

Roanoke County Schools * Fifth Grade Art Curriculum

Visual Arts Standards of Learning

The standards for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Study relates to art produced by cultures from Pre-Columbian times to 1877. Students gain fluency in the use and understanding of the elements of art and the principles of design as they relate to artistic expression and communication.

Visual Communication and Production

- 5.1 The student will synthesize information to produce works of art.
- 5.2 The student will use the primary colors and black and white to mix a variety of hues, tints and shades to create a work of art.
- 5.3 The student will use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images and emotions.
- 5.4 The student will develop ideas for works of art by conducting research, making preliminary sketches and constructing models.
- 5.5 The student will collaborate with others to produce a work of art that characterizes an historical time period.
- 5.6 The student will defend a position regarding an historical or contemporary issue through the production of a work of art.
- 5.7 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.
- 5.8 The student will use linear perspective in a work of art.
- 5.9 The student will emphasize spatial relationships in works of art.
- 5.10 The student will use art materials experimentally in expressive works of art.
- 5.11 The student will use a computer to produce a work of art.
- 5.12 The student will use three-dimensional art media to create a sculpture in the round, high relief or bas-relief.

- 5.13 The student will describe the changes that occur in clay during the ceramic process including plastic, leatherhard, greenware, bisque and glazeware.
- 5.14 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture or country.

Cultural Context and Art History

- 5.15 The student will compare art, architecture, and artifacts of a past culture with that of the present.
- 5.16 The student will identify the influences of historic events, subject matter and media in works of art.
- 5.17 The student will research artists from a variety of cultures and the works of art they have produced.
- 5.18 The student will identify and discuss how American historical events influenced works of art with emphasis on Westward Expansion and the Civil War.
- 5.19 The student will research, compare and contrast the art of two cultures using contemporary technology.

Judgment and Criticism

- 5.20 The student will compare and contrast art from various cultures and periods, including Pre-Columbian, African American, Colonial American and European using appropriate art vocabulary.
- 5.21 The student will discuss an artist's point of view based on evidence perceived in works of art.
- 5.22 The student will compare and contrast natural and constructed environments.

Aesthetics

- 5.23 The student will discuss how criteria used to value art varies over time within the same culture.
- 5.24 The student will describe a valued object within the culture of today in terms of aesthetic preferences.

5.25 The student will articulate reasons for establishing preferences among works of art using appropriate art vocabulary.

The following SOL requirements have been adopted by Roanoke County Schools for use in addition to those previously listed:

- 5.26 RC The student will practice safety precautions when using tools.
- 5.27 RC The student will properly use and care for art materials and tools.
- 5.28 RC The student will demonstrate the skills and processes necessary for painting, drawing, sculpture, printmaking, crafts, ceramics and commercial art commensurate with his developmental level.
- 5.29 RC The student will expand his knowledge of art vocabulary.

Preface

Goal: Visual Communication and Production

Objectives:

- 5.1 The student will synthesize information to produce works of art.
- 5.3 The student will use the elements of art: line, shape, form, color, value, texture and space to express ideas, images and emotions.
- 5.26 RC The student will practice safety precautions when using tools.
- 5.27 RC The student will properly use and care for art materials and tools.
- 5.28 RC The student will demonstrate skills and processes necessary for painting, drawing, sculpture, printmaking, crafts, ceramics and commercial art commensurate with his developmental level.

Instructional Strategies:

The above objectives should be incorporated in all lessons in the fifth grade. Concentration on the continuum of learning should be encouraged from the teacher by promoting a higher level thinking process and creativity in works of art assigned to the student. The teacher should provide time for discussion, review and recall of information plus provide any visuals in order to promote creative thinking. Students should be highly encouraged not to copy examples of others, but to rely on their own creativity and originality.

Students will use computers, art prints, books and art text as resources for learning about artists and their work whenever applicable. References made to Roanoke County's fifth grade Art text book Portfolios by Robin Montana Turner are in parentheses throughout the units.

