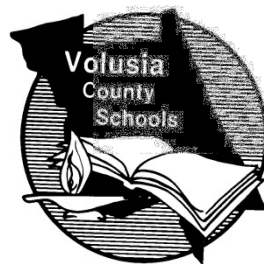




# Volusia County Schools ART Curriculum Map

## **ART – INTERMEDIATE 3: GRADE 5**

**(5005060)**



**The School Board of Volusia County**

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Update – June 2015

**Vision Statement**

*Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.*

# ***ART – INTERMEDIATE 3: GRADE 5 (5005060)***

## **VERSION DESCRIPTION**

Grade five\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

## **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\*Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students *on grade level* who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

**Special Note:** This course incorporates hands-on activities and consumption of art materials.

## **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

- Respect is shown for the artwork of peers and copyrighted works of others.

- Students have opportunities to build 21<sup>st</sup> –century skills to aid them in middle and high school and well beyond..

- *All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings.*

- **Big Ideas** are the major organizing points for arts education in Florida and provide a broad overview of what students should know and be able to do. They include descriptive material to help focus sequential instruction throughout K-12. Big Ideas are not designed for measurement purposes
- **The Enduring Understandings (EUs)** are subsets of the Big Ideas, providing a more focused view of arts education and targeted understandings for Florida's students to begin building during the primary grades, where foundations are laid, through to students' arts experiences in high school and beyond. Like the Big Ideas, they are not designed for assessment purposes; rather they're expressed in general terms that will allow arts teachers at the classroom level to identify or design Essential Questions for planning purposes.
- **Benchmarks/standards** drive instruction in Florida's classrooms and, therefore, have been made specific and measurable. Organized under each Big Idea and Enduring Understanding, the benchmarks/standards explicitly describe what students should know and be able to do in Visual Art. These benchmarks/ standards address other topics of learning such as literacy, math, civic engagement, problem-solving, creativity, innovation, cross-cultural understandings, 21<sup>st</sup>-century skills, and the importance of concepts involving learning and the brain such as cognition, sequencing, filtering, and delayed gratification.

***The Florida Standards are incorporated into every Volusia County Art course***

## HOW TO INTERPRET THE CURRICULUM MAP

### Visual Art Curriculum Map

- *Top of Map: course, grade level, and quarter in large font*

### VISUAL ART - 5001060

### Art - Intermediate 3: Grade 5

# 5

**Q1f**

Q1f = formative portion of quarter  
Q1s = summative portion of quarter

- **1<sup>st</sup> Quarter, Recommended Topic, Art Standard (learning target/skills) and Standard # are all in white font on dark background for easier finding as noted by:**

**1<sup>ST</sup> QUARTER**  
**INNOVATE ART:**  
**Develop a range of interests...**  
**VA.5.C.1.1**

#### MAP:

- Standards and assessed content to be addressed per quarter have white background, and are in either in yellow highlight or under yellow filled columns.
- Resources and recommended or suggested content is located in columns with grey backgrounds.

#### Recommended Topics:

- Topics of art content are divided among the 4 quarters for recommended lessons/activities and artists per topic.
- Integrated connections are listed per quarter for when language arts, math, science, and social studies are taught grade level.

### Florida Standards Required by Florida DOE for this Course

#### Number: 5001060 Art – Intermediate 3

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative 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.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

#### Mathematical practices

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

#### Rubrics at end of interim and marking period:

- Rubric ("*Special Area Grading*") per 9-week grading period
- FAEA Rubric for completed 2D and 3D art work (and *Preface*)
- General Visual Art Rubric (and *Preface*)

#### Resources in Preface of each Curriculum Map:

Artists, Text resources for Structural Elements & Organizational Principles, 21<sup>st</sup> Century Skills

**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**



**FOCUS of the Elementary Visual Art Program is to:**

- Introduce art and artists (**Pablo Picasso, Henri Moore, and Frank Lloyd Wright**),
  - Free Clip Art & Public Domain Images  
<http://www.incredibleart.org/links/clipart.html>
- Improve skills and increase knowledge of art techniques
- Activate prior knowledge
- Use literature, main idea, and details
- Integrate with themes and other subjects to make connections
- Expand research capabilities for art history & culture
- Collaborate
- Grow imagination, creativity, and innovation
- Acquire aesthetic perception and awareness through art criticism, analysis, assessment, and presentation.
- Learn about exhibiting quality works,
- Explore art and art-related careers.



For Grade 5, the SRA Art Connections text and ancillary materials support the *focus* with references throughout this curriculum map.

The following pages provide a quick reference for locating art content in the Grade 5 art text.



## RESOURCES: GRADE 5 - STRUCTURAL ELEMENTS OF ART

<b>LINE</b>	<b>SHAPE:</b>	<b>VALUE:</b>
<p>Pg.34A-34B (Unit Plan Guide 35-36), Line and Shape, p. 34-35; Expressive Line p. 36-39; Perception drawing p. 39B-43.</p> <p><b>FOCUS: Reading</b> – Literature, Compare/Contrast, Visualizing</p> <p><b>Social Studies</b>- Theme- Cooperation Art &amp; Competition; About Me</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 38, 42.</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology)</u> Pg. 39, 43.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 35B, 39B.</p> <p><u>ASSESSMENT:</u> Pg. 39a,43- 43A, (Unit Pg. 62)</p> <p><b>ARTISTS:</b> Quick-to-See Smith, p. 34; Art Unknown, Huipil Weaving, p. 36; Jackson Pollack, p. 37; Edgar Degas, p. 40; Henri de Toulouse-Lautrec, p. 41</p>	<p><b>SHAPE:</b> Pg. 34A-34B (Unit Plan p. 35-36), Geometric &amp; Free-Form Shapes p. 43B-47; (Unit Plan – p. 64-65) Positive &amp; Negative Shapes &amp; Space P. 65B-69</p> <p><b>FOCUS: Reading</b> – Literature, Compare&amp; Contrast</p> <p><b>Science:</b> Theme-Shadows</p> <p><b>Math</b> – Theme-Shapes</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> pg. 46, 68.</p> <p><u>ART ACROSS THE CURRICULUM, (Writing, Math, Science, Social Studies, Technology)</u> Pg. 47, 69.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 43B, 65B.</p> <p><u>ASSESSMENT:</u> Pg. 47-47A, 69-69A, (Unit 1-p. 62), (Unit 2 – p. 92).</p> <p><b>ARTISTS:</b> Georges Braque, p. 44; Paul Cézanne, p. 45; Jasper Johns, p. 66</p>	<p><b>VALUE:</b> Pg. 34A-34B (Unit Plan p. 35-36), Value w/ Hatching, p.47B-51; Value w/ Blending p. 51B-52; Value Contrast p. 55B-59</p> <p><b>FOCUS: Reading</b> – Literature, Compare &amp; Contrast, Visualize, Cause &amp; Effect</p> <p><b>Social Studies:</b> Theme-Feelings; Cooperation, Jobs</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> pg.50, 54, 58</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> pg. 51, 55, 59</p> <p><u>ARTS INTEGRATED(Theatre, Music, Movement &amp; Dance):</u> Pg. 47B, 51B, 55B</p> <p><u>ASSESSMENT:</u> Pg. 51-51A, 55-55A, 59-59A, (Unit 1 pg. 62).</p> <p><b>ARTISTS:</b> Elizabeth Catlett, p. 48; James McNeill, p. 49; Charles Sheeler, p. 52; Diego Rivera, p. 53; Paul Strand, p. 56; Ansel Adams, p. 57</p>
<p><b>SPACE:</b> Pg. 64A-64B (Unit Plan 64-65), Positive &amp; Negative Shapes 65B-69, Space in 2D Art p. 67B-73, Linear Perspective p. 73B-77</p> <p><b>FOCUS: Reading</b>-Literature, Compare &amp; Contrast, Sequence, Point of View, Cause &amp; Effect</p> <p><b>Science:</b> Theme- Shadows, Enjoying the Outdoors</p> <p><b>Social Studies</b>-Theme-Our Neighborhood at Work</p> <p><u>DIFFERENTIATED INSTRUCTION(Reteach, Special Need, ELL):</u> Pg. 68, 72, 76.</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 69, 73, 77.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 65 B, 69B, 73B.</p> <p><u>ASSESSMENT:</u> Pg. 69A, 73A, 77A, (Unit pg. 92).</p> <p><b>ARTISTS:</b> Jasper Johns, p.66, 67; Winslow Homer, p. 70; William Adolphe Bouguereau, p. 71; Childe Hassam, p. 74; Frederick Brosen, p. 75</p>	<p><b>FORM:</b> Pg. 64A-64B (Unit Plan p. 64-65), Shading p. 77B-81; Form p. 81B-85; Form in Architecture p. 85B-89</p> <p><b>FOCUS: Reading</b> – Compare &amp; Contrast; Literature – Main Idea &amp; Details, Cause &amp; Effect, Making Inferences, Fact &amp; Opinion, Point of View</p> <p><b>Science:</b> Theme- Space</p> <p><b>Social Studies:</b> Theme – Communities, Taking a Stand</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 80, 84, 88.</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 81, 85, 89.</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 77B, 81B, 85B.</p> <p><u>ASSESSMENT:</u> Pg. 81A, 85A, 89A, (Unit pg. 92).</p> <p><b>ARTISTS:</b> Roger Brown, p. 78; Robert McCall, p. 79; Frank Stella, p. 82; Tony Smith, p. 83; LeCorbusier, p. 86; Jørn Oberg Utzen, p. 87</p>	<p><b>COLOR:</b> Pg. 94A-94B (Unit Plan), Monochromatic Colors p. 95B; Analogous Colors p. 99B-103; Complementary Colors p. 103B-107; Warm &amp; Cool Colors p. 107B-111</p> <p><b>FOCUS – Reading:</b> Literature, Making Inferences, Artist’s Purpose, Compare &amp; Contrast;</p> <p><b>Social Studies:</b> Theme - Our Country &amp; Its People, Going West, Cultural Diversity, Colors</p> <p><u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 98, 102, 106, 110</p> <p><u>ART ACROSS THE CURRICULUM – CURRICULUM (Writing, Math, Science, Social Studies, Technology, Pg. 99, 103, 107, 111</u></p> <p><u>ARTS INTEG. 95B, 99B, 103B, 107B</u></p> <p><u>ASSESSMENT:</u> Pg. 99-99A, 103-103A, 107-107A, 111-111A (Unit 3 – p. 122).</p> <p><b>ARTISTS:</b> Lavinia Fontana, p. 96; Jasper Johns, p. 97; Georgia O’Keeffe, p. 100; Artist Unknown, Navajo blanket, p. 101; Artist Unknown, Peru, p. 104; Willis “Bing” Davis, p. 105; Raoul Duffy, p. 108; Manabu Mabe, p. 109</p>
<p><b>TEXTURE:</b> Pg. 154A-154B (Unit Plan),Texture p. 155B-159</p> <p><b>FOCUS – Reading:</b> Literature, Drawing Conclusions;</p> <p><b>Social Studies</b>- Theme - Heritage</p> <p><u>DIFFERENTIATED INSTRUCTION(Reteach, Special Need, ELL):</u> Pg. 158</p> <p><u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 159</p> <p><u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> 155B</p> <p><u>ASSESSMENT:159-159A (Unit 5 – p. 182</u></p> <p><b>ARTISTS:</b> Vincent Van Gogh, p. 154; Artist Unknown, North America, p. 156; George Catlin, p. 157</p>	Space left blank intentionally	Space left blank intentionally



