

### Fifth Grade Art – Curriculum Map

Revised: 4-2009

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
<b>First Marking Period</b>	<b>Topic:</b> 1. Line 2. Shape 3. Color	<b>Vocabulary:</b> One point perspective Vanishing Point Positive / Negative space Monochromatic	Create a drawing showing a contour line of an object. Create a one point perspective drawing of a city scape. Design a two dimensional piece showing positive / negative space. Create a painting or mosaic or design showing shades and tints of a specific color.	What is a contour line? How do you create one point perspective? How can the selected shape create a mood? How do you define monochromatic?	VA 4.1.3 VA 4.2.4	Cityscape drawing Negative space design – stencils for positive shape Monochromatic painting / mosaic	Various art materials and tools Art prints – OpArt (1 pt. perspective) Stencils	Teacher observation Student participation and product creation Some teacher created rubrics Specific quizzes on terms, etc.
<b>Second Marking Period</b>	<b>Topic:</b> Value Space	<b>Vocabulary:</b> Shade Tint Positive negative space	Explore project showing gradation from dark to light. Focus on continuing development of negative space.	How do you create a shade or tint? What is the negative space in a picture?	VA 4.1.3	Demonstrate use of shading with colored pencil Multicultural example (Aboriginal Dot Painting)	Color wheel Visual examples Colored pencils Poster	Teacher observation Student participation and product creation Some teacher created rubrics Specific quizzes on terms, etc.

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<b>Third Marking Period</b>	<b>Topic:</b> Texture Form	<b>Vocabulary:</b> Cross hatch stippling Relief	Demonstrate texture within a drawing. Mixed-media collage (could include weaving mosaic). Construct a 3-D project.	How do you execute cross-hatch and stippling techniques? How do they show texture?  How can various materials be reused in different ways?	VA 4.2.1 VA 4.3.1	Drawing  Collage  Found objects, clay, etc. sculpture mobiles	Glenn Wolfe - black & white detailed drawings  Sculpture samples / prints Alex. Calder (mobiles)  Books: (Dot Painting) Pheasant and Kingfisher – Berndt  Tjarany / Roughtail – Greene, Tramacchi, Gill	Teacher observation  Student participation and product creation  Some teacher created rubrics  Specific quizzes on terms, etc.
<b>Fourth Marking Period</b>	<b>Topic:</b> Applied Art Appreciation	<b>Vocabulary:</b>	Learn about an American artist ... life and works. Create an original piece of work based on the artist's style.  Appreciate fine art as it enhances learning.  Appreciate multicultural influences.  (Australian Aboriginal Art)	How does _____ use colors, shapes, etc?  What subjects did he/she prefer?  How do the colors and techniques of Aboriginal artists reflect their culture?	VA 4.3.2 VA 4.3.3 VA 4.4.1 VA 4.4.2 VA 4.4.3 VA 4.5.4	Focus on an American artist - basic knowledge about life, artworks, etc.  Examples: Grandma Moses Grant Wood Jackson Pollack Andy Warhol Remington & Russel Harper  Book – Oxford First Book of Art  Australian – prints, "Art of the Place" Aboriginal Dot Painting	Slides: Art Smart!  Books, posters, videos: focus on American studies and artists	Teacher observation  Student participation and product creation  Some teacher created rubrics  Specific quizzes on terms, etc.

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