Safety with tools and materials is essential in the art classroom. It is also important for students to learn correct procedures for using materials to take care of art supplies.

Instructional Unit One

Goal: Visual Communication and Production

Objective:

- 5.2 The student will use the primary colors and black and white to mix a variety of hues, tints and shades to create a work of art.

State Core SOL Correlations: History and Social Science [5.1](#), [5.3](#), [5.6](#), [5.7](#), [5.9](#)

[5th Grade English](#) SOL *[5thGradeScience](#)SOL
[5thGradeMath](#)SOL * [5thGradeHistory and Social Science](#)SOL

Instructional Strategies:

Discuss vocabulary terms: value, hue, intensity, tint, primary colors, shade and contrast. Show prints that show light areas and dark areas of one color that fades to light or dark and discuss with the class what they see. Example: Paul Klee's "Rose Garden" or Lee Krasner's "Easter Lilies" (Unit 2, Lesson 5, pg. 30).

Demonstrate mixing white with a pure color to make tints and black with a pure color to make shades. Use a flashlight or science light to show lighted side and shadow side of a real apple. Discuss: Does the light stop sharply or does it fade gradually to dark? Where is the dark the darkest?

Demonstrate shading with a pencil and have the student make a value chart. Moving from right to left, starting out very light on the right and gradually getting darker, the darkest being on the left.

Suggested Student Activities

1. Draw a simple landscape and paint using tints and shades. (ex. Mountains)
2. Geometric shapes that overlap could be painted with tints and shades as could any subject matter. (ex. fish with scales, butterflies, insects)
3. Design a border (pattern) for a frame and paint it using tints and shades in a pleasing pattern.

Assessment:

The students will be assessed on their ability to mix tints and shades and use them to create an original painting through:

1. production of shades and tints by mixing colors with black or white and painting original art.
2. identification of shades and tints as lighter or darker.
3. critique of student work.
4. display of student work.

Instructional Unit Two

Goal: Visual Communication and Production

Objective:

- 5.4 The student will develop ideas for works of art by conducting research, making preliminary sketches and constructing models.

State Core SOL Correlations: English [5.2](#), Math [5.8](#), [5.9](#), [5.10](#), [5.11](#)

[5th Grade English](#) SOL * [5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

In order for students to develop ideas for works of art it is helpful to understand processes, subject matter, techniques and art media. Looking up a topic on the computer encyclopedia or Internet can provide an enormous amount of information. The teacher might display products or graphic arts (logos, commercials) and ask thought provoking questions: What is the purpose of the object, will it hold up (sculpture), why do we need it (if we need it)?

Suggested Student Activities:

1. Pick a subject from a list of foods or products we use every day. Research and answer the above thought provoking questions and then draw or construct the product they wish to advertise or promote.
2. Bring in small empty boxes of toothpaste or other products. Carefully open the boxes so they are flat and trace the pattern on a stiff sheet of paper. Redesign the box on a stiff sheet of paper and assemble it into a three-dimensional form.
3. Research a topic (ex. insects) and draw sketches of the insect to make a printing plate. Then, using cardboard, sponge, innertube or any other material that can be cut with scissors cut out bug parts and glue them to a wood block or flat piece of cardboard being aware of positive and negative space. Roll ink over and print.
4. Construct a sculpture from a picture they previously drew.
5. Make a foil model of an animal or person in action.

Assessment:

The students will be assessed on their ability to develop ideas for works of art by conducting research, making preliminary sketches and constructing models by:

1. creation of a work of art based on research and models.
2. identification of the elements of art utilized in the product.
3. critique of student art.
4. display of student work.

Instructional Unit Three

Goal: Visual Communication and Production

Objective:

- 5.5 The student will collaborate with others to produce a work of art that characterizes an historical time period.