## RESOURCES: GRADE 5 - ORGANIZATIONAL PRINCIPLES OF DESIGN

<p><b>PATTERN:</b> Pg.94A-94B (Unit Plan 94-95), Pattern p. 111B-115; Decorative Pattern p. 115B-119 <b>FOCUS – Reading:</b> Literature, Theme – look Again, Visualizing <b>Social Studies:</b> Theme – Cooperation <b>Math</b> - Sequence <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 114, 118 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 115, 119. <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 111B, 115B <u>ASSESSMENT:</u> Pg. 115-115A, 1190119A, (Unit 3 - Pg. 122) <b>ARTISTS:</b> Artist Unknown, Woven tie-dyed section, Peru, p. 112; Artist Unknown, Kuba cloth, Congo, p. 113; Artist Unknown, bowl, Congo, p. 116; Louis Sullivan, p. 117</p>	<p><b>RHYTHM:</b> Pg.154A-154B (Unit Plan 154-155), Rhythm p. 159B-163; Movement through Rhythm p. 163B-167 <b>FOCUS – Reading:</b> Literature, Classify, Categorize; Visualizing <b>Health:</b> Dance &amp; Movement <b>Social Studies:</b> Theme – Beyond the Notes <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 162, 166 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 163, 167 <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 159B, 163B <u>ASSESSMENT:</u> Pg. 163-163A, 167-167A ( Unit 5 – p. 182 Paul Gauguin, p. 160; Joan Miró, p. 160; Jennifer Bartlett, p. 161; <b>Pablo Picasso, p.165</b></p>	<p><b>BALANCE:</b> Pg.154A-154B (Unit Plan 154-155), Formal Balance 167B-171, Informal Balance p. 171B-175, Radial Balance p. 175B-179 <b>FOCUS – Reading:</b> Literature –Compare &amp; Contrast, Point of View, Drawing Conclusions <b>Science:</b> Theme – Balance <b>Social Studies:</b> Theme – Things in Our Homes, Games <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> 170, 174, 178. <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 171, 175, 179 <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> 167B, 171B, 175B <u>ASSESSMENT:</u> Pg. 171-171A, 175-175A, 179-179A (Unit 5 Pg.182) <b>ARTISTS:</b> Artist Unknown, Portrait, Qing Dynasty, p. 168; Diego Rivera, p. 169; Sofonisba Anguissola, p. 172; James Tissot, p. 173; Artist Unknown, Dish, Spain, p. 176; Noland Anderson, p. 177</p>
<p><b>PROPORTION:</b> Pg.124A-124B (Unit Plan p. 124-125), Proportion p. 125b-129, Scale p. 129B-133, Face Proportions p. 133B-137, Distortion of Body Proportions p. 137B-141, Distortion of Face Proportions p. 141B-145, Scale &amp; Proportion p. 145B-149 <b>FOCUS - Reading:</b> Literature - Main Idea&amp; Details, Predicting, Artist's Purpose, Cause &amp; Effect, Drawing Conclusions, Sequence <b>Science:</b> Theme – Survival, Storytelling, Body <b>Social Studies:</b> Theme – Families, Communication, Imagination <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 128, 132, 136, 140, 144, 148 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 129, 133, 137, 141, 145, 149. <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 125B, 129B, 133B, 137B, 141B, 145B <u>ASSESSMENT:</u> Pg. 129-129A, 133-133a, 137-137A, 141-141A, 145-145A, 149-149A , (Unit 4 - Pg. 152) <b>ARTISTS:</b> Viola Frey, p. 124; John Stewart Copley, p. 126; George Tooker, p. 127; Domenico Ghirlandaio, p. 130; Nanha, Indian, p. 131; Elizabeth Catlett, p. 134; Robert Henri, p. 135; Fernando Botero, p. 138; Amedeo Modigliani, p. 139; Charlie James, p. 142; Elon Webster, p. 142; Artist Unknown, Mask, Mexico, p. 143; Artist Unknown, Mask, Kwele, p. 143; George Segal, p. 146; Duane Hanson, p. 147</p>	<p><b>EMPHASIS:</b> Pg.184A-184B (Unit Plan 184-185), Emphasis of an Element p. 193B-197; Emphasis through Placement p. 197B-201 <b>FOCUS – Reading:</b> Literature – Making Inferences, Compare &amp; Contrast <b>Social Studies:</b> Theme – Question of Value, Journeys <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 196, 200. <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 197, 201 <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 193B, 197B <u>ASSESSMENT:</u> Pg. 197-197A, 201-201A, (Unit 6 - Pg. 212) <b>ARTISTS:</b> Arthur Dove, p. 194; Mitch Lyons, p. 195; Artist Unknown, Braided yarn image, Mexico, p. 198; Artist Unknown, Beaded mask, Mexico, p. 199</p>	<p><b>HARMONY:</b> Pg.184A-184B (Unit Plan 184-185), Harmony p. 185B-189 <b>FOCUS: Reading</b> – Literature – Fact &amp; opinion <b>Social Studies:</b> Theme - Music <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> 188 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 189 <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 185B <u>ASSESSMENT:</u> Pg. 189-189A, (Unit 6 - Pg.2162) <b>ARTISTS:</b> Berthe Morisot, p. 184; Thomas Hart Benton, p. 186; Richard Yarde, p. 187</p>
<p><b>VARIETY:</b> Pg.184A-184B (Unit Plan 184-185), Variety through Line p. 189B-193 <b>FOCUS – Reading:</b> Literature – Man Idea <b>Science:</b> Theme – Creating through My Imagination <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 192 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 193 <u>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</u> Pg. 189B <u>ASSESSMENT:</u> Pg. 193-193A, (Unit 6 - Pg. 212) <b>ARTISTS:</b> Judith Surowiec, p. 190; John Robinson, p. 191</p>	<p><b>UNITY:</b> Pg.184A-184B (Unit Plan 184-185), Unity through Media p. 201B-205; Unity through Theme p. 205B-207 <b>FOCUS – Reading:</b> Literature – Artist's Purpose, Sequencing, Theme – Sharing Stories <b>Science:</b> Theme – Animals in Art <u>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</u> Pg. 204, 208 <u>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</u> Pg. 205, 209 <u>ARTS INTEGRATED (Theatre, Music, &amp; Dance):</u> 201B, 205B <u>ASSESSMENT:</u> Pg. 205-205A, 209-209A, (Unit 6 - Pg. 212) <b>ARTISTS:</b> Irene Preston Miller &amp; Hudson river Quilters, p. 202; Elizabeth Garrison, p. 203; Artist Unknown, Earthenware banks, Mexico, p. 206; Elizabeth Paulos-Krasle, p. 2007</p>	

## ADDITIONAL RESOURCES Found in Teacher Text: SRA Art Connections - Grade 5

### CAREERS

Architect, p. 92

Home is a 3D building form

Technology: Computer Graphics, Digital

Filmmaker, Game Developer, p. 152

Toy designer p. 212

**Getting Started/Basics/1<sup>st</sup> Day**, xvi

**What is Art?** 12-25

- Painting, Drawing, Sculpture, Architecture, Printmaking, Photography, pottery, Mask 12-13
- Subject, composition, content 14-16
- Still Life, Landscape 16-17
- Genre, Nonobjective 18-19
- Portrait, Story 20-21
- Structural Elements, Organizational Principles 22-23
- About Art – Art History/Culture 24-25
- About Art – Aesthetic Perception 26-27
- About Art – Art Criticism, 28-29
- About Art – Expression 30-31

**Safety 32-3**

### MEDIA & TECHNIQUES

Drawing

- Pencil, p. 214
- Colored Pencil, p. 215
- Fine Marker, p. 216
- Chalk, Oil pastel, Charcoal, p. 217

Painting

- Bruch care, p. 217
- Tempera, p. 218
- Watercolor, p. 219
- Acrylic, p. 220
- Printmaking, p. 221-
- Collage, p. 223-224

Arrange a design, p. 221

Sculpture

- Papier-mâché, p. 225
- Clay – Join, Slab, Pinch Pots, p. 226-8
- Soft Sculpture, p. 229

### OTHER RESOURCES

- Visual Index of all images in Grade 5 text, p.248-257
- Glossary for Grade 5, - 258-265
- Program Index, T40-T48

### Activity Tips for Creative Expression, Grade 5

- **Unit 1/Lesson 1:** Expression & Lines, 230
- Unit 1/Lesson 2: Perception Drawing, 230
- Unit 1/Lesson 3: Geometric & Free- Form Shapes, 231
- Unit 1/Lesson 4: Value & Hatching, 231
- Unit 1/lesson 5: Value & Blending, 232
- Unit 1/Lesson 6: Value Contrast, 232
- **Unit 2/Lesson 1:** Positive & Negative Shapes & Space, 233
- Unit 2/Lesson 2: Space in 2-D Art, 233
- Unit 2/Lesson 3: Linear Perspective, 234
- Unit 2/Lesson 4: Shading, 234
- Unit 2/Lesson 5: Form, 235
- Unit 2/Lesson 6: Form in Architecture, 235
- **Unit 3/Lesson 1:** Monochromatic Colors, 236
- Unit 3/Lesson 2: Analogous Colors, 236
- Unit 3/Lesson 3: Complementary Colors, 237
- Unit 3/Lesson 4: Warm and Cool Colors, 237
- Unit 3/Lesson 5: Pattern, 238
- Unit 3/Lesson 6: Decorative Pattern, 238
- **Unit 4/Lesson 1:** Proportion, 239
- Unit 4/Lesson 2: Scale, 239
- Unit 4/Lesson 3: Face proportions, 240
- Unit 4/Lesson 4: Distortion of Body Proportions, 240
- Unit 4/Lesson 5: Distortion of Face Proportions, 241
- Unit 4/Lesson 6: Scale & Proportion, 241
- **Unit 5/Lesson1:** Texture, 242
- Unit 5/Lesson 2: Rhythm, 242
- Unit 5/Lesson 3: Movement through Rhythm, 243
- Unit 5/Lesson 4: Formal Balance, 243
- Unit 5/Lesson 5: Informal Balance, 244
- Unit 5/Lesson 6: Radial Balance, 244
- **Unit 6/Lesson1:** Harmony, 245
- Unit 6/Lesson 2: Variety through Difference, 245
- Unit 6/Lesson 3: Emphasis of an Element, 246
- Unit 6/Lesson 4: Emphasis through Placement, 246
- Unit 6/Lesson 5: Unity through Media, 247
- Unit 6/Lesson 6: Unity through Theme, 247

### Teacher's Handbook (end of teacher text after Glossary)

- Table of Contents – T1
- The Elementary Art Curriculum – T2
- About Aesthetic Perception – T3
- Introductory to Art History – T4-5
- Art Criticism – T6
- Meeting Standards – T7
- Development of Children's Art – T8
- Brain-Based learning – T9
- Classroom Management/Motivation Strategies - T10
- Art Instruction for Students with Disabilities – T11
- Safety – T12 More information at the Art & Creative Materials Institute [http://www.acminet.org/index.php?option=com\\_xmap&Itemid=28](http://www.acminet.org/index.php?option=com_xmap&Itemid=28)
- Community as a Resource for Art Materials – T-13
- Displaying student work – T14
- Art Assessments – T15
- Cross-Curricular Connections – T16
- Integrating Four Art Forms – T17
- The Creative Process and Problem Solving – T18
- Using Writing to Enhance Art Curriculum – T19
- Importance of Cultural Diversity through Art – T20
- Museum Education – T21
- United States Museum Resources – T22-25
- World Museum Resources – T26-29
- Program Scope and Sequence – T30-33
- Program Glossary (K-5) – 34-39
- Program Index (K-5) – T40-48

**Not new NGSSS** - Non-updated Florida Sunshine State Standards information

- Florida Handbook FL1
- State of the Arts in Florida – FL2-3
- Florida Museum Resources – FL4-5
- Correlation to Sunshine State Standards (old) and Grade Level Expectations - FL6-29

# ARTISTS - FIRST SEMESTER

LINKS LAST CHECKED 7.17.13 (YOUTUBE VIDEOS INCLUDED, *ALWAYS PREVIEW before showing to students*).

MONTH	DAY	ARTIST	K	1	2	3	4	5	M/F	Medium	Culture	# grades ARTIST IS FOUND
AUGUST 6		<b>Andy Warhol</b> 8/6/1928 - 2/22/1987				202			M	POP	Amer.	1
	<a href="http://www.warhol.org/">http://www.warhol.org/</a> <a href="http://www.artcyclopedia.com/artists/warhol_andy.html">http://www.artcyclopedia.com/artists/warhol_andy.html</a> <a href="http://www.pbs.org/wnet/americanmasters/database/warhol_a.html">http://www.pbs.org/wnet/americanmasters/database/warhol_a.html</a>					<a href="http://www.warhols.com/">http://www.warhols.com/</a> <a href="http://www.warholfoundation.org/">http://www.warholfoundation.org/</a> <a href="http://www.youtube.com/watch?v=NN-9LNI2r7U">http://www.youtube.com/watch?v=NN-9LNI2r7U</a>						
SEPTEMBER 7		<b>Jacob Lawrence</b> 9/ 7/ 1917 - 6/ 9/ 2000	83 101	56 82	35	60 172	180		M	Mixed - stories	African - Amer.	5
	<a href="http://www.artcyclopedia.com/artists/lawrence_jacob.html">http://www.artcyclopedia.com/artists/lawrence_jacob.html</a> <a href="http://books.google.com/books?as_auth=Jacob+Lawrence">http://books.google.com/books?as_auth=Jacob+Lawrence</a>					<a href="http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html">http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html</a> <a href="http://www.youtube.com/watch?v=COW7QOUClrM">http://www.youtube.com/watch?v=COW7QOUClrM</a> <a href="http://www.youtube.com/watch?v=ac6OZkyYxg">http://www.youtube.com/watch?v=ac6OZkyYxg</a>						
OCTOBER 21		<b>Katshushika Hokusai</b> 10/21/1760 – 5/10/1849 Some say <i>Hokusai Katshushika</i>	34 35 49 117				53 87		M	painting Edo Period	Asian	2
	<a href="http://www.stmoroky.com/reviews/gallery/hokusai24views.htm">http://www.stmoroky.com/reviews/gallery/hokusai24views.htm</a> <a href="http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html">http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html</a> ** Hokusai museum <a href="http://www.book-navi.com/hokusai/hokusai-e.html">http://www.book-navi.com/hokusai/hokusai-e.html</a> ** <a href="http://www.philamuseum.org/booklets/4_25_19_0.html">http://www.philamuseum.org/booklets/4_25_19_0.html</a>					<a href="http://www.andreas.com/hokusai.html">http://www.andreas.com/hokusai.html</a> <a href="http://www.artelino.com/articles/hokusai.asp">http://www.artelino.com/articles/hokusai.asp</a> <a href="http://www.youtube.com/watch?v=lb_k9j7zMjc">http://www.youtube.com/watch?v=lb_k9j7zMjc</a> = New <a href="http://www.youtube.com/watch?v=G2pOatapsjA">http://www.youtube.com/watch?v=G2pOatapsjA</a> = short						
10/25		<b>Pablo Picasso</b> 10/25/1881-4/8/1973	112 113	87		34 35		165	M	Cubism 2D &3D	Spanish	4
	<a href="http://www.metmuseum.org/toah/hd/pica/hd_pica.htm">http://www.metmuseum.org/toah/hd/pica/hd_pica.htm</a> <a href="http://pablo-picasso.paintings.name/biography/">http://pablo-picasso.paintings.name/biography/</a> <a href="http://www.pablocicasso.org/picasso-biography.jsp">http://www.pablocicasso.org/picasso-biography.jsp</a>					<a href="http://www.youtube.com/watch?v=I9x4JZBjgil&amp;safe=active">http://www.youtube.com/watch?v=I9x4JZBjgil&amp;safe=active</a> <a href="http://www.youtube.com/watch?v=FBrY1vpwPhU&amp;safe=active">http://www.youtube.com/watch?v=FBrY1vpwPhU&amp;safe=active</a>						
NOVEMBER 15		<b>Georgia O'Keeffe</b> 11/15/1887 – 3/6/1986	75	109	94 95	113	116 202	100	F	Painting Precisionism	Amer. SW	6
	<a href="http://www.georgia-okeeffe.com/precisionism.html">http://www.georgia-okeeffe.com/precisionism.html</a> <a href="http://www.lkwipl.org/wihohio/okee-geo.htm">http://www.lkwipl.org/wihohio/okee-geo.htm</a>					<a href="http://www.georgia-okeeffe.com/">http://www.georgia-okeeffe.com/</a> <a href="http://www.youtube.com/watch?v=3AY9rDB-WBk">http://www.youtube.com/watch?v=3AY9rDB-WBk</a> <a href="http://www.youtube.com/watch?v=v71awD38Qy4">http://www.youtube.com/watch?v=v71awD38Qy4</a>						
DECEMBER 8 15		<b>Walt Disney (animators)</b> 12/5/1901 – 12/15/1966	152		152	93			M	animation	Amer. + Orlando	3
	<a href="http://www.norsknettskole.no/fag/ressurser/itstud/fuv/gunnargrodal/bio.htm">http://www.norsknettskole.no/fag/ressurser/itstud/fuv/gunnargrodal/bio.htm</a> <a href="http://www.brainyquote.com/quotes/authors/w/walt_disney.html">http://www.brainyquote.com/quotes/authors/w/walt_disney.html</a>					<a href="http://www.justdisney.com/walt_disney/">http://www.justdisney.com/walt_disney/</a> <a href="http://www.imdb.com/name/nm0000370/">http://www.imdb.com/name/nm0000370/</a> <a href="http://www.youtube.com/watch?v=aClpDaACJR0">http://www.youtube.com/watch?v=aClpDaACJR0</a> = LONG/COMPLETE						
		<b>Diego Rivera</b> 12/8/1886 – 11/24/1957	202			94 95		53 169	M	painting muralist	Mexican	3
<a href="http://www.artcyclopedia.com/artists/rivera_diego.html">http://www.artcyclopedia.com/artists/rivera_diego.html</a> <a href="http://www.pbs.org/wnet/americanmasters/database/rivera_d.html">http://www.pbs.org/wnet/americanmasters/database/rivera_d.html</a>					<a href="http://www.diegorivera.com/index.php">http://www.diegorivera.com/index.php</a> <a href="http://www.artchive.com/artchive/R/rivera.html">http://www.artchive.com/artchive/R/rivera.html</a> <a href="http://www.youtube.com/watch?v=PRw3hkaYz80">http://www.youtube.com/watch?v=PRw3hkaYz80</a> = SHORT BIO							

