss elements of 3 dimensional form. WHE Students will interpret master works of art referring to specific project examples and end goals. WHEO Teacher demonstrates how to use media and lesson specific techniques. As with clay, the teacher will demonstrate how to wedge, slip and score, and use tools to join or add clay. WER Teacher demonstrates strategies to prepare, join, and use construction techniques; to express original artistic intent using alternative media. WER Students investigate, and practice skills and receive feedback. RET Students draw a rough sketch of conceptual design applying newly learned information and receive peer feedback. RET Students will incorporate newly learned information on tools and technologies previously demonstrated by the teacher in their artmaking processes. RET Students elaborate on newly acquired feedback and learned techniques to create a 3 dimensional art form. T Teachers will allow students to enhance their sculptures to individual skill level and personal choice. HRET Students demonstrate understanding by communicating their choice of design effectively using art vocabulary and prior examples of master works. E Teachers will organize the sequence of learning by introducing necessary techniques for student success. WO <p>Essential Resources</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Students will get feedback from the teacher by formative assessment. Direct observation Peer feedback Specific feedback One-on-one instruction Students will reflect on learning through project based rubric. The ultimate goal of this curriculum is to serve as a rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards.

Art room equipped with sinks, storage, and work tables.

Ceramics - A variety of media includes, but is not limited to: kiln, kiln accessories, earth clay, modeling materials, sculpting tools, glaze, tempera/acrylic/watercolor paints.

Sculpture - A variety of media includes, but is not limited to: paris craft, papier-mache, wood, wire, cardboard, paper, recycled items, scissors, glue, mod podge, tape.

Multimedia- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.

Revision

<p>ESTABLISHED GOALS Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>CCSS.ELA-LITERACY.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.5a--Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA:Cr2.2.5a-Demonstrate quality craftsmanship through careful and use of materials, tools, and equipment.</p> <p>VA:Re.7.1.5a -Compare one's own interpretation of a work of art with the interpretation of others.</p>	
	<i>Meaning</i>	
<p>UNDERSTANDINGS <i>Students will understand that ...</i></p> <ul style="list-style-type: none"> -Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches -Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. - 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. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> -How do artists and designers determine whether a particular direction in their work is effective? - Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? -What can we learn from our responses to art? 	

	Acquisition	
	<p><i>Students will know...</i></p> <p>skills, techniques, approaches, practice, craftsmanship, care, materials, tools, equipment, interpretation, work of art, others.</p>	<p><i>Students will be skilled at...</i></p> <p>experimentation, developing, demonstrating, comparing, interpreting, summarizing.</p>

Revision

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Well-designed, thought out artwork demonstrating original design and personal choice using correct technique.</p> <ul style="list-style-type: none"> -Artwork supports knowledge of technique(s) and proper use of media. -Artwork supports knowledge and use of Elements of Design. -Demonstrates use of appropriate safety techniques. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> -Conceptualizing, creating, and making a print using specific tools and using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent. -Exploration of printing concepts and care for equipment and tools by exhibiting safe practices with tools and techniques. -Exhibiting appropriate cleaning and taking care of materials. -Analysis of master works of art by using examples of connections in dialogue or written reflection.
Meaning	<ul style="list-style-type: none"> -Explaining personal choice, using art vocabulary correctly. -Demonstrates knowledge of the printmaking process. 	
Transfer--	<ul style="list-style-type: none"> -Demonstrates use of appropriate care of materials. -Evaluating and describing master works of art accurately. 	<p>Suggested Activities: Include the study of the Elements and Principles of Design using, but not limited to, creating reliefs, stamps, stencils, collographs, monoprints, and engraving.</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none">• Students will use correct art vocabulary in reflection to discuss their original artwork.• Assessments: Must link to unit standards and objectives.• Within these sequential standards based, concept driven, student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens
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Revision

Pre-Assessment		
Code	Pre-Assessment	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment towards the Elements of Art.	
	Teachers will check students' prior knowledge of printmaking through formative assessment.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Acquisition	<ul style="list-style-type: none"> Students and teachers analyze and discuss the process of printmaking. WHE Students will interpret master works of art referring to specific project examples and end goals. WHEO Teacher demonstrates how to use media and lesson specific techniques. WHE Teacher demonstrates strategies to prepare printing surfaces, as well as to express original artistic intent using alternative media. WHET Students draw a rough sketch of conceptual design applying newly learned information and receive feedback. HERE Students investigate, and practice skills and receive feedback. HRET Students elaborate on newly learned techniques in order to create a successful print. HRET Teachers will allow students to enhance their print to individual skill level and personal choice. RET Students will incorporate newly learned information on safety and caring of tools and technologies previously demonstrated by the teacher in their artmaking processes. RET Students will formulate a summary and comparison of a master work with a peer. HER Students demonstrate understanding by communicating their choice of design effectively using art vocabulary. E Teachers will organize the sequence of learning by introducing necessary techniques for student success. WO 	Students will get feedback from the teacher by formative assessment.
Meaning		Direct observation
Acquisition		Specific feedback
Acquisition		<ul style="list-style-type: none"> One-on-one instruction Students will reflect on learning through project based rubric. Comparison peer critique. The ultimate goal of this curriculum is to serve as a rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards.
Acquisition		
Acquisition		
Meaning		
Meaning		
Meaning		
Acquisition		
Transfer		
Transfer		
Meaning		

Essential Resources

Art room equipped with sinks, storage, drying rack and work tables.

Printmaking- cardstock, oak tag, printing paper, printing blocks, various stamps, acrylic paint, tempera paint, printing ink, brayers, ink plates, barens, styrofoam trays, stylus sticks, carving tools, shapes to stamp

Multimedia- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.

Revision