State Core SOL Correlations: None

Instructional Strategies:

Various forms of resources can be used to provide knowledge about historical events. These might include videos, museum visits, speakers or professionals who specialize in particular history studies, books, history books, encyclopedias, computers and other research materials. The teacher might discuss time periods in history giving examples of several, such as Civil War, American Revolution, Explorers, etc.

Suggested Student Activities:

1. Cut paper scenes using construction paper or collage using scenes from the American Revolution (ex. Boston Tea Party, Paul Revere's ride).
2. Paper mache characters from history. Puppets or soft sculpture could also be made. (ex. Uncle Sam, Betsy Ross).
3. Paint a mural or picture of a famous event of a particular time period.

Assessment:

The students will be assessed on their ability to collaborate with others to produce a work of art that characterizes an historical time period by:

1. production of artwork with verbal presentation of particular work telling facts the student has learned.
2. identification of a particular time period by looking at a work of art.
3. identification of one or two styles or art during a given historical time period.
4. critique of student work.
5. display of student work.

Instructional Unit Four

Goal: Visual Communication and Production

Objective:

- 5.6 The student will defend a position regarding an historical or contemporary issue through the production of a work of art.

State Core SOL Correlations: None

Instructional Strategies:

Show artwork created to “make a statement” in history, sculptures, posters, painting or political cartoons. For example, Diego Rivera murals, Claus Oldenburg, Picasso or Christo sculptures and paintings may be used. Compile a list of issues in history or contemporary society (ex. No smoking, anti-slavery, women’s right to vote).

Suggested Student Activities:

1. Create a poster choosing off the list of issues the teacher compiled defending a position regarding the issue (ex. convincing people to come to the New Colony).
2. Create a collage with pictures and/ or words.
3. Create mobiles with pictures depicting the issue and words defending a position taken.

Assessment:

The students will be assessed on their ability to defend a position regarding an historical or contemporary issue through the production of a work of art by:

1. production of artwork.
2. identification of some artwork used to “make a statement”.
3. critique of student work.
4. display of student work.

Instructional Unit Five

Goal: Visual Communication and Production

Objective:

- 5.7 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.

State Core SOL Correlations: None

Instructional Strategies:

Show examples of artwork using symbols. Discussion could include symbolic colors, Indian symbols, American symbols (ex. American flag, Statue of Liberty, Uncle Sam, state birds, state flags, state trees).

Suggested Student Activities:

1. Create paintings or collages using symbolic colors.
2. Create different Indian subject matter using symbols (ex. Totem poles, masks, rock art, Kachinas, clay vessels with symbols on them).
3. Draw and paint American symbols in a patriotic design.

Assessment:

The students will be assessed on their ability to demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art by:

1. production of artwork.
2. identifying the symbols or symbolic meaning of their artwork.
3. critique of student work.
4. display of student work.

Instructional Unit Six

Goal: Visual Communication and Production

Objective:

5.8 The student will use linear perspective in a work of art.

State Core SOL Correlations: English [5.2](#)

[5th Grade English](#) SOL *[5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

Demonstrate creating an illusion of depth on a two-dimensional surface. Demonstrate using line, overlapping, perspective, scale or size, and position of shape on the picture plan. Some examples may include: Van Gogh's "Street at Saintes-Maries" (Unit 1, Lesson 2, page 6) or Claude Monet's "Beach at Trouville" (Unit 5, Lesson 13, page 92). Some terms to emphasize are: linear, picture plane, scale, perspective, horizon line, foreground, middle ground, space, overlap, aerial, background, relationship, vanishing point, 2-D, 3-D, vertical, horizontal, one point perspective and two point perspective.

Suggested Student Activities:

1. Using linear perspective, draw a landscape and/ or cityscape using one point or two point perspective.
2. Using one point linear perspective, shapes, letters (student's name) can be drawn.
3. Cut out a magazine picture and glue it down on a piece of drawing paper. Using line and linear perspective and vanishing point, extend the photograph (Unit 5, Lesson 13, page 93).
4. Students might sketch the lines they see in Van Gogh's painting, "Avenue of the Alyscamps"; they should be encouraged to draw each pair of converging parallel lines they notice. Have students compare their sketches.