# ARTISTS - SECOND SEMESTER

LINKS LAST CHECKED 7.17.13 (YOUTUBE VIDEOS INCLUDED, *ALWAYS PREVIEW before showing to students*).

<b>JANUARY</b> <b>19</b>	<b>Paul Cezanne</b> 1/19/1839 – 10/22/1906		86	87			45 120	M	Painting Postimpressionism	French	3	
	<a href="http://www.ibiblio.org/wm/paint/auth/cezanne/">http://www.ibiblio.org/wm/paint/auth/cezanne/</a> <a href="http://www.artcyclopedia.com/artists/cezanne_paul.html">http://www.artcyclopedia.com/artists/cezanne_paul.html</a>						<a href="http://www.paulcezanne.org/index_uk.html">http://www.paulcezanne.org/index_uk.html</a> <a href="http://www.youtube.com/watch?v=mQ-tWz1k7iU">http://www.youtube.com/watch?v=mQ-tWz1k7iU</a> = bio					
<b>FEBRUARY</b> <b>20</b>	<b>Louis Comfort Tiffany</b> 2/18/1848 – 1/17/1933	56						M	Art Nouveau Stained glass	Amer. + Orlando	1	
	<a href="http://www.morsemuseum.org/">http://www.morsemuseum.org/</a> <a href="http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html">http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html</a>						<a href="http://www.louiscomforttiffanyfoundation.org/">http://www.louiscomforttiffanyfoundation.org/</a> <a href="http://www.youtube.com/watch?v=6QxSZVVDVE8">http://www.youtube.com/watch?v=6QxSZVVDVE8</a> = bio					
	<b>Ansel Adams</b> 2/20/1902 – 4/22/1984			109			57	M	Photography B&W	Amer.	2	
<a href="http://www.anseladams.com/">http://www.anseladams.com/</a> <a href="http://www.sfmoma.org/adams/">http://www.sfmoma.org/adams/</a>						<a href="http://www.youtube.com/watch?v=-E0zRwY4pzQ">http://www.youtube.com/watch?v=-E0zRwY4pzQ</a> <a href="http://www.youtube.com/watch?v=ZND3eczqoIA">http://www.youtube.com/watch?v=ZND3eczqoIA</a>						
<b>MARCH</b> <b>14</b>	<b>Jennifer Bartlett</b> 3/14/1941 - today						164	F	Mixed –painting + dots	Amer.	1	
	<a href="http://www.artcyclopedia.com/artists/bartlett_jennifer.html">http://www.artcyclopedia.com/artists/bartlett_jennifer.html</a> <a href="http://www.artnet.com/artist/2040/jennifer-bartlett.html">http://www.artnet.com/artist/2040/jennifer-bartlett.html</a> <a href="http://en.wikipedia.org/wiki/Jennifer_Bartlett">http://en.wikipedia.org/wiki/Jennifer_Bartlett</a>						<a href="http://www.artnet.com/Galleries/Artists_detail.asp?gid=111&amp;aid=2040">http://www.artnet.com/Galleries/Artists_detail.asp?gid=111&amp;aid=2040</a> <a href="http://www.youtube.com/watch?v=9vov-PFtAm4">http://www.youtube.com/watch?v=9vov-PFtAm4</a> = studio <a href="http://www.youtube.com/watch?v=aarI8PS96mw">http://www.youtube.com/watch?v=aarI8PS96mw</a> = work					
	<b>John James Audubon</b> 4/26/1785 Haiti - 1851 New York			131 198	154 155			M	wildlife portraiture	Amer. illustrator	2	
<a href="http://www.artcyclopedia.com/artists/audubon_john_james.html">http://www.artcyclopedia.com/artists/audubon_john_james.html</a> <a href="http://monet.unk.edu/mona/artexplr/audubon/audubon.html">http://monet.unk.edu/mona/artexplr/audubon/audubon.html</a> <a href="http://www.audubon.org/bird/boa/BOA_index.html">http://www.audubon.org/bird/boa/BOA_index.html</a>						<a href="http://www.audubon.org/nas/jja.html">http://www.audubon.org/nas/jja.html</a> <a href="http://www.youtube.com/watch?v=xV05Xk82mzo">http://www.youtube.com/watch?v=xV05Xk82mzo</a> <a href="http://www.youtube.com/watch?v=CYYGMrnivSM">http://www.youtube.com/watch?v=CYYGMrnivSM</a>						
<b>MAY</b> <b>22</b>	<b>Marisol Escobar</b> 5/22/1930 - today						90	F	Sculpture mixed	Venezuela	1	
	<a href="http://www.tfaoi.com/aa/2aa/2aa661.htm">http://www.tfaoi.com/aa/2aa/2aa661.htm</a> <a href="http://en.wikipedia.org/wiki/Marisol_Escobar">http://en.wikipedia.org/wiki/Marisol_Escobar</a> <a href="http://www.artcyclopedia.com/artists/marisol.html">http://www.artcyclopedia.com/artists/marisol.html</a>						<a href="http://www.youtube.com/watch?v=zrzHiQjWg7Y">http://www.youtube.com/watch?v=zrzHiQjWg7Y</a> = w/ 3 other women artists <a href="http://www.youtube.com/watch?v=zRFhH0XQypA">http://www.youtube.com/watch?v=zRFhH0XQypA</a> = sculpture in motion					
	<b>Frank Lloyd Wright</b> 6/8/1867 – 4/9/1959	138						M	Architecture Prairie	Amer.	1	
<a href="http://www.franklloydwright.org/">http://www.franklloydwright.org/</a> <a href="http://www.delmars.com/wright/flw1.htm">http://www.delmars.com/wright/flw1.htm</a> <a href="http://www.oprf.com/flw/bio/index.html">http://www.oprf.com/flw/bio/index.html</a>						<a href="http://www.taliesinpreservation.org/">http://www.taliesinpreservation.org/</a> <a href="http://www.flsouthern.edu/flwctr/">http://www.flsouthern.edu/flwctr/</a> <a href="http://www.youtube.com/watch?v=V3VmhLB7IqM">http://www.youtube.com/watch?v=V3VmhLB7IqM</a> = documentary						
<b>JULY</b> <b>30</b>	<b>Henry Moore</b> 7/30/1898 – 8/31/1986	134	207 208	64 65		126		M	Abstract sculpture	British	4	
	<a href="http://www.henry-moore-fdn.co.uk/">http://www.henry-moore-fdn.co.uk/</a> <a href="http://www.bluffton.edu/~sullivanm/mooretoronto/mooretoronto.html">http://www.bluffton.edu/~sullivanm/mooretoronto/mooretoronto.html</a> <a href="http://www.artcyclopedia.com/artists/moore_henry.html">http://www.artcyclopedia.com/artists/moore_henry.html</a>						<a href="http://www.nga.gov/exhibitions/mooreintro.shtm">http://www.nga.gov/exhibitions/mooreintro.shtm</a> <a href="http://www.youtube.com/watch?v=IDyjcHb-3bU">http://www.youtube.com/watch?v=IDyjcHb-3bU</a> = sculptures <a href="http://www.youtube.com/watch?v=BZAde-PBoD8">http://www.youtube.com/watch?v=BZAde-PBoD8</a> = documentary					

## **Partnership for 21<sup>st</sup> Century Skills**

### **The 4C's – Communication, Collaboration, Critical Thinking, and Creativity**

Check out “Above & Beyond” animation concerning the 4C's <http://www.p21.org/tools-and-resources/above-aamp-beyond-animation>  
4C's poster <http://www.p21.org/storage/documents/4csposter.pdf>

Core Subjects and 21st Century Themes at [http://www.p21.org/storage/documents/1.\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1._p21_framework_2-pager.pdf)

## **21<sup>st</sup> Century Skills are embedded in NGSSS Visual Art**

<http://www.arteducators.org/research/21st-century-skills-arts-map> for general information

The Partnership for 21st Century Skills has worked with professional education associations to create 21st Century Skills Maps in English, Social Studies, Science, and Geography. The 21st Century Skills Maps are posted on the Partnership for 21st Century Skills website ([www.p21.org](http://www.p21.org)).

The Partnership for 21<sup>st</sup> Century Skills maps demonstrate how the three Rs and four Cs (critical thinking and problem solving, communication, collaboration and creativity and innovation) can be fused within the curriculum. All of the maps are organized around 13 skills areas, with examples of how each subject can help students build skills in these areas at 4<sup>th</sup> grade, 8<sup>th</sup> grade, and 12<sup>th</sup> grade levels.

[http://www.p21.org/storage/documents/P21\\_arts\\_map\\_final.pdf](http://www.p21.org/storage/documents/P21_arts_map_final.pdf)

### **The skills areas are:**

- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity
- Innovation
- Information Literacy
- Media Literacy
- Information, Communication, and Technology Literacy
- Flexibility and Adaptability
- Initiative and Self-direction
- Social and Cross-cultural Skills
- Productivity and Accountability
- Leadership and Responsibility



T/ORGANIZING PRINCIPLE: Organizing Thoughts to Create and Complete Art	<b>VISUAL ART - 5001060</b> <b>Art – Intermediate 3: Grade 5</b>		1 <sup>ST</sup> QUARTER For Progress report PACING: WEEK 1-4	<b>Q1f</b>	<b>5</b>
<b>ESSENTIAL QUESTIONS</b>					
<ul style="list-style-type: none"> <li>• What is art?</li> <li>• How are art objects described?</li> <li>• What are the uses? Where is art found?</li> <li>• What are sources for art ideas?</li> <li>• How does personal interest affect how or why an artwork is created?</li> </ul>		<ul style="list-style-type: none"> <li>• How are ideas chosen and integrated into the creative process?</li> <li>• What art vocabulary is important to understand for art criticism?</li> <li>• How is the understanding of the structural elements used to improve artwork or skill safely?</li> <li>• How do artwork and utilitarian objects affect daily living?</li> <li>• Why are specific public art works important in the community?</li> </ul>			
Text: <b>SRA Art Connections</b> Grade 5	<p style="text-align: center;"><b><u>Overview of Curriculum – Narrative for Grade 5 (Q1f)</u></b></p> <p><b>WEEK 1-4</b></p> <p><b>Innovate Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <p>Develop a range of interests in the art-making process to influence personal decision-making.            Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.            Use accurate art vocabulary to communicate about works of art and artistic and creative processes.            Use tools, media, techniques, and processes in a safe and responsible manner.            Describe the ways in which artworks and utilitarian objects impact everyday life.            Discuss artworks found in public venues to identify the significance of the work within the community.</p> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> describe choices made in using various media for the creation of works that document self and/or community experiences and practice safety procedures in the art room.</p>			<p><b>DUE:</b></p> <p><b>September</b></p> <ul style="list-style-type: none"> <li>• Art Teachers' Exhibit/ArtHaus</li> <li>• Volusia County Schools – Safety Poster Contest</li> </ul> <p><b>October –</b></p> <ul style="list-style-type: none"> <li>• FAEA Conference</li> <li>• Volusia County Fair</li> </ul>	
<b>TOPICS</b>	<b>INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art</b>		<b>ACADEMIC LANGUAGE</b>		
	<b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b>	<b>STANDARDS</b> (* are repeated)	<i>italics = integration</i> (text pages)		
<b>Unit 1:</b> <b>Line, Shape, Value</b> <i>Lesson/Activities:</i> <ul style="list-style-type: none"> <li>• Mixed Media Collage</li> <li>• <b>Contour Drawing</b></li> </ul>	<p><b>Develop a range of interests in the art-making process to influence personal decision-making.</b></p> <ul style="list-style-type: none"> <li>- Discuss students' interests and how ideas are assimilated into personal art works.</li> <li>- View artworks to discover range of ideas from different artists.</li> </ul>	<b>VA.5.C.1.1</b>	Art vocabulary Description Main idea		

