

# KPBSD ELEMENTARY VISUAL ARTS CURRICULUM

## 5<sup>th</sup> Grade at a Glance

### Stretch, Explore, and Envision Objectives

**Students will strive to be able to:**

- Combine ideas to generate an innovative idea for art-making.
- Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- Experiment and develop skills in multiple art-making techniques and approaches through practice.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Identify, describe, and visually document places and/or objects of personal significance.

### Engage and Persist to Develop Craft Objectives

**Students will strive to be able to:**

- Create artist statements using art vocabulary to describe personal choices in art-making.
- Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
- Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

### Observe and Reflect Objectives

**Students will strive to be able to:**

- Compare one’s own interpretation of a work of art with the interpretation of others.
- Identify and analyze cultural associations suggested by visual imagery.
- Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- Recognize differences in criteria used to evaluate works of art depending on styles, genre, and media as well as historical and cultural contexts.

### Understand Art World & Express Ideas Objectives

**Students will strive to be able to:**

- Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
- Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Content Topic/Correlated Art Lesson	Standards Correlation	Art Elements
<b>Social Studies:</b>  <a href="#">Diatoms: Microscopic Jewels</a>  <a href="#">Michelangelo’s Hands</a>	<b>AK Cultural Standards:</b> <b>H.A.1</b> Understand chronological frameworks for organizing historical thoughts and significant ideas, institutions, people, and events within time sequences. <b>H.A.7</b> Understand that history is dynamic and composed of key turning points. <b>H.A.8</b> Know that history is a bridge to understanding groups of people and an individual’s relationship to society.	<b>Color</b> <b>Shape/Form</b>

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<p><b>Science</b>  <a href="#">Northern Migrations: Cranes, Caribou, and Salmon</a></p> <p><a href="#">Diatoms: Microscopic Jewels</a></p> <p><a href="#">Snowflake Prints</a></p>	<p><b>5.LS2.1</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p><b>5.ESS2.1</b> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><b>5.PS1.1</b> Develop a model to describe that matter is made of particles too small to be seen.</p>	<p><b>Line,</b>  <b>Shape/Form</b>  <b>Form</b>  <b>Texture</b>  <b>Color</b>  <b>Space/Perspective</b>  <b>Value</b></p>
<p><b>Mathematics</b>  <a href="#">Cans with Andy Warhol</a></p>	<p><b>5.MD.5</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p>	<p><b>Line</b>  <b>Shape/Form</b>  <b>Color</b>  <b>Texture</b></p>
<p style="text-align: center;"><b>Technical Skills</b></p> <ul style="list-style-type: none"> <li>• Holding and working with scissors</li> <li>• Holding and working with paint brushes of various types</li> <li>• Working with a variety of paint mediums</li> <li>• Choosing the correct type of brush for various painting mediums</li> <li>• Working with a color wheel and identifying the basic color families of primary, secondary, warm, cool, neutral, analogous, and complementary</li> <li>• Working with both wet glue and glue sticks appropriately</li> <li>• Working with various drawing mediums</li> <li>• Working with various drawing and measuring tools including straight edged rulers, protractors, compasses, and variously shaped templates</li> <li>• Working with a variety of printmaking tools including brayers and stamping tools</li> <li>• Caring for tools and materials properly</li> <li>• Working with tools safely</li> <li>• Folding, cutting, tearing, and manipulating a variety of paper materials</li> <li>• Safely working with cutting, bending, fastening, and shaping tools</li> </ul> <p><b>By the end of fifth grade students should be able to demonstrate competency in these basic technical skills.</b></p>		

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## Recommended Art Experiences for Anchor Standards 1-6

### Drawing

- Use a wide variety of tools to explore contour, gesture, and continuous line drawings
- Explore radial and bilateral design in drawings
- Create a seven step value scale and then extend that knowledge into a drawing of a still life that shows shading and value
- Use pattern and texture to add variety and interest to drawings
- Draw from stories, imagination, nature, memory, and observation
- Draw pictures that show positive and negative space
- Explore face and body proportions in portraits and self portraits

### Painting

- Use a variety of painting mediums to create still life, landscapes, and portraits
- Explore using a variety of painting tools to create different effects including stippling, splattering, washing, and patterning
- Continue to explore the process of color mixing to show value perspective in paintings
- Paint abstract and nonobjective works in the style of 20<sup>th</sup> century artists

### Printmaking

- Make an edition of at least four prints, signed and numbered properly
- Make a collagraph relief print using various materials including string, card stock, glue lines, and other types of textured paper
- Make a monoprint by inking a surface, drawing a design into it, and pulling a print

### Sculpture

- Explore creating additive and subtractive sculptures
- Use wire to create a 3 dimensional line drawing
- Work with paper and other materials to produce a free standing sculpture

### Mixed media

- Create 2D or 3D works of art by combining three or more different materials
- Explore radial and bilateral design concepts using collage techniques
- Use a variety of materials to create resist paintings
- Use computer programs to create digital drawings and manipulated photos
- Use materials found in nature to create works of temporary art
- Make a torn or cut paper collage
- Explore fiber arts through sewing with yarn on burlap