Assessment:

The students will be assessed on their ability to use linear perspective in a work of art by:

1. production of artwork.
2. identification of steps and techniques used to create one point and/ or two point perspective.
3. critique of student work.
4. display of student work.

Instructional Unit Seven

Goal: Visual Communication and Production

Objective:

5.9 The student will emphasize spatial relationships in works of art.

State Core SOL Correlations: None

Instructional Strategies:

Review space as an element of art and the general rules of perspective. Discuss spatial devices such as positive and negative space, overlapping, size relationship, position on the picture plane, color changes and blurred detail or focus. Show posters (space) and art prints showing space, depth, aerial perspective or positive and negative space.

Suggested Student Activities:

1. Perspective using landscapes as a subject matter could be done in pastels, also outer space with planets.
2. Reflection pictures using watercolor wet on wet techniques (ex. lakes, water, sailboats on the water).
3. Hot air balloons in the sky showing depth and space.
4. Drawings of people in crowded elevator to show depth.
5. Positive and negative space could be demonstrated using cut paper or painting daylilies or underwater scenes.

Assessment:

The students will be assessed on their ability to emphasize spatial relationships in works of art by:

1. production of artwork emphasizing spatial relationships
2. identification of spatial relationships in artwork.
3. critique of student work.
4. display of student work.

Instructional Unit Eight

Goal: Visual Communication and Production

Objective:

5.10 The student will use art materials experimentally in expressive works of art.

State Core SOL Correlations: English [5.2](#), [5.3](#), [5.7](#), [5.8](#), History and Social Science [5.1](#), [5.3](#), [5.6](#), [5.7](#), [5.9](#)

[5th Grade English](#) SOL * [5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

Display a variety of artwork that shows expressive qualities or moods, meanings, symbols and themes in artwork. Discuss expression in art using the elements of art. Demonstrate. Show prints such as Edvard Munch's *The Scream* (line and color), "The King" and "The Clown" by Roualt, August Macke's "Geraniums Before Blue Mountain", Paul Gauguin's "Tahitian Landscape" and works by Jackson Pollock, Kandinsky, Hans Hoffman and Paul Jenkins.

Suggested Student Activities:

1. Illustrate to music using line, color, texture, etc.
2. Students might choose a mood or emotion and using a variety of media create or express the emotion.
3. Have students use available art media to create the mood they are feeling at the moment.
4. Using symbols or themes create an expressive work of art such as landscapes (Unit 5, Lesson 13, page 90).

Assessment:

The students will be assessed on their ability to use art materials experimentally in expressive works of art by:

1. production of artwork.
2. experimentation of expression.
3. critique of student work.

4. display student work.

Instructional Unit Nine

Goal: Visual Communication and Production

Objective:

5.11 The student will use a computer to produce a work of art.

State Core SOL Correlations: English [5.2](#), Science [5.3](#)

[5th Grade English](#) SOL * [5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

Using the computers in the classroom or lab demonstrate the draw paint program and use of the toolbox. Show students what can be done with cut and paste, color, shapes and graphics. Show examples of computer artwork. Handouts of pictures of Navajo textile patterns or any subject to be studied, a handout of the computer toolbox and instructions for computer use might be helpful.

Suggested Student Activities:

1. Create a landscape or still life in color using a paint program on the computer.
2. Take a common object and create an abstraction of the object on the computer giving visual texture to the artwork.
3. Produce a non-objective piece of art in color.
4. Indian Navajo blanket designs created using line, shape and color on the computer.
5. Use their initials and create a design using their monogram in black and white or color.