<ul style="list-style-type: none"> <li>• Still Life</li> <li>• Value study/Contrast (i.e. technology)</li> </ul> <p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>• Joan Miró</li> <li>• Jackson Pollock</li> <li>• Katsushika Hokusai</li> <li>• Ansel Adams</li> <li>• Vincent Van Gogh</li> </ul> <p><b>Grade 5 curriculum Integration</b></p> <p><b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas/experiences in creating visual art</li> <li>• Context clues to determine meaning in artworks</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Measurement</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Energy and motion</li> <li>• Golden Mean</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> </ul>	<p><b>Assessed Content:</b> Selects media to effectively communicate an idea.</p>		<b>Q1f</b>
	<p><b>Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.</b></p> <ul style="list-style-type: none"> <li>- Instruct students on how to “look” or “read” a work of art.</li> <li>- Review art critique process. Use writing skills to critique works.</li> <li>- Describe how students critique objectively and on point.</li> <li>- Describe objectives for activity/completed art work that are used for rubric and/or art criticism process.</li> </ul> <p><b>Assessed Content:</b> Creates and applies personal criteria for evaluating works of art using appropriate vocabulary</p> <p><b>Florida Standards</b> LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<b>VA.5.C.2.4</b>	<p>Art criticism</p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Judge</li> </ul> <p>Objective, peer review</p> <p>Writing skills: reflective, narrative or expository writing processes Artist’s statements</p>
	<p><b>Describe the ways in which artworks and utilitarian objects impact everyday life.</b></p> <ul style="list-style-type: none"> <li>- Review the difference between art and utilitarian objects.</li> <li>- Describe where and how such objects are used.</li> <li>- Discuss whether these objects improve one’s life or attitude.</li> </ul> <p><b>Assessed Content:</b> Compares and contrasts aesthetic qualities of functional and non-functional works of art</p> <p><b>Florida Standards</b> LAFS.5.SL.1.1: Engage effectively in a range of collaborative 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.</p>	<b>VA.5.H.2.2</b>	<p><b>Artworks</b></p> <ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Non-utilitarian</li> </ul> <p><b>Utilitarian objects</b></p> <ul style="list-style-type: none"> <li>• Useful</li> <li>• Functional</li> </ul>
	<p><b>Discuss artworks found in public venues to identify the significance of the work within the community.</b></p> <ul style="list-style-type: none"> <li>- List local sculptures, old buildings with specific architecture to analyze works.</li> <li>- Know history of art/people survey to understand its importance.</li> <li>- Analyze artwork within an art style.</li> <li>- Discuss items for sale that have been designed/created by</li> </ul>	<b>VA.5.H.2.3</b>	<p>Bulletin boards Exhibits Museums Festivals Celebration Sale <b>Advertisement</b></p>

	<p>artists.</p> <p><b>Florida Standards</b>  <u>LAFS.5.SL.1.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		<p style="text-align: right;"><b>Q1f</b></p> <p><b>Architecture</b></p> <ul style="list-style-type: none"> <li>• Embellishment</li> <li>• Ornamental relief sculpture</li> </ul> <p><b>Man-made objects</b></p> <ul style="list-style-type: none"> <li>• <b>Sculpture</b></li> <li>• Fabric</li> </ul>
	<p><b>Use accurate art vocabulary to communicate about works of art and artistic and creative processes.</b></p> <ul style="list-style-type: none"> <li>- Review Grade 4 terms when viewing personal art work or works by others.</li> <li>- How to understand “non-fiction”</li> <li>- Students reflect and write about their work.</li> </ul> <p><b>Assessed Content:</b>    compares and contrast works of art based on style, time periods, cultures and for artists (Sculpture, Painting, mixed-media, etc.)</p> <p><b>Florida Standards</b>  <u>LAFS.5.W.1.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.  <u>MAFS.K12.MP.6.1:</u> Attend to precision</p>	<p><b>*VA.5.S.1.4</b></p>	<p>Vocabulary    Structural Elements: line, shape; value    (contrast)    Types of lines</p> <ul style="list-style-type: none"> <li>• Contour</li> <li>• Gesture</li> <li>• Hatching</li> </ul> <p>Types of shapes</p> <ul style="list-style-type: none"> <li>• Geometric, free-form</li> <li>• 3d- blending, shading</li> </ul> <p>Science: Pyramid    Organizational principles - movement    Artist’s statements    Students use reflective, narrative or expository writing processes</p>
	<p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p><b>Assessed Content:</b> Works with art tools, materials and processes safely, appropriately and responsibly</p> <p><b>Florida Standards</b>  <u>ELD.K12.ELL.SI.1</u> English language learners communicate for social and instructional purposes within the school setting.  <u>MAFS.K12.MP.5.1:</u> Use appropriate tools strategically</p>	<p><b>*VA.5.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> </ul>

## Special Area Grading - **INNOVATE ART**

### Florida Standards Required by Florida DOE for this Course

**Q1f**

#### **Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials

#### **Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student explains personal work with specific details, knows what artists create and where art can be located, and follows directions for safety in the art room.

#### **Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student provides a limited or incomplete explanation of personal work or its origin, recognizes differences between art and non-art objects in various locations; follows safety procedures.

#### **Lowest Acceptable Progress, Grade Range: 60- 69; which defaults to D on report card**

The student struggles to remember terms that describe personal visual imagery and where ideas originate; confuses differences between art and non-art objects and/or where art is located; may ignore some safety directions.

#### **Number: 5001060 Art – Intermediate 3 – Grade 5 Highlighted are Included with visual art standards in Q1f)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative 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.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

#### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <u>RANGE</u> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <u>RANGE</u> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <u>RANGE</u> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <u>RANGE</u> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.



## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.

Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.

End of sentence punctuation is always correct.

Few mistakes with internal punctuation.

May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.

End of sentence punctuation is usually correct.

Internal punctuation contains some errors.

Text may be too simple to demonstrate mastery.

Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.

Incorrect or random use of end of sentence punctuation.

Little or no internal punctuation.

Infrequent or incorrect use of capitalization.

Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: Organizing Thoughts to Create and Complete Art	VISUAL ART - 5001060 Art – Intermediate 3: Grade 5		1 <sup>st</sup> QUARTER For Progress Report PACING: WEEK 5-9	Q1s	5
<b>ESSENTIAL QUESTIONS</b>					
<ul style="list-style-type: none"> <li>Why is art work continually revised throughout the creative process to the intended outcome?</li> <li>How is artistic growth measured?</li> <li>How is the understanding of the structural elements used to improve artwork or skill safely?</li> </ul>		<ul style="list-style-type: none"> <li>How does meaning in the creative process document a personal voice?</li> <li>How do problem solving skills communicate personal visual ideas?</li> </ul>			
Text: <b>SRA Art Connections:</b> Grade 5	<p style="text-align: center;"><b>Overview of Curriculum – Narrative for Grade 5 (Q1s)</b></p> <p><b>WEEK 5-9</b></p> <p><b>Innovate Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Revise artwork as a necessary part of the creative process to achieve an artistic goal.</li> <li>Apply established criteria to the art-making process to measure artistic growth.</li> <li>Use tools, media, techniques, and processes in a safe and responsible manner.</li> <li>Use a variety of sources for ideas to resolve challenges in creating original works.</li> <li>Create meaningful and unique works of art to effectively communicate and document a personal voice.</li> <li>Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.</li> <li>Create artwork that shows procedural and analytical thinking to communicate ideas.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> revise artwork when applying analytical thinking and specific criteria to achieve art goals and determine personal growth, use a variety of media and solutions to illustrate a personal voice in 2D/3D works, and practice safety procedures in the art room.</p>			<b>DUE:</b>  <b>September</b> <ul style="list-style-type: none"> <li>Art Teachers' Exhibit/ArtHaus</li> <li>Volusia County Schools – Safety Poster Contest</li> </ul> <b>October –FAEA Conference</b> <ul style="list-style-type: none"> <li>Volusia County Fair</li> </ul>	
<b>TOPICS</b>	<b>INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About, Create, and Reflect on Personal Art</b>		<b>ACADEMIC LANGUAGE</b>		
<b>NGSSS Visual Art STANDARDS Unpacking - Learning Targets</b>		<b>STANDARDS</b> (* are repeated)	<i>italics = integration</i> (text pages)		
Unit 2- Shape, Space, and Form  <i>Lesson/ Activities</i> <ul style="list-style-type: none"> <li>Space in 2-D Art</li> <li>Shading/Value</li> </ul>	<b>Revise artwork as a necessary part of the creative process to achieve an artistic goal.</b> <ul style="list-style-type: none"> <li>- Use problem solving skills for revisions and/or resolving “mistakes” for visual solutions.</li> <li>- Delay gratification by persevering for a better solution.</li> </ul>		<b>VA.5.C.2.1</b>	Revise, review, describe; critique Visual ideas  21 <sup>st</sup> Century Skills (see <i>Resources</i> )	

<ul style="list-style-type: none"> <li>• Sculpture/Form</li> </ul> <p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>• Winslow Homer</li> <li>• Frank Lloyd Wright</li> <li>• Henry Moore</li> </ul> <p><b>Grade 5 curriculum Integration</b></p> <p><b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas/experiences in creating visual art</li> <li>• Context clues to determine meaning in artworks</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Measurement</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Energy and motion</li> <li>• Golden Mean</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> </ul>	<p><b>Florida Standards</b> MAFS.K12.MP.6.1: Attend to precision.</p>		<div style="text-align: right; border: 1px solid black; padding: 2px; font-weight: bold;">Q1s</div> <ul style="list-style-type: none"> <li>• Revise</li> <li>• Resolve</li> <li>• Practice</li> <li>• Perseverance <ul style="list-style-type: none"> <li>○ Delayed gratification</li> </ul> </li> </ul>
	<p><b>Apply established criteria to the art-making process to measure artistic growth.</b></p> <ul style="list-style-type: none"> <li>- Create group rubric to use with critique process.</li> <li>- Talk and/or write about art of another</li> <li>- Describe the creative process, how the art work is begun and completed.</li> </ul> <p>Assessed Content: Applies good craftsmanship in creating 2D and 3D artworks</p>	VA.5.C.2.3	<p>Rubric</p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Group</li> <li>• Peer</li> </ul> <p>Art criticism</p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Judge</li> </ul> <p>Artist journal</p> <ul style="list-style-type: none"> <li>• Drawings</li> <li>• Sketches</li> </ul>
	<p><b>Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.</b></p> <ul style="list-style-type: none"> <li>- Use criteria to select work for display.</li> <li>- Use criteria w/ targeted objectives for specific lessons in order to exhibit in school displays or art events.</li> </ul> <p>Assessed Content: utilizes techniques and processes in selected media to communicate an idea</p>	VA.5.F.1.1	<p>Media</p> <p>Subject matter</p> <p>Personal interest</p> <p>Exhibit</p> <p>School display</p>
	<p><b>Create artwork that shows procedural and analytical thinking to communicate ideas.</b></p> <ul style="list-style-type: none"> <li>- Determine step on proficiency Scale where higher grade has more supporting ideas</li> <li>- Support ideas – how did artist use/or not use concept</li> <li>- Analyze patterns and relationships that provide solutions.</li> <li>- Track steps in creating art.</li> </ul> <p>Assessed Content: Selects media to effectively communicate an idea.</p> <p><b>Florida Standards</b> LAFS.5.SL.1.1: Engage effectively in a range of collaborative 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.</p>	VA.5.F.3.2	<p>Art Criticism</p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Judge</li> </ul> <p>Pattern</p> <p>Balance</p> <p>Solutions</p>

	<p><b>Use a variety of sources for ideas to resolve challenges in creating original works.</b></p> <ul style="list-style-type: none"> <li>- Research a variety of sources to find multiple ideas to integrate for a visual solution.</li> </ul>	<p><b>VA.5.O.2.2</b></p>	<p>Sources - <i>Resources</i></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Culture</li> <li>• News</li> <li>• Entertainment</li> <li>• Media, Environment</li> <li>• Technology</li> </ul> <p><b>Q1s</b></p>
	<p><b>Create meaningful and unique works of art to effectively communicate and document a personal voice.</b></p> <ul style="list-style-type: none"> <li>- Gather relevant information from multiple print and/or digital sources to provide inspiration in order to develop and create new visual solutions that are not copied.</li> </ul>	<p><b>VA.5.O.3.1</b></p>	<p>Plagiarism</p> <p>Personal Solutions</p>
	<p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials</li> </ul> <p>Assessed Content: Works with art tools, materials and processes safely, appropriately and responsibly</p> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.5.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Procedure</li> <li>• Process</li> <li>• Guidelines</li> <li>• Techniques</li> <li>• Responsibility</li> </ul> <p>21<sup>st</sup> Century Skill</p> <ul style="list-style-type: none"> <li>• Following Directions</li> </ul>

## Special Area Grading - **INNOVATE ART**

### Florida Standards Required by Florida DOE for this Course

#### **Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials.

#### **Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student describes choices made in using various media for the creation of works documenting self and/or community experiences and practices safety procedures in the art room.