Assessment:

The students will be assessed on their ability to use a computer to produce a work of art by:

1. production of artwork on the computer.
2. manipulation of computer toolbox, cut and paste.
3. critique of student work.

4. display of student work.

Instructional Unit Ten

Goal: Visual Communication and Production

Objective:

- 5.12 The student will use three dimensional art media to create a sculpture in the round, high relief, or bas-relief.

State Core SOL Correlations: English [5.1](#), [5.2](#), [5.3](#), [5.7](#), [5.8](#), History and Social Science [5.1](#), [5.3](#), [5.6](#), [5.7](#), [5.9](#)

[5th Grade English](#) SOL * [5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

Different forms of sculpture should be displayed and handled by the students so they can see and feel the high relief, bas-relief and in the round. Art posters, field trips around town or to a museum to show students how these forms of sculpture are used in the community is advantageous in helping students understand these different forms of sculpture. Sculpture is addressed in *Portfolio's* Grade 5 in Unit 3.

Suggested Student Activities:

1. Create geometric paper shapes that interlock and mount them on a cardboard base.
2. Create a clay tile and cut away the negative space to form a bas-relief or add shallow shapes instead of cutting away. Picture frames could be created using this technique.
3. Copper tooling (Unit 4, Lesson 11, page 75).
4. Use clay for sculpture in the round, people doing things (ex. person reading under a tree, riding a sea-doo).
5. Figure in a chair (Unit 3, page 62).
6. Assemblage with found objects (ex. Louise Nevelson).
7. High relief can be done by adding larger amounts of clay to a flat clay base (ex. Plaque Della Robia).

Assessment:

The students will be assessed on their ability to use three dimensional art media to create a sculpture in the round, high relief, or bas-relief by:

1. production of artwork that meets the criteria of sculpture.
2. identification of different types of sculpture.
3. critique of student work.
5. display of student work

Instructional Unit Eleven

Goal: Visual Communication and Production

Objective:

- 5.13 The student will describe the changes that occur in clay during the ceramic process including plastic, leatherhard, greenware, bisque and glazeware.

State Core SOL Correlations: English [5.1](#), [5.2](#), [5.3](#), [5.7](#), [5.8](#), History and Social Science [5.1](#), [5.3](#), [5.6](#), [5.7](#), [5.9](#)

[5th Grade English](#) SOL *[5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

Discuss plastic, bisque, leatherhard, glazeware and greenware. Show examples of different pieces of each stage of the ceramic process. Display art prints and posters, books showing different stages of working with clay and finished products.

Suggested Student Activities:

1. Make a clay project using any of the methods of hand building with clay. Subject matter might be bowls (Unit 3, Lesson 8, page 52), animals, masks, etc.
2. Carve out areas in leatherhard clay (designs on a mask, holes for a luminary, etc.).
3. Paint or glaze clay after firing.

Assessment:

The students will be assessed on their ability to describe the changes that occur in clay during the ceramic process including plastic, leatherhard, greenware, bisque and glazeware by:

1. creating a clay product.
2. describing the stages of the clay/ ceramic process to a finished product.
3. critique student work.
4. display student work.

Instructional Unit Twelve

Goal: Visual Communication and Production

Objective:

- 5.14 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture or country.

State Core SOL Correlations: English [5.2](#), Science [5.3](#)

[5th Grade English](#) SOL * [5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

Displays of actual weavings, stitchery items, molas, quilts, hooked rugs, batiks, silk paintings and cloth from other countries helps students visualize and feel different forms of fiber art from different countries and/ or time periods. Discussion of each type of fiber art and method of creating it shows students the variety of art and different ways that fiber art can be produced. Discuss terms such as fiber, warp, loom, fiber art and weft. Fiber Arts are addressed in Portfolios, Grade 5, Unit 4, Lesson 11, pages 72-73.

Suggested Student Activities:

1. Research one form of fiber art, give a report, show a picture or actual example of that particular fiber art.
2. Create a weaving using a pattern of color.
3. Complete a stitchery project on felt or cloth using quilting techniques or an applique process.
4. Primitive rug hooking, creating a small trivet.
5. Unweave burlap by pulling out threads of the warp and weft, then reweaving other materials in the negative areas.
6. Create soft sculptures using cotton batting or fiberfill.

Assessment:

The students will be assessed on their ability to produce fiber art of another age, culture or country by:

1. production of a fiber art that meets the objective.
2. recognition and recall of several different styles of fiber art.
3. critique of student work.
4. display of student work.

Instructional Unit Thirteen

Goal: Cultural Context and Art History

Objective:

- 5.15 The student will compare art, architecture, and artifacts of a past culture with that of the present.

State Core SOL Correlations: English [5.2](#)

[5th Grade English](#) SOL * [5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

Review major contributions of art, architecture and artifacts from a past culture to our culture today (ex. columns, arches, murals, religious art, functional art, decorative art). Show prints of one culture's artwork, actual examples, a speaker or videos. Discuss similarities and differences. Cover topics such as materials used, techniques, color used and style.

Suggested Student Activities:

1. Select a particular culture to research on the Internet about how that culture's art, architecture and artifacts are similar to and influenced the present day's art of that culture or our culture.
2. Small group presentations or discussions could be done with the same idea, but with each student taking one aspect such as one student comparing architecture and another student comparing artifacts.
3. After Internet research, print a picture of a major piece of artwork of a culture's past and present, comparing the two (either written or oral) to the class.
4. Draw pictures from two different cultures and list the comparisons or create a poster showing the same.

Assessment:

The students will be assessed on their ability to compare art, architecture, and artifacts of a past culture with that of the present by:

1. production of student artwork.
2. identification of differences and similarities between two culture's art.
3. critique of student artwork or researched presentations.
4. display of student work.

Instructional Unit Fourteen

Goal: Cultural Context and Art History

Objective

5.16 The student will identify the influences of historic events, subject matter and media in works of art.

State Core SOL Correlations: English [5.2](#)

[5th Grade English](#) SOL * [5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

Show several pieces of artwork such as art prints or posters and discuss how historical events affected the artist in his creations (ex. Andy Warhol's "Moonwalk", (Unit 4, page 66), Norman Rockwell's "Ben Franklin Signing the Declaration of Independence" (Unit 2, Lesson 6, page 33), Jasper John's "Flags", Picasso's "Guernica" (Unit 2, Lesson 6, page 35), political cartoons, war artists, pop and op art, or surrealists). The teacher might have a list of historical events, subject matter from which students could choose. This might be combined with Objective 5.18.

Suggested Student Activities:

1. Choose an event in history, research it and find artwork that was influenced by that event.
2. Draw a political cartoon.
3. Research and report about a war artist, courtroom artist, political cartoonist or Norman Rockwell.

Assessment:

The students will be assessed by their ability to identify the influences of historic events, subject matter and media in works of art by:

1. the student's production or presentation utilizing historic events, subject matter or media in art.
2. the student's identification of how outside influences affect art.
3. critique of student production or presentation.
4. display of student work.

Instructional Unit Fifteen

Goal: Cultural Context and Art History

Objective:

5.17 The student will research artists from a variety of cultures and the works of art they have produced.

State Core SOL Correlations: English [5.2](#), Science [5.4](#)

[5th Grade English](#) SOL * [5th Grade Science](#) SOL
[5th Grade Math](#) SOL * [5th Grade History and Social Science](#) SOL

Instructional Strategies:

Provide many books, encyclopedias and supportive material for this objective for classroom research. Students might also go to the computer lab or library to research artists. This might be combined with Objective 5.21.

Suggested Student Activities:

1. Choose one artist to research.
2. Students give oral reports and show a piece of artwork that the artist created.
3. Students create a 3"x 5" mini artwork in the artist's particular style.
4. Create a portrait of the artist and fill in the background with a painting by that artist.