#### **Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student uses various media to complete works with little thought to choices made, self-expression, or documentation of local/global ideas, but follows safety procedures.

#### **Lowest Acceptable Progress, Grade Range: 60- 69; which defaults to D on report card**

The student struggles to complete works or works hastily not understanding how to use various media, incorporate or describe personal interests, make choices for self-expression, and/or include community experiences to meet objectives; ignores some safety procedures.

#### **Number: 5001060 Art – Intermediate 3 – Grade 5 Highlighted are Included with visual art standards in Q1s)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative 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.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

#### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.



**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.

Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.

End of sentence punctuation is always correct.

Few mistakes with internal punctuation.

May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.

End of sentence punctuation is usually correct.

Internal punctuation contains some errors.

Text may be too simple to demonstrate mastery.

Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.

Incorrect or random use of end of sentence punctuation.

Little or no internal punctuation.

Infrequent or incorrect use of capitalization.

Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: <b>Creating Art for a Purpose</b>	<b>VISUAL ART - 5001060</b> <b>Art – Intermediate 3: Grade 5</b>	2 <sup>nd</sup> QUARTER <i>For Quarter Grade</i> PACING: WEEK 10-13	<b>Q2f</b>	<b>5</b>
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**ESSENTIAL QUESTIONS**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• How do art processes and/or visualizing the outcome affect meaning and content in completed art work?</li> <li>• What resources inspire personal decisions?</li> <li>• What is the importance of sequential procedures in creating art?</li> </ul> | <ul style="list-style-type: none"> <li>• What visualization skills assist in the creative process?</li> <li>• How are art materials and tools used in a safe manner?</li> <li>• What art skills are necessary for an art/art-related career?</li> </ul> |
|---|---|

Text: <b>SRA Art Connections</b> Grade 5	<p style="text-align: center;"><b>Overview of Curriculum – Narrative for Grade 5 (Q2f)</b></p> <p><b>WEEK 10-13</b></p> <p><b>Develop Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship and vision, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.</li> <li>Use media, technology, and other resources to inspire personal art-making decisions.</li> <li>Identify sequential procedures to engage in art production.</li> <li>Visualize the end product to justify artistic choices of tools, techniques, and processes.</li> <li>Use tools, media, techniques, and processes in a safe and responsible manner.</li> <li>Describe the knowledge and skills necessary for art-making and art-related careers.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to create art that reveals personal choices for ideas, media, and processes; identifies and describes art in the community, and follows safety procedures.</b></p>	<p><b>DUE</b></p> <p><b>November:</b></p> <ul style="list-style-type: none"> <li>• Halifax Art Festival (East side)</li> <li>• Volusia County Fair</li> <li>• DeLand Fall Festival (West side)</li> </ul>
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<b>TOPICS</b>	<p><b>DEVELOP ART: Organizational Structures (Structural Elements of Art &amp; Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety.</b></p> <p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b>  <b>Unpacking - Learning Targets</b></p>	<p><b>ACADEMIC LANGUAGE</b>  <i>italics = integration</i>                  (text pages)</p>
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Unit 2 continued: <b>Shape, Space and Form</b>  Lesson/Activities: <ul style="list-style-type: none"> <li>• Positive/Negative</li> </ul>	<p><b>Describe the knowledge and skills necessary for art-making and art-related careers.</b></p> <ul style="list-style-type: none"> <li>- Discuss job skills needed to perform well.</li> </ul> <p>Assessed Content: Identifies characteristics in artwork which indicate cultural and historical influences. ( observational skills)</p> <p><b>Florida Standards</b>                  LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in</p>	<p><b>VA.5.F.2.1</b></p>	21 <sup>st</sup> Century Skills (MAP p. 13)  Careers – Skills <ul style="list-style-type: none"> <li>• Architecture, p. 92</li> <li>• Toy Designer. P. 212</li> <li>• Technology Careers p. 152</li> </ul>
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<p><b>Shapes and Space</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Linear Perspective</li> </ul> <p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>• Pablo Picasso</li> <li>• Henri Matisse</li> <li>• Marcel Duchamp</li> </ul> <p><b>Grade 5 curriculum Integration</b></p> <p><b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Prior Knowledge</li> <li>• Fact/Opinion</li> <li>• Compare/Contrast</li> <li>• Vocabulary/Processes/Concepts</li> <li>• Reading for Text Complexity</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Geometry-2D/3D shapes and forms</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Space-Positive/Negative</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• History- Time periods</li> <li>• Geography</li> </ul>	<p>groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>		<b>Q2f</b>
	<p><b>Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.</b></p> <ul style="list-style-type: none"> <li>- Know purpose of tool(s) and media in art activity.</li> <li>- Practice drawing skills with various media to improve skills for concept.</li> </ul> <p><b>Florida Standards</b>  LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  MAFS.K12.MP.6.1: Attend to precision.  MAFS.K12.MP.7.1: Look for and make use of structure</p>	<b>VA.5.S.1.1</b>	<p><b>Drawing Skills:</b>  <b>LINE</b> - Contour , Blind Contour, Hatching, Cross-Hatching, Gesture Sketch, Shading, Value, Perception, Shadows, Stippling  Math – Acute Angle, Obtuse Angle, Slope, Ray, Perpendicular Line</p> <p>Steps for Art Process Diagrams</p>
	<p><b>Use media, technology, and other resources to inspire personal art-making decisions.</b></p> <ul style="list-style-type: none"> <li>- Use various media to discover new ways of creating.</li> <li>- Discover appropriate ways of combining media and ideas.</li> <li>- Find images to inspire ideas for new artwork.</li> </ul> <p><b>Assessed Content:</b> Structural Elements of Art and Principles of Design, Positive and negative space, tints, shades</p> <p><b>Florida Standards</b>  MAFS.K12.MP.7.1: Look for and make use of structure</p>	<b>VA.5.S.1.2</b>	<p><b>Color:</b> Hue, Color Scheme, Spectrum, Wheel, Primary, Secondary, Intermediate, Neutral, Monochromatic, Complement, Analogous, Shade, Tint, Value, Intensity, Transparent</p> <p>Decorative Cartoons</p>
	<p><b>Identify sequential procedures to engage in art production.</b></p> <ul style="list-style-type: none"> <li>- Sequence how ideas fit together to create a composition.</li> <li>• Why is the sequence important?</li> <li>• Do the steps make sense?</li> <li>• What happens if the steps are out of order?</li> </ul>	<b>VA.5.S.2.2</b>	<p>Direction, order, sequence  Outcome  21<sup>st</sup> Century Skills (MAP p. 13)  Perseverance</p>
<p><b>Visualize the end product to justify artistic choices of tools, techniques, and processes.</b></p> <ul style="list-style-type: none"> <li>- How is it done?</li> <li>- Explain the steps followed and inspiration used.</li> </ul>	<b>VA.5.S.2.3</b>	<p>Cognition  Innovation  Brainstorm  Sketch</p>	

			<p>Plan</p> <p>Projects where paper is divided in <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, etc. such as collage lesson at <a href="http://www.awesomeartists.com/art/CollageAndMixedMedia/LESSONwEXAMPLES_Collage_DivideTheCircle.pdf">http://www.awesomeartists.com/art/CollageAndMixedMedia/LESSONwEXAMPLES_Collage_DivideTheCircle.pdf</a></p>
	<p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p><b>Florida Standards</b></p> <p><b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.5.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <p>Procedure</p> <p>Process</p> <p>Guidelines</p> <p>Techniques</p> <p>Responsibility</p>

## Special Area Grading - **DEVELOP ART**

### Florida Standards Required by Florida DOE for this Course

**Q2f**

#### **Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials

#### **Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student creates art that reveals personal choices for ideas, media, and processes; identifies and describes art in the community, and follows safety procedures.

#### **Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student uses available media and processes with limited experimentation and ideation to create art; identifies where art is located in the community; and follows safety procedures.

#### **Lowest Acceptable Progress, Grade Range: 60- 69; which defaults to D on report card**

The student struggles to complete works or works hastily not understanding how to use personal ideas and/or various media and processes to meet objectives; has limited recall and/or description of art in community; ignores some safety procedures.

#### **Number: 5001060 Art – Intermediate 3 – Grade 5 Highlighted are Included with visual art standards in Q2f)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative 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.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

#### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.



**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.

Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.

End of sentence punctuation is always correct.

Few mistakes with internal punctuation.

May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.

End of sentence punctuation is usually correct.

Internal punctuation contains some errors.

Text may be too simple to demonstrate mastery.

Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.

Incorrect or random use of end of sentence punctuation.

Little or no internal punctuation.

Infrequent or incorrect use of capitalization.

Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: <b>Creating Art for a Purpose</b>	<b>VISUAL ART - 5001060</b> <b>Art – Intermediate 3: Grade 5</b>		2 <sup>nd</sup> QUARTER <i>For Quarter Grade</i> PACING: WEEK 14-18	<b>Q2s</b> Summative	<b>5</b>	
<b>ESSENTIAL QUESTIONS</b>						
<ul style="list-style-type: none"> <li>How are structural elements and art processes used to achieve intended 2D and/or 3D results?</li> <li>How is craftsmanship refined?</li> </ul>			<ul style="list-style-type: none"> <li>How are art materials and tools used in a safe manner?</li> <li>What 21<sup>st</sup> Century Skills contribute to improved, innovative, and complete art work?</li> </ul>			
Text: <b>SRA Art Connections</b> Grade 5	<p style="text-align: center;"><b><i>Overview of Curriculum – Narrative for Grade 5 (Q2s)</i></b></p> <p><b>WEEK 14-18</b></p> <p><b>Develop Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship and vision, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.</li> <li>Use materials, tools, techniques, and processes to achieve expected results in 2- and/or 3-dimensional artworks.</li> <li>Use craftsmanship and technical ability in personal works to show refinement of skills over time.</li> <li>Use tools, media, techniques, and processes in a safe and responsible manner.</li> <li>Use structural elements of art and organizational principles of design to develop content in artwork.</li> <li>Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> follow directions, plan and organize structural elements for varied results and personal vision when creating 2D/3D artwork, refine art skills over time, and improve craftsmanship through repeated, varied, and safe use of tools, processes, and media.</p>			DUE:  <b>December:</b> Event - Opening Wee Creates- ArtHaus		
<b>TOPICS</b>		<b>DEVELOP ART: <i>Organizational Structures (Structural Elements of Art &amp; Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety</i></b>			<b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)	
		<b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b>	<b>STANDARDS</b> (* are repeated)			
Unit 3- Color and Pattern  <i>Lesson/Activities:</i> <ul style="list-style-type: none"> <li><b>Color Theory</b> <ol style="list-style-type: none"> <li>Monochromatic           <ol style="list-style-type: none"> <li>Portrait</li> </ol> </li> </ol> </li> </ul>	<p><b>Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.</b></p> <p>- Create art using 21<sup>st</sup> Century Skills to concentrate on responsibility in completing work.</p>		<b>VA.5.F.3.4</b>		21 <sup>st</sup> Century Skills (MAP p. 13) Exhibit School Display  Informational – steps, processes, Color Charts History and Cultural	

<p>2. Landscape</p> <p>B. Analogous</p> <p>1. Landscape</p> <p><b>C. Complementary</b></p> <p>1. Still Life</p> <p><b>D. Warm/Cool Colors</b></p> <p><b>E. Primary Colors</b></p> <p><b>F. Secondary Colors</b></p> <p><b>G. Intermediate Colors</b></p> <p>• <b>Pattern</b></p> <p>A. Regular</p> <p>B. Alternating</p> <p>C. Random</p> <p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>• Paul Cezanne</li> <li>• Jacob Lawrence</li> <li>• M.C. Escher</li> <li>• <b>Pablo Picasso</b></li> <li>• Paul Klee</li> <li>• Vincent Van Gogh</li> </ul> <p><b>Grade 5 curriculum Integration</b></p> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>• Prior Knowledge</li> <li>• Fact/Opinion</li> <li>• Compare/Contrast</li> <li>• Vocabulary/Processes/Concepts</li> <li>• Reading for Text Complexity</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Geometry-2D/3D shapes and forms</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Space-</li> </ul>	<p><b>Use structural elements of art and organizational principles of design to develop content in artwork.</b></p> <p>- Study artists all year throughout school with each grade level having a different aspect or focus.</p> <p><b>Assessed Content:</b> Structural Elements of Art and Principles of Design, (symmetrical, asymmetrical and radial balance)</p> <p><b>Florida Standards</b> MAFS.K12.MP.7.1: Look for and make use of structure</p>	<p><b>VA.5.O.1.1</b></p>	<p>21<sup>st</sup> Century Skills: Practice Proficiency Perseverance Research</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Q2s</b> Summative</p> </div> <p>Keith Haring: response to AIDs movement <i>Visual Text</i> = pieces of art works</p>
<p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>• Paul Cezanne</li> <li>• Jacob Lawrence</li> <li>• M.C. Escher</li> <li>• <b>Pablo Picasso</b></li> <li>• Paul Klee</li> <li>• Vincent Van Gogh</li> </ul> <p><b>Grade 5 curriculum Integration</b></p> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>• Prior Knowledge</li> <li>• Fact/Opinion</li> <li>• Compare/Contrast</li> <li>• Vocabulary/Processes/Concepts</li> <li>• Reading for Text Complexity</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Geometry-2D/3D shapes and forms</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Space-</li> </ul>	<p><b>Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.</b></p> <p>- Develop and use criteria for selecting work for display.</p> <p>- Find examples and discuss the use of distortion and exaggeration.</p> <p><b>Assessed Content:</b> Structural Elements of Art and Principles of Design, (variety, unity, pattern, balance, rhythm, harmony)</p> <p><b>Florida Standards</b> MAFS.K12.MP.5.1: Use appropriate tools strategically. MAFS.K12.MP.6.1: Attend to precision MAFS.K12.MP.7.1: Look for and make use of structure</p>	<p><b>VA.5.S.2.1</b></p>	<p>Proportion: Face, Body, Profile Ratio Scale Realistic, Unrealistic Central Axis Distortion, Exaggeration Cartoon</p>
<p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>• Paul Cezanne</li> <li>• Jacob Lawrence</li> <li>• M.C. Escher</li> <li>• <b>Pablo Picasso</b></li> <li>• Paul Klee</li> <li>• Vincent Van Gogh</li> </ul> <p><b>Grade 5 curriculum Integration</b></p> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>• Prior Knowledge</li> <li>• Fact/Opinion</li> <li>• Compare/Contrast</li> <li>• Vocabulary/Processes/Concepts</li> <li>• Reading for Text Complexity</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Geometry-2D/3D shapes and forms</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Space-</li> </ul>	<p><b>Use materials, tools, techniques, and processes to achieve expected results in 2- &amp;/or 3-dimensional artworks.</b></p> <p>- Know purpose of tool(s), processes, and media in art activity.</p> <p><b>Assessed Content:</b> Structural Elements of Art and Principles of Design, (geometric and freeform shape, color wheel, complimentary colors, contour lines)</p> <p><b>Florida Standards</b> MAFS.K12.MP.5.1: Use appropriate tools strategically. MAFS.K12.MP.6.1: Attend to precision MAFS.K12.MP.7.1: Look for and make use of structure</p>	<p><b>VA.5.S.3.1</b></p>	<p>Portrait, 90, 94, 95 Still Life, p. 45 Nonobjective, 37, 176 Sculpture:  <ul style="list-style-type: none"> <li>• Relief, p. 117</li> <li>• Subtractive, p.143</li> <li>• Additive, p. 82, 156</li> </ul>           Form:  <ul style="list-style-type: none"> <li>• Scoring, Curling, Pleating, Fringing, Tab/Slot. P. 84</li> </ul>           Shading, p. 78-81</p>

<p>Positive/Negative</p> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• History- Time periods</li> <li>• Geography</li> </ul>	<p><b>Use craftsmanship and technical ability in personal works to show refinement of skills over time.</b></p> <p>- Create art using 21<sup>st</sup> Century Skills to concentrate on craftsmanship.</p> <p><b>Assessed Content:</b> Identifies, uses and assesses qualities of good craftsmanship</p> <p><b>Florida Standards</b> MAFS.K12.MP.6.1: Attend to precision.</p>	<p><b>VA.5.S.3.2</b></p>	<p>21<sup>st</sup> Century Skills: practice, perseverance (List in <i>Resources</i>)</p> <p>Planning, revisions</p> <div style="border: 1px solid black; background-color: black; color: white; padding: 5px; text-align: center;"> <p><b>Q2s</b></p> <p>Summative</p> </div>
	<p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <p>- Know use and care of tools and materials.</p> <p>- Demonstrate ongoing responsible use of tools and materials</p> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p><b>*VA.5.S.3.3</b></p>	<p>Safety (32-33, T12) Procedure Process Guidelines Techniques Responsibility Art Festivals</p> <p>21<sup>st</sup> Century Skills (MAP p. 13)</p>

## Special Area Grading - **DEVELOP ART**

## Florida Standards Required by Florida DOE for this Course

Q2s
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### Outstanding Progress, Grade Range: 90 – 100; which defaults to **A** on report card

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials

### Above Average Progress, Grade Range: 80 – 89; which defaults to **B** on report card

The student advances art skills and improves craftsmanship through repeated, varied, and safe use of tools, processes, and media to organize the structural elements in artwork.

### Average Progress, Grade Range: 70-79; which defaults to **C** on report card

The student develops skills and craftsmanship through repeated, varied, and safe use of tools, processes, and media to create art and show some organization of the structural elements.

### Lowest Acceptable Progress, Grade Range: 60- 69; which defaults to **D** on report card

The student struggles to improve skills and craftsmanship without repeated, varied, or safe use of tools, processes, and media and/or improvement in organizing the structural elements.

### Number: 5001060 Art – Intermediate 3 – Grade 5 Highlighted are Included with visual art standards in Q2s)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative 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.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.



**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.

Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.

End of sentence punctuation is always correct.

Few mistakes with internal punctuation.

May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.

End of sentence punctuation is usually correct.

Internal punctuation contains some errors.

Text may be too simple to demonstrate mastery.

Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.

Incorrect or random use of end of sentence punctuation.

Little or no internal punctuation.

Infrequent or incorrect use of capitalization.

Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: Art in Context – Past and Present	VISUAL ART - 5001060 Art – Intermediate 3: Grade 5		3 <sup>rd</sup> QUARTER For Progress Report PACING: WEEK 19-22	Q3f	5
ESSENTIAL QUESTIONS					
<ul style="list-style-type: none"> <li>How are exemplary works analyzed to recognize characteristics standard in quality art work?</li> <li>How is following directions for art or safety in the classroom suitable behavior in an art audience?</li> </ul>		<ul style="list-style-type: none"> <li>Why are ethical standards required in the visual arts?</li> <li>How do artistic choices produce multiple solutions?</li> <li>How does art contribute to public awareness for a concern?</li> </ul>			
Text: <b>SRA Art Connections</b> Grade 5	<p style="text-align: center;"><b>Overview of Curriculum – Narrative for Grade 5 (Q3f)</b></p> <p><b>WEEK 19-22</b></p> <p><b>Connect With Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references about artists, their work, style of art, and art skills, time for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.</li> <li>Use accurate art vocabulary to communicate about works of art and artistic and creative processes.</li> <li>Use tools, media, techniques, and processes in a safe and responsible manner.</li> <li>Use ethical standards, including copyright laws, when producing works of art.</li> <li>Use suitable behavior as a member of an art audience.</li> <li>Create artwork to promote public awareness of community and/or global concerns.</li> <li>Explore careers in which artworks and utilitarian designs are created.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> explain the differences and similarities in exemplary artworks, the styles, techniques, and processes, create personal works that show ethical use of content and awareness of local/global concerns, use appropriate art vocabulary to talk about artwork, know that career artists create art and utilitarian works, and apply correct audience and safety behaviors.</p>			<p><b>DUE</b></p> <p><b>Late January:</b></p> <ul style="list-style-type: none"> <li>Volusia Student Create Adjudication</li> </ul> <p><b>February:</b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> Languages/ArtHaus (Even Years)</li> <li>ATC's</li> </ul>	
TOPICS		CONNECT w/ ART: <i>Context In Art Past to Present; Art Styles; Artist Integrity Copyright</i>		ACADEMIC LANGUAGE <i>italics = integration (text pages)</i>	
Unit 4-Proportion & Distortion  <i>Lesson/Activities:</i> <ul style="list-style-type: none"> <li><b>Face/Body Proportions</b></li> <li>1. Portrait</li> </ul>		<b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b> <p><b>Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.</b></p> <ul style="list-style-type: none"> <li>Find specific qualities in artworks (Structural Elements and/or Organizational Principles) that stand out or are most noticeable in an artwork and help begin the discussion/critique process.</li> <li>Discuss the qualities that make an artwork unique.</li> </ul>	<b>STANDARDS</b> (* are repeated)  <b>VA.5.C.1.3</b>	Assemblage Pattern- Alternating, Random, Regular Visual Movement, Rhythm, Harmony Balance – Central Axis <ul style="list-style-type: none"> <li><b>Symmetrical</b></li> </ul>	

<p>2. Sketch of a model</p> <ul style="list-style-type: none"> <li>• <b>Distortions</b> <ol style="list-style-type: none"> <li>1. Masks</li> <li>2. Life-size sculptures</li> </ol> </li> </ul> <p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>• Edgar Degas</li> <li>• Amedeo Modigliani</li> <li>• Alberto Giacometti</li> <li>• Dale Chihuly</li> <li>• Pablo Picasso</li> <li>• Frank Lloyd Wright</li> <li>• Henry Moore</li> </ul> <p><b>Grade 5 curriculum Integration</b></p> <p><b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas/experiences in creating visual art</li> <li>• Context clues to determine meaning in artworks</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Measurement</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Energy and motion</li> <li>• Golden Mean</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> </ul>	<p><b>Florida Standards</b>  LAFS.5.SL.1.1: Engage effectively in a range of collaborative 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.  MAFS.5.OA.2: Analyze patterns and relationships.  MAFS.5.G.2: Classify two-dimensional figures into categories based on their properties.</p> <p><b>Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic objectives.</b>  - Use composition to support evidence of a theme.</p> <p><b>Explore careers in which artworks and utilitarian designs are created.</b>  - Discuss differences in house-hold objects, furniture, playground equipment, cars, and artworks.</p> <p><b>Assessed Content:</b>  Examines and discusses skills and knowledge needed for specific art careers (architecture, advertising, etc.)</p> <p><b>Florida Standards</b>  LAFS.5.SL.1.1: Engage effectively in a range of collaborative 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.</p> <p><b>Create artwork to promote public awareness of community and/or global concerns.</b>  - Select art works for local festivals.  - <i>Select 10 art works to District Art Specialist for adjudication into annual K-12 Volusia Students Create, DUE end January.</i>  - Use composition to support evidence of a theme  - Respond to historical themes and social issues by creating unique artwork.</p> <p><b>Florida Standards</b>  LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.  LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>		<ul style="list-style-type: none"> <li>• Asymmetrical - Informal</li> <li>• Radial</li> </ul> <p>Variety  Focal Point  p. 181 Kahlo critique</p> <p><b>Q3f</b></p> <p>Brainstorm  Justify  Defend  Solutions</p> <p>Careers:  <ul style="list-style-type: none"> <li>• Architecture, p. 92;</li> <li>• Toy Designer. P. 212;</li> <li>• Technology Careers p. 152</li> </ul>   Utilitarian vs. Aesthetic    Art Skills needed for careers</p> <p>Campaign, cause, election art;  (FYI: <i>CrimeStoppers and District poster Initiative: "Make Your School, Your Community, Your World a Better Place, Due end of March)</i>  Social Issues: Community Volunteers</p>
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	<p><b>Use suitable behavior as a member of an art audience.</b></p> <ul style="list-style-type: none"> <li>- Identify differences in audience behavior in the classroom, school and community.</li> <li>- Discuss appropriate qualities of a good audience in a specific venue and why the behavior is appropriate.</li> <li>- Questions and comment on discussion and elaborate on the remarks of another.</li> <li>- Follow rules for discussions and carry our assigned roles.</li> </ul> <p>Assessed Content: Suitable behavior for visiting art exhibits.</p> <p><b>Florida Standards</b> LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	VA.5.H.1.2	<p>Art Venues:</p> <ul style="list-style-type: none"> <li>• Art Festivals</li> <li>• Museums</li> <li>• Concerts</li> <li>• Galleries</li> <li>• Community – Mall, Town Hall, etc.</li> <li>• School</li> <li>• Home, etc.</li> </ul> <p>Respect, Behavior Developing Compositions, Pre-Planning, Styles, Critiques</p>
	<p><b>Use accurate art vocabulary to communicate about works of art and artistic and creative processes.</b></p> <ul style="list-style-type: none"> <li>- Discuss the importance of knowing how to describe what is seen to another</li> </ul> <p><b>Florida Standards</b> LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. MAFS.5.OA.2: Analyze patterns and relationships.</p>	*VA.5.S.1.4	<p>Structural Elements:</p> <ul style="list-style-type: none"> <li>• Texture</li> <li>• Negative Space</li> </ul> <p>Organizational Principles:</p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Rhythm</li> </ul> <p>p. 163 Miró example</p>
	<p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p>Assessed Content: Works with art tools, materials and processes safely, appropriately and responsibly</p> <p><b>Florida Standards</b> ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	*VA.5.S.3.3	<p>Safety (32-33, T12) Procedure Process Guidelines Techniques Responsibility</p>
	<p><b>Use ethical standards, including copyright laws, when producing works of art.</b></p> <ul style="list-style-type: none"> <li>- Discuss plagiarism.</li> </ul>	VA.5.S.3.4	<p>Copyright Plagiarism</p>

Q3f

	<p>- Discuss what copying means to the artist creating the original work that is copied and to the “artist” who copies the work of another artist.</p> <p><b>Assessed Content::</b> Copyright and respect for others' work.</p> <p><b>Florida Standards</b> LAFS.5.SL.1.1: Engage effectively in a range of collaborative 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.</p>		<b>Q3f</b>
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## Special Area Grading - **CONNECT WITH ART**

### Florida Standards Required by Florida DOE for this Course

**Q3f**

#### **Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation, revisions and inclusion of ethical standards resulting in exemplary craftsmanship through safe use of tools and materials.

#### **Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student explains the differences between imaginary and real objects in artworks, the connections to the home/community, and suitable audience, safety and ethical behaviors.

#### **Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student differentiates between imaginary and real objects in artworks, identifies connections to the home/community, and defines suitable audience, safety and ethical behaviors.

#### **Lowest Acceptable Progress, Grade Range: 60- 69; which defaults to D on report card**

The student identifies a difference between imaginary and real objects in artworks, recognizes a connections to the home/community, and names a suitable audience and/or safety behavior without understanding the reason for ethical standards.