Assessment:

The students will be assessed on their ability to research artists from a variety of cultures and the works of art they have produced by:

1. presentation of research results or production of artwork in an artist's style.
2. identification of artist's particular style.
3. critique of student presentation and/ or artwork.
4. display student work.

Instructional Unit Sixteen

Goal: Cultural Context and Art History

Objective:

5.18 The student will identify and discuss how American historical events influenced works of art with emphasis on Westward Expansion and the Civil War.

State Core SOL Correlations: None

Instructional Strategies:

Show several pieces of artwork such as art prints or posters and discuss with the students how events in American history affected the artist in his creations (ex. Sacajawea statue, Lewis and Clark Expedition, Oregon Trail, Civil War, Winslow Homer video). This may be combined with Objective 5.16.

Suggested Student Activities:

1. Choose an event in westward expansion or the Civil War, research it, and find artwork that was influenced by that event.
2. Draw a political cartoon using an event during this time in American history.
3. Research and report about a particular artist and how events during this time in American history influenced the artist's creations.

Assessment:

The students will be assessed on their ability to identify and discuss how American historical events influenced works of art with emphasis on Westward Expansion and the Civil War by:

1. the student's production or presentation.
2. identification of the influences that affected an artist's work.
3. critique of student work.
4. display of student work.

Instructional Unit Seventeen

Goal: Cultural Context and Art History

Objective:

5.19 The student will research and compare and contrast the art of two cultures using contemporary technology.

State Core SOL Correlations: None

Instructional Strategies:

Show visuals such as art posters from different cultures. Compare and contrast in areas such as subject matter, techniques, color, etc.

Suggested Student Activities:

1. Choose two cultures from the list provided by the teacher (ex. Mayans/Aztecs, Chinese/ Japanese. Research artwork from the two cultures. Give a written or oral report.

Assessment:

The students will be assessed on their ability to research, compare and contrast the art of two cultures using contemporary technology by:

1. presentation or production which compares and contrasts artwork from two cultures.
2. identification of the comparisons and contrasts of two culture's artwork.
3. use of the computer to accomplish this objective.

Instructional Unit Eighteen

Goal: Judgment and Criticism

Objective:

5.20 The student will compare and contrast art from various cultures and periods, including Pre-Columbian, African American, Colonial American and European using appropriate art vocabulary.

State Core SOL Correlations: None

Instructional Strategies:

Show visuals such as art posters from different cultures. Compare and contrast in areas such as subject matter, techniques, color, etc. This may be combined with Objective 5.19.

Suggested Student Activities:

1. Choose two cultures from the list provided by the teacher (ex. Pre-Columbian, African American, Colonial American, European). Research artwork from the two cultures. Give a written or oral report.

Assessment:

The students will be assessed on their ability to compare and contrast art from various cultures and periods, including Pre-Columbian, African American, Colonial American and European using appropriate art vocabulary by:

1. presentation or production which compares and contrasts artwork from two cultures.
2. identification of the comparisons and contrasts of two culture's artwork.
3. utilizing appropriate art vocabulary in describing comparisons and contrasts.

Instructional Unit Ninteen

Goal: Judgment and Criticism

Objective:

5.21 The student will discuss an artist's point of view based on evidence perceived in works of art.

State Core SOL Correlations: None

Instructional Strategies:

Review time periods of certain artists. Lead the student to observe, evaluate and think about each painting shown (ex. "What do you notice in this painting?", "What else?", "Why do you think the artist did that?", "What do you think the artist was thinking when he painted that?", "Why?") This may be combined with Objective 5.17.

Suggested Student Activities:

1. Choose an artist and one or two pieces of their artwork to discuss.
2. Show a video about an artist from the Artist Series located in the Media Department at Central Office. Discuss the video and different pieces of that artist's work.
3. Choose two pieces of artwork with like subject matter from different artists, such as Rousseau's "Jungle with Lion" and Reubens "The Lion". Discuss realism vs. imaginative art.