#### **Number: 5001060 Art – Intermediate 3 – Grade 5 Highlighted are Included with visual art standards in Q3f)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative 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.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

#### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.

Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.

End of sentence punctuation is always correct.

Few mistakes with internal punctuation.

May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.

End of sentence punctuation is usually correct.

Internal punctuation contains some errors.

Text may be too simple to demonstrate mastery.

Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.

Incorrect or random use of end of sentence punctuation.

Little or no internal punctuation.

Infrequent or incorrect use of capitalization.

Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: Art in Context – Past and Present	VISUAL ART - 5001060 Art – Intermediate 3: Grade 5		3 <sup>rd</sup> QUARTER For Progress Report PACING: WEEK 23-27	Q3s	5
<b>ESSENTIAL QUESTIONS</b>					
<ul style="list-style-type: none"> <li>• How do people, places, cultures, and history play a role in the creation and analysis of the art work created?</li> <li>• How are art materials and tools used in a safe manner?</li> <li>• Why should we value what is visually created?</li> <li>• How do artists affect the world in which we live?</li> </ul>			<ul style="list-style-type: none"> <li>• How do <b>artists</b> reflect the times in which they lived? What were their contributions?</li> <li>• What are the differences between sculpture and architecture? Are these creators artists?</li> </ul>		
Text: <b>SRA Art Connections</b> Grade 5 *Artists for assessment	<p style="text-align: center;"><b><u>Overview of Curriculum – Narrative for Grade 5 (Q3s)</u></b></p> <p><b>WEEK 23-27</b></p> <p><b>Connect With Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references about artists, their work, style of art, and art skills; time for students to respond creatively to the lesson; and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Create artworks to depict personal, cultural, and/or historical themes.</li> <li>Use tools, media, techniques, and processes in a safe and responsible manner.</li> <li>Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.</li> <li>Examine historical and cultural influences that inspire artists and their work.</li> <li>Identify and describe the importance a selected group or culture places on specific works of art.</li> <li>Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.</li> <li>Discuss contributions that artists make to society.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to create art based on personal ideas using art materials safely and to explain how people in other cultures and places express their ideas through art.</b></p>			<p><b>DUE:</b></p> <p>March:</p> <ul style="list-style-type: none"> <li>• <i>Volusia Students Create Exhibit</i> (March/April - Event)</li> <li>• Youth Art Month Proclamation ATC Display - Event</li> <li>• DeBary: Youth Celebration of the Arts - festival</li> <li>• CrimeStoppers Posters due to Art Office, Brewster Center</li> </ul>	
<b>TOPICS</b>	<b>CONNECT w/ ART: Context In Art Past to Present; Art Styles; Artist Integrity Copyright</b>			<b>ACADEMIC LANGUAGE</b> <i>italics = integration (text pages)</i>	
	<b>NGSSS Visual Art STANDARDS Unpacking - Learning Targets</b>		<b>STANDARDS</b> (* are repeated)		
Unit 5 - Rhythm, Movement, and Balance	<p><b>Discuss contributions that artists make to society.</b></p> <ul style="list-style-type: none"> <li>- List items that have been made by artists.</li> <li>- List items that are surrounding students which were created by individuals.</li> </ul>		<b>VA.5.F.2.3</b>	Survey Cultural Attributes Functional & Nonfunctional Art Vs. Aesthetic & Utilitarian	

<p><i>Lesson/Activities:</i></p> <ul style="list-style-type: none"> <li>• Cubist Still Life</li> <li>• Weaving</li> <li>• Batik</li> <li>• Printing</li> <li>• Sculpture</li> </ul> <p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>• Alexander Calder</li> <li>• *Frank Lloyd Wright</li> <li>• *Henry Moore</li> <li>• Louise Nevelson</li> <li>• *Pablo Picasso</li> <li>• Vincent Van Gogh</li> </ul>	<p>- Discuss the importance of these artists.</p> <ul style="list-style-type: none"> <li>• What influences did <b>Picasso</b> bring to Modern Art? How did he change art?</li> <li>• What influences did <b>Moore</b> bring to modern sculpture? How did he change art?</li> <li>• What influences did <b>Frank Lloyd Wright</b> bring to Modern Architecture? How did he change building structures?</li> </ul> <p><b>Florida Standards</b>  <u>LAFS.5.RL.3.7</u> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  <u>LAFS.5.SL.1.1</u>: Engage effectively in a range of collaborative 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.</p>		<p>Featured lesson plans and sample images for assessment</p> <p><b>Picasso</b> – p. 165    Artist profile- p. 47  <a href="http://www.museupicasso.bcn.cat/en/">http://www.museupicasso.bcn.cat/en/</a>  <a href="http://www.metmuseum.org/toah/hd/pica/hd_pi_ca.htm">http://www.metmuseum.org/toah/hd/pica/hd_pi_ca.htm</a></p> <p><b>Henry Moore</b> – Grade 4 @ p. 126  <a href="http://www.henry-moore.org/">http://www.henry-moore.org/</a>  <a href="http://www.artchive.com/artchive/M/moore.html">http://www.artchive.com/artchive/M/moore.html</a></p> <p><b>Frank Lloyd Wright</b> – Grade K @ p. 138  <a href="http://www.franklloydwright.org/about/Overview.html">http://www.franklloydwright.org/about/Overview.html</a></p>
<p><b>Grade 5 curriculum Integration</b></p> <p><b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas/experiences in creating visual art</li> <li>• Context clues to determine meaning in artworks</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Measurement</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Energy and motion</li> <li>• Golden Mean</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> </ul>	<p><b>Examine historical and cultural influences that inspire artists and their work.</b></p> <p>- Discuss how the environment or personal experiences and background influence an artist's creative process.</p> <p><b>Assessed Content:</b>    Identifies characteristics in artworks which indicate cultural and historical influences</p> <p><b>Florida Standards</b>  <u>LAFS.5.W.1.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>VA.5.H.1.1</b></p>	<p>Research    Art criticism: Describe, Analyze, Interpret, Judge    Draw Conclusions</p>
	<p><b>Identify and describe the importance a selected group or culture places on specific works of art.</b></p> <p>- Discuss the effects of culture and associations affect the creative process.</p> <p>- What is the importance of <b>art, sculpture and architecture</b>?</p> <p><b>Assessed Content:</b>    Uses a timeline to understand art history, cultures and artists</p> <p><b>Florida Standards</b>  <u>LAFS.5.SL.1.2</u> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <u>LAFS.5.W.1.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>VA.5.H.1.3</b></p>	<p>Art criticism: Describe, Analyze, Interpret, Judge    Analyze reasons    Draw Conclusions    Compositional Organization    Theme</p>

Q3s

	<p><b>Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.</b></p> <ul style="list-style-type: none"> <li>- Discuss why people create.</li> <li>- Discuss the importance of personal creativity and why it is also important to others who create that personal works should not be touched/changed/ degraded by others.</li> </ul> <p><b>Florida Standards</b> LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>VA.5.H.1.4</b></p>	<p>Value Respect Reasons: Pleasure, Skill, Money, Fame, Problem Solving, Popularity, etc.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; background-color: black; color: white; font-weight: bold;">Q3s</div>
	<p><b>Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.</b></p> <ul style="list-style-type: none"> <li>- Summarize theme of art work in a verbal discussion and/or written critique or artist statement.</li> </ul> <p>Assessed Content: Demonstrates knowledge of how history, culture and visual symbols influence each other.</p>	<p><b>VA.5.O.2.1</b></p>	<p>Art criticism</p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Judge</li> </ul> <p>Draw Conclusions Narrative art: Oaxacan wood carvings</p>
	<p><b>Create artworks to depict personal, cultural, and/or historical themes.</b></p> <ul style="list-style-type: none"> <li>- Discuss the attributes of a theme in art.</li> <li>- Discuss how themes and concepts (i.e., perspective, color theory, etc.) are related in art.</li> </ul> <p>Assessed Content: Artists can be illustrators in textbooks (science, Social Studies, etc. )</p> <p><b>Florida Standards</b> LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>VA.5.S.1.3</b></p>	<p>Perspective</p> <ul style="list-style-type: none"> <li>• Central Axis</li> <li>• Depth</li> <li>• Picture Plane</li> <li>• Exaggeration</li> <li>• Point Of View</li> <li>• Space</li> </ul> <p>Profile, Proportion How a composition is organized. p.91 Math: Scale Model</p>
	<p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul>	<p><b>*VA.5.S.3.3</b></p>	<p>Safety (32-33, T12) Procedure Process Guidelines Techniques</p>



	<p>Assessed Content: Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. <b>MAFS.K12.MP.5.1</b>: Use appropriate tools strategically</p>		Responsibility
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**Q3s**

## Special Area Grading - **CONNECT WITH ART**

## Florida Standards Required by Florida DOE for this Course

**Q3s**

### **Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials.

### **Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student creates art based on personal ideas using art materials safely and explains how people in other cultures and places express their ideas through art.

### **Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student creates art based on incomplete ideas, but uses art materials safely and/or recognizes how people in other cultures and places express their ideas through art.

### **Lowest Acceptable Progress, Grade Range: 60- 69; which defaults to D on report card**

The student struggles to create and/or complete art based on personal ideas with little attention to safety and/or misunderstands how people in other cultures/places express their ideas through art.

**Number: 5001060 Art – Intermediate 3 – Grade 5**  
**Highlighted are Included with visual art standards in Q3s)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative 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.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.

Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.

End of sentence punctuation is always correct.

Few mistakes with internal punctuation.

May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.

End of sentence punctuation is usually correct.

Internal punctuation contains some errors.

Text may be too simple to demonstrate mastery.

Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.

Incorrect or random use of end of sentence punctuation.

Little or no internal punctuation.

Infrequent or incorrect use of capitalization.

Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: Analysis and Evaluation	<b>VISUAL ART - 5001060</b> Art – Intermediate 3: Grade 5		4 <sup>th</sup> QUARTER For Quarter Grade PACING: WEEK 28-31	<b>Q4f</b>	<b>5</b>
<b>ESSENTIAL QUESTIONS</b>					
<ul style="list-style-type: none"> <li>How are the structural elements of art analyzed and organized to achieve a creative outcome?</li> <li>How are art materials and tools used in a safe manner?</li> </ul>		<ul style="list-style-type: none"> <li>How are visual differences compared in the art criticism process?</li> <li>How are leadership skills demonstrated during a collaborative task?</li> </ul>			
Text: <b>SRA Art Connections</b> Grade 5	<p style="text-align: center;"><b>Overview of Curriculum – Narrative for Grade 5 (Q4f)</b></p> <p><b>WEEK 28-31 (Formative)</b></p> <p><b>Assess Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on understanding how to compare art works and talk about personal art and art created by others, time for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Use the structural elements of art and organizational principles of design when engaged in art criticism.</li> <li>Use tools, media, techniques, and processes in a safe and responsible manner.</li> <li>Organize the structural elements of art to achieve visual unity.</li> <li>Explain how creative and technical ability is used to produce a work of art.</li> <li>Compare works of art on the basis of style, culture, or artist across time to identify visual differences.</li> <li>Work collaboratively with others to complete a task in art and show leadership skills.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> use art materials safely and employ technical and creative skill while creating art, compare artworks across time and culture using art vocabulary that includes the structural art elements and their organizing principles, and create collaborative or personal art to achieve results on time and personal artwork on time.</p>			<p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li><b>Frank Lloyd Wright</b></li> <li><b>Henry Moore</b></li> <li><b>Pablo Picasso</b></li> </ul>	
<b>TOPICS</b>		<b>ASSESS ART: <i>Ability to Discuss &amp; Evaluate Personal Art and Art of Others in Various Contexts</i></b>		<b>ACADEMIC LANGUAGE</b> <i>italics = integration (text pages)</i>	
		<b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b>	<b>STANDARDS</b> (* are repeated)		
Unit 5- Texture, Rhythm, Movement, and Balance  <u>Unit 5- Texture, Rhythm, Movement and Balance</u>	<p><b>Use the structural elements of art and organizational principles of design when engaged in art criticism.</b></p> <ul style="list-style-type: none"> <li>- Discuss art work using the group-created rubric.</li> <li>- Discussing orally or in written critique, decide the merits of selected art work.</li> <li>- Discuss the merits of personal art using descriptive art terms in a written or verbal critique.</li> </ul>		<b>VA.5.C.3.1</b>	<p>Art Criticism</p> <ul style="list-style-type: none"> <li>Describe</li> <li>Analyze</li> <li>Interpret</li> <li>Judge</li> </ul> <p>Structural Elements of Art Organizational Principles of Design</p>	

<p><i>Lesson/Activities:</i></p> <ul style="list-style-type: none"> <li>• <b>Formal Balance</b> Symmetry</li> <li>• <b>Informal Balance</b> Asymmetrical</li> <li>• <b>Radial Balance</b></li> </ul> <p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>• Diego Rivera</li> <li>• Frida Kahlo</li> <li>• Tiffany</li> </ul> <p>REVIEW:</p> <ul style="list-style-type: none"> <li>• Frank Lloyd Wright</li> <li>• Henry Moore</li> <li>• Pablo Picasso</li> </ul> <p><b>Grade 5 curriculum Integration</b> <b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Recognize tone and mood in artwork</li> <li>• Recall, interpret, summarize, evaluate</li> <li>• Classify, reorganize, synthesize to create unique piece of art</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Geometry</li> <li>• Spatial recognition</li> <li>• Fraction</li> <li>• Division</li> <li>• Algebraic probability</li> </ul> <p><b>Science</b></p>	<p><b>Assessed Content:</b> Structural Elements of Art and Principles of Design, (symmetrical, asymmetrical and radial and formal balance)</p> <p><b>Florida Standards</b> LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. MAFS.5.OA.2: Analyze patterns and relationships. MAFS.5.G.2: Classify two-dimensional figures into categories based on their properties. MAFS.K12.MP.6.1: Attend to precision MAFS.K12.MP.7.1: Look for and make use of structure.</p> <p><b>Work collaboratively with others to complete a task in art and show leadership skills.</b> - Discuss the interactive and interpersonal skills needed to collaboratively discuss art or work on a project with others. - Select a topic/activity for group collaboration.</p> <p><b>Florida Standards</b> LAFS.5.SL.1.1: Engage effectively in a range of collaborative 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.</p> <p><b>Compare works of art on the basis of style, culture, or artist across time to identify visual differences.</b> - Analyze how and why individuals, events, and ideas develop and interact during the completion of text/image. - Discuss the similarities and differences among works of the same styles, subject matter, or cultures and/or by the same individuals.</p> <p><b>Florida Standards</b> LAFS.5.SL.1.1: Engage effectively in a range of collaborative 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. MAFS.K12.MP.7.1: Look for and make use of structure.</p> <p><b>Organize the structural elements of art to achieve visual unity.</b> - Consider how to organize specific structural elements to complete a</p>	<p></p> <p><b>VA.5.F.3.3</b></p> <p><b>VA.5.H.2.1</b></p> <p><b>VA.5.O.1.2</b></p>	<p>Balance –</p> <ul style="list-style-type: none"> <li>• Symmetrical – <ul style="list-style-type: none"> <li>○ Central Axis</li> <li>○ Formal Balance</li> </ul> </li> <li>• Asymmetrical <ul style="list-style-type: none"> <li>○ Informal Balance</li> </ul> </li> <li>• Radial <ul style="list-style-type: none"> <li>○ Revolves around 1 point</li> </ul> </li> </ul> <p>21<sup>st</sup> Century Skills: collaboration (MAP p. 13)) Collaborative Discussions Vision Needs of Group Role of Group Members Intended Outcome</p> <p>Art Criticism:</p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Judge</li> </ul> <p>Range of Selected Works Depicting Specific Styles, Subjects, or Cultures or by Selected Artist(s).</p> <p>Art Criticism:</p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Analyze</li> <li>• Interpret</li> </ul>
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Q4f



Q4f

<ul style="list-style-type: none"> <li>Life</li> <li>Science Process</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> </ul>	<p>concept as a visual image.</p> <ul style="list-style-type: none"> <li>- How do media and techniques support creating visual concepts?</li> </ul> <p><b>Florida Standards</b> MAFS.K12.MP.7.1: Look for and make use of structure.</p>		<ul style="list-style-type: none"> <li>Judge</li> </ul> <p>Structural Elements of Art Organizational Principles of Design</p> <ul style="list-style-type: none"> <li>Unity</li> </ul> <p>Art Concepts Media Techniques</p>
	<p><b>Explain how creative and technical ability is used to produce a work of art.</b></p> <ul style="list-style-type: none"> <li>- Discuss how art is produced by comparing the completed image with how much the technical ability contributed to the overall craftsmanship and creativity.</li> <li>- What are the technical differences between creating art, sculpture, and architecture?</li> </ul> <p><b>Florida Standards</b> LA.5.SL.1.1: Engage effectively in a range of collaborative 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.</p>	VA.5.O.1.3	<p>Art Criticism:</p> <ul style="list-style-type: none"> <li>Describe</li> <li>Analyze</li> <li>Interpret</li> <li>Judge</li> </ul> <p>Background Knowledge Appropriate Vocabulary Creativity Craftsmanship</p>
	<p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p>Assessed Content: Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b> ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	*VA.5.S.3.3	<p>Safety (32-33, T12)</p> <p>Procedure Process Guidelines Techniques Responsibility</p>

## Special Area Grading - **ASSESS ART**

### Florida Standards Required by Florida DOE for this Course

**Q4f**

#### **Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials.

#### **Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student continues to use art materials safely while creating art and compare artworks in details for similarities and differences.

#### **Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student follows safety procedures during the creation process and can identify artworks that are similar or different.

#### **Lowest Acceptable Progress, Grade Range: 60- 69; which defaults to D on report card**

The student usually follows safety procedures during the creation process and has difficulty in distinguishing what is similar or different in artworks.

**Number: 5001060 Art – Intermediate 3 – Grade 5  
Highlighted are Included with visual art standards in Q4f)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative 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.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

#### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.

Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.

End of sentence punctuation is always correct.

Few mistakes with internal punctuation.

May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.

End of sentence punctuation is usually correct.

Internal punctuation contains some errors.

Text may be too simple to demonstrate mastery.

Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.

Incorrect or random use of end of sentence punctuation.

Little or no internal punctuation.

Infrequent or incorrect use of capitalization.

Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

UNIT/ORGANIZING PRINCIPLE: Analysis and Evaluation	VISUAL ART - 5001060 Art – Intermediate 3: Grade 5		4 <sup>th</sup> QUARTER For Quarter Grade PACING: WEEK 32-36	Q4s	5
<b>ESSENTIAL QUESTIONS</b>					
<ul style="list-style-type: none"> <li>How is critical analysis used to interpret exemplary works, understand an artist's/designer's intent, or formulate associations with non-art content areas?</li> </ul>			<ul style="list-style-type: none"> <li>Does the student know and follow safety guidelines?</li> <li>What art vocabulary describes sequential procedures and art processes?</li> </ul>		
Text: <b>SRA Art Connections</b> Grade 5	<p style="text-align: center;"><b><u>Overview of Curriculum – Narrative for Grade 5 (Q4s)</u></b></p> <p><b>WEEK 32-36 (Summative)</b></p> <p><b>Assess Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction on how to compare art works and talk about personal art, art created by artists and /or connections between the visual arts and other content areas; time for students to respond creatively to the lesson; and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art. Identify sequential procedures to engage in art production.</li> <li>Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects</li> <li>Critique works of art to understand the content and make connections with other content areas.</li> <li>Use accurate art vocabulary to communicate about works of art and artistic and creative processes.</li> <li>Use tools, media, techniques, and processes in a safe and responsible manner.</li> <li>Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> differentiate, analyze, and reflect on how various media and content are used and to express ideas in creating and/or integrating non-art content while handling art materials safety.</p>		<p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li>*Frank Lloyd Wright</li> <li>*Henry Moore</li> <li>*Pablo Picasso</li> </ul>		
<b>TOPICS</b>		<b>ASSESS ART: Ability to Discuss &amp; Evaluate Personal Art and Art of Others in Various Contexts</b>		<b>ACADEMIC LANGUAGE</b> <i>italics = integration (text pages)</i>	
		<b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b>	<b>STANDARDS</b> (* are repeated)		
<b>Unit 6- Harmony, Variety, Emphasis and Unity</b> <i>Lesson/Activities:</i> <ul style="list-style-type: none"> <li>Emphasis of an element</li> </ul>		<p><b>Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.</b></p> <p>- Discuss personal artworks using the critique process as established during the year.</p> <p><b>Assessed Content:</b></p> <p>Creates and applies personal criteria for evaluating works of art using appropriate</p>	<b>VA.5.C.1.2</b>	Art Criticism <ul style="list-style-type: none"> <li>Describe</li> <li>Analyze</li> <li>Interpret</li> <li>Judge</li> </ul>	

<ul style="list-style-type: none"> <li>Emphasis through placement</li> <li>Clay print</li> <li>Yarn painting</li> <li>Unity through theme or media</li> <li>Quilt design</li> <li>Harmony and Variety</li> <li>Mural design</li> </ul> <p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>Elizabeth Garrison</li> <li>Wassily Kandinsky</li> <li>Henri Matisse</li> </ul> <p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li>*Frank Lloyd Wright</li> <li>*Henry Moore</li> <li>*Pablo Picasso</li> </ul> <p><b>Grade 5 curriculum Integration</b></p> <p><b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>Recognize tone and mood in artwork</li> <li>Recall, interpret, summarize, evaluate</li> <li>Classify, reorganize, synthesize to create unique piece of art</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Geometry</li> <li>Spatial recognition</li> </ul>	<p><b>vocabulary</b></p> <p><b>Florida Standards</b> LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Identify sequential procedures to engage in art production.</b> - Analyze the use of art visuals as the “text” or “story” in discussions and/or writing.</p> <p><b>Use art-criticism processes to form a hypothesis about an artist’s or designer’s intent when creating artworks and/or utilitarian objects.</b></p> <p><b>Picasso</b> – p. 165 Artist profile- p. 47 <a href="http://www.museupicasso.bcn.cat/en/">http://www.museupicasso.bcn.cat/en/</a> <a href="http://www.metmuseum.org/toah/hd/pica/hd_pica.htm">http://www.metmuseum.org/toah/hd/pica/hd_pica.htm</a></p> <p><b>Henry Moore</b> – Grade 4 @ p. 126 <a href="http://www.henry-moore.org/">http://www.henry-moore.org/</a> <a href="http://www.artchive.com/artchive/M/moore.html">http://www.artchive.com/artchive/M/moore.html</a></p> <p><b>Frank Lloyd Wright</b> – Grade K @ p. 138 <a href="http://www.franklloydwright.org/about/Overview.html">http://www.franklloydwright.org/about/Overview.html</a></p> <p><b>Florida Standards</b> LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. MAFS.K12.MP.7.1: Look for and make use of structure.</p> <p><b>Critique works of art to understand the content and make connections with other content areas.</b></p> <p><b>Picasso</b> – p. 165 Artist profile- p. 47 <a href="http://www.museupicasso.bcn.cat/en/">http://www.museupicasso.bcn.cat/en/</a> <a href="http://www.metmuseum.org/toah/hd/pica/hd_pica.htm">http://www.metmuseum.org/toah/hd/pica/hd_pica.htm</a></p> <p><b>Henry Moore</b> – Grade 4 @ p. 126 <a href="http://www.henry-moore.org/">http://www.henry-moore.org/</a> <a href="http://www.artchive.com/artchive/M/moore.html">http://www.artchive.com/artchive/M/moore.html</a></p> <p><b>Frank Lloyd Wright</b> – Grade K @ p. 138 <a href="http://www.franklloydwright.org/about/Overview.html">http://www.franklloydwright.org/about/Overview.html</a></p> <p><b>Florida Standards</b> LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on</p>	<p></p> <p><b>VA.5.C.2.2</b></p> <p><b>VA.5.C.3.2</b></p> <p><b>VA.5.C.3.3</b></p>	<p>Determine Evidence Draw Conclusions</p> <p>Observation Art Visuals as the “text” or “story”</p> <p>Art Criticism:  <ul style="list-style-type: none"> <li>Describe</li> <li>Analyze</li> <li>Interpret</li> <li>Judge</li> </ul> </p> <p>Examples for comparing like images: (examples to be added)</p> <p>Art criticism of aesthetic <i>texts</i> Art Criticism:  <ul style="list-style-type: none"> <li>Describe</li> <li>Analyze</li> <li>Interpret</li> <li>Judge</li> </ul> </p> <p>Compare Contrast Validate</p>
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<ul style="list-style-type: none"> <li>Fraction</li> <li>Division</li> <li>Algebraic probability</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Life</li> <li>Science Process</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> </ul>	<p>others' ideas and expressing their own clearly.</p> <p><b>Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.</b></p> <ul style="list-style-type: none"> <li>- Initiate group discussions to review artists studies and/or how students have solved their own creative problems.</li> </ul> <p>Assessed Content: discusses how the art elements and design principles can be used to create a composition</p> <p><b>Florida Standards</b> MAFS.K12.MP.7.1: Look for and make use of structure</p> <p><b>Use accurate art vocabulary to communicate about works of art and artistic and creative processes.</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast artwork in response to a situation, focus on art problem or art tack.</li> <li>- Compare two similar themed images.</li> </ul> <p>Assessed Content: Creates and applies personal criteria for evaluating works of art using appropriate vocabulary</p> <p><b>Florida Standards</b> LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. MAFS.K12.MP.6.1: Attend to precision MAFS.K12.MP.7.1: Look for and make use of structure</p> <p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <ul style="list-style-type: none"> <li>❖ Know use and care of tools and materials.</li> <li>❖ Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p></p> <p><b>VA.5.H.3.1</b></p> <p><b>*VA.5.S.1.4</b></p> <p><b>*VA.5.S.3.3</b></p>	<p style="text-align: right;"><b>Q4s</b></p> <p>Art Criticism:</p> <ul style="list-style-type: none"> <li>Describe</li> <li>Analyze</li> <li>Interpret</li> <li>Judge</li> </ul> <p>Group discussions Artist statements</p> <p>Vocabulary Common Core Standards Art Criticism:</p> <ul style="list-style-type: none"> <li>Describe</li> <li>Analyze</li> <li>Interpret</li> <li>Judge</li> </ul> <p>Subject matter or genres: still life, animal, children, buildings, etc.</p> <p>Safety (32-33, T12) Procedure Process Guidelines Techniques Responsibility</p>
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## Special Area Grading - **ASSESS ART**

### Florida Standards Required by Florida DOE for this Course

**Q4s**

#### **Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials

**Number: 5001060 Art – Intermediate 3 – Grade 5**  
**Highlighted are Included with visual art standards in Q4s)**

#### **Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student differentiates and explains how various media are used and expresses ideas in creating and/or integrating non-art content while handling art materials safety.

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative 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.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

#### **Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student identifies various media without comparing them and/or uses limited thought to create and/or integrate non-art content while following art safety guidelines.

#### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

#### **Lowest Acceptable Progress, Grade Range: 60- 69; which defaults to D on report card**

The student recognizes different media without explanation or description and includes incomplete personal ideas in works created and/or integrated non-art content while following art safety.

**Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
			<b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**