Assessment:

The students will be assessed on their ability to discuss an artist's point of view based on evidence perceived in works of art by:

1. presentation on why the artist painted the way h/ she did.
2. identify artwork from a particular artist.
3. critique of student presentation.

Instructional Unit Twenty

Goal: Judgment and Criticism

Objective:

5.22 The student will compare and contrast natural and constructed environments.

State Core SOL Correlations: None

Instructional Strategies:

Display art prints, books and pictures of natural and constructed environments. Take students outside to view natural and constructed environments. Brainstorm ideas from each category (natural and constructed environments) and list the comparisons and contrasts of each.

Suggested Student Activities:

1. List two environments constructed and natural and what is in them (ex. cityscape/pastoral scene). Then list what is similar and what is different about the two.
2. Draw each type of environment.
3. Draw, paint or use collage an imaginary constructed environment and a natural one.

Assessment:

The students will be assessed on their ability to compare and contrast natural and constructed environments by:

1. presentation or production to show understanding of the concept of natural and man-made environment and the creativity used in imaginary environments.
2. verbalizing the comparisons and contrasts.
3. critique of student artwork or presentation.
4. display of student work.

Instructional Unit Twenty-One

Goal: Aesthetics

Objective:

5.23 The student will discuss how criteria used to value art varies over time within the same culture.

State Core SOL Correlations: None

Instructional Strategies:

Discuss what people use to place significance on artwork and how this changes over time in the same culture (ex. monetary value, historical significance or craftsmanship). Include the terms criteria, fad, form and function, movements, style, compositional impact.

Discuss why some people are attracted to certain types of art, whereas other people are not. Review how media, politics, etc. can influence subject matter along with compositional impact, form and function, and different movements in art such as Impressionism, Op Art, Pop Art, Surrealism. Art posters and prints placed around the room will help students see the differences of how other movements transpired.

Suggested Student Activities:

1. Discussion
2. Student research on one piece of well-known artwork and explain why it is so valuable.

Assessment:

The students will be assessed on their ability to discuss how criteria used to value art varies over time within the same culture by:

1. identifying the criteria used to value art.
2. explain how criteria varies over time and why.
3. critique of student presentation.

Instructional Unit Twenty-Two

Goal: Aesthetics

Objective:

5.24 The student will describe a valued object within the culture of today in terms of aesthetic preferences.

State Core SOL Correlations: None

Instructional Strategies:

Discuss aesthetics. Brainstorm ideas of valued things. Examples might be clothes, jewelry, Poke'mon cards, cars, etc.

Suggested Student Activities:

1. Describe the most valued object to you as far as aesthetics.
2. Draw or design an object that you think might become valued one day. Tell why.

Assessment:

The students will be assessed on their ability to describe a valued object within the culture of today in terms of aesthetic preferences by:

1. production of an artwork based on the student's understanding of aesthetics.
2. identification of valued objects of popular culture and verbally express why.
3. critique of student work.
4. display of student work.

Instructional Unit Twenty-Three

Goal: Aesthetics

Objective:

5.25 The student will articulate reasons for establishing preferences among works of art using appropriate vocabulary.

State Core SOL Correlations: None

Instructional Strategies:

Display art prints of various pieces of artwork of different artists, styles, cultures and time periods. Review the elements of art and principals of design.

Suggested Student Activities:

1. Look at displayed pictures and choose a piece of artwork and explain to the class why you like that particular piece using correct terms.
2. Divide into small groups and choose a picture. In the group discuss why students preferred that artwork over the other pictures shown using correct art terms.

Assessment:

The students will be assessed on their ability to articulate reasons for establishing preferences among works of art using appropriate vocabulary by:

1. identifying reasons for personal preference of a piece of art.
2. use of appropriate vocabulary.
3. critique of student presentation.