

Mullica Township School District



Visual Arts Curriculum Grades 5-6

Board approval: 11/28/2018

Mullica Township School District
Visual Arts Curriculum
Grades 5 & 6

Unit/Chapter Title: Color Theory

Unit Length: 10-12 Weeks

Course/Grade: Grades 5 & 6

Interdisciplinary Connection: Math, Science, ELA

Unit Overview:

This Unit of Study will cover The Color Theory, from the science of color, to how color is categorized, to its properties and how color can be used effectively in art. The learner will know what color is essentially and its use as an element of art. They will be introduced to the Color Wheel with regard to the position of colors on the wheel as well as how they relate to each other. They will study artists past and present focusing on their use of color and how it impacted the society at the time and continues to be influential today. This unit will also touch upon color symbolism and its use in commercial art.

New Jersey Student Learning Standards

Visual and Performing Arts NJ Student Learning Standards:

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

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Cumulative Progress Indicators(5th Grade)

- 1.1.5 D.1 - Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design.
- 1.2.5.A.1 -Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- 1.3.5.D.2 - Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5. B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Cumulative Progress Indicators(6th Grade)

1.1.8.D.1 - Identify elements of art and principles of design that are evident in everyday life.

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- 1.2.8.A.3** - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.3.8.D.1** - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- 1.4.8.A.3** - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.6** - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

21st Century Life and Careers Standards

- 9.1. A.1** Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. D.1** Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2** Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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- 8.1.8.B.1** Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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Interdisciplinary Connections:

- Math-5.NF.B7, Science: RST.6-8.1,

English Language Arts New Jersey Student Learning Standards:

- Reading Informational Text – RI.5.7, RI.5.9, RI.6.7
- Writing – W.5.2, W.6.2, W.6.9
- Speaking and Listening – SL.5.1, SL.5.4, SL.6.2

Essential Questions/Enduring Understandings

Essential Questions:

- **How does color affect mood?**
- **Why do certain colors mean different things to different people?**
- **How do artists use color in their work?**

Enduring Understandings:

- **People associate colors with aspects of their surroundings, memories, and nature.**
- **Colors often have different meanings in various cultures and societies.**
- **Some artists use color to express emotion in their work, some use it to express or convey an idea or concept and other artists use color to add realism to their work.**

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Instructional	Modifications/Extensions	Assessments	Resources/Technology
Strategies/Activities How will the students reach the learning targets?	How do I differentiate?	How will the students demonstrate mastery?	What resources and materials will students need?

<p>Students will view the 2013 Beyonce Knowles Pespi Print Ad Campaign. They will assess the work based on guided questions from the teacher. Questions will be an appropriate mix of low and high level cognitive questions. Show other print ads of the same style.</p> <p>Introduce the Pop Art genre through works and artists such as Roy Lichtenstein, Wayne Thiebaud*, and James Rosenquist. Students will determine whether these works are fine art or commercial art, and how fine art influences commercial and advertising. Discuss the elements (color) present in the work and the similarities between them.</p>	<p>Modifications: IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes</p> <p>504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching</p> <p>At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud</p>	<p>Formative: Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p>Summative : See performance tasks (Appendix A) See Color Theory / Color in Advertising (Appendix B)</p> <p>Alternative Assessments: Grade 5: (Choose 1) Project 1: Keith Haring Drawing Project 2: Collage Project 3: Helping Hands Project 4: Tube Sculpture</p> <p>Grade 6: (Choose 1) Project 1: Keith Haring Sculpture</p>	<p>2013 Beyonce Knowles Pespi Ad</p> <p><i>Sponge II, Spray, Blam</i>, Roy Lichtenstein, 1962. <i>Washing Machine</i> and <i>Kitchen Stove</i>, Roy Lichtenstein, 1961.</p> <p><i>Three Machines</i>, Wayne Thiebaud, 1963.</p> <p><i>Dishes</i>, James Rosequist, 1964.</p> <p>http://www.theartstory.org/movement-popart.htm</p> <p>http://www.lichtensteinfoundation.org/frames.htm</p>
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<p>*Thiebaud is great study for the Value</p> <p>Show students the inspiration behind the Pepsi ad, Andy Warhol's, <i>Marilyn</i>. Students will do a compare and contrast of the Pepsi ad and Warhol's painting and discuss the listing the similarities and differences using a Venn Diagram. Using a simple jigsaw activity, split the class in half, one group listing similarities and the other differences. Then pair students up, one from each group and have them discuss and complete diagrams together. Present students with Summative Assessment to be completed and turned in at the completion of unit.</p> <p>Introduction of Color Theory: Students will be introduced through a Structured Overview based on written and verbal summaries as well as visual aids, such as diagrams and</p>	<p>Limit choices Modify amount of work Provide outlines and skeleton notes. ELL: Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Allow choice whenever possible Provide opportunity for extension activities including research , digital presentations, and 3D design</p>	<p>Project 2: Scratch Art Portrait Project 3: Scratch Art animals</p> <p>Benchmark Assessment: Art portfolio, SGO</p>	<p>http://www.jimrosenquist-artist.com</p> <p><i>Marilyn</i>, Andy Warhol, 1962.</p> <p>Mittler, Ph.D., G. A., M. (2006). Modern Art Movements to the Present, <i>Art in Focus</i> (5th ed.), (p.555) Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>http://www.tate.org.uk/art/artworks/warholmarilyn-monroear00319</p> <p>http://www.theartstory.org/movement-popart.htm</p> <p>www.colormatters.com/color-and-vision/howthe-eye-sees-color</p> <p>http://www.youtube.com/user/mychannelofscience?feature=watch, "Bill Nye The Science</p>
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<p>video describing the science behind Color.</p> <p>During a Structured Overview introduce the color categories and the characteristics Students will copy color (12) wheel in their notes and fill in color using colored pencils/crayons.</p> <p>Using chart paper, students will go around and write down thoughts and feelings they associate with each color represented on the chart paper in a carousel activity.</p> <p>Working collaboratively in groups on a problem solving activity, students will fill in a blank color wheel only using the primary colors. They will mix various combinations of the three to produce the other nine and place them correctly on the color wheel.</p> <p>Using Think/Pair/Share activity students will partner</p>			<p>Guy- Color and Light”</p> <p>Materials:</p> <ul style="list-style-type: none"> • Colored pencils/ Crayons. • 4”x18” poster board or drawing paper • Tempera paint <p>Resources: Mittler, Ph.D., G. A., Ragans, Ph.D., R., Unsworth, M.F.A., J. M., Scannel, F. (2005). The Elements of Art, (pp.8-11), Introducing Art, Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>http://www.tigercolor.com/color-lab/colortheory/color-theoryintro.htm</p> <p>www.colormatters.com/colorsymbology/colorsymbology-theories</p>
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with a classmate from another group to discuss their observations of the colors as well as compare and contrast the variations of hues they produced. More than likely, no two groups will have created the same exact hue and they will describe their findings in paragraph form.

Divide the students into three groups. Using 4"x18" strips, students will section the strips in to six equal parts, three inches wide. Choosing one hue students will create and value or tonal scale. Each of the three groups choosing producing tints, shades, or tones.

Students will be divided into 6 groups and assign each a color (ROYGBV). Each group will write a description of each color consisting of its temperature, category, complement, symbolism, etc. Each group will present their color the class. Each group member

<http://www.colorwheel-pro.com/colormeaning.html>

Illustrator, Adobe Photoshop or any other design software.

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<p>presenting a different characteristic. The other groups will be able to add or subtract to their descriptions.</p> <p>Students will design their own print advertisement in the style of Pop Artist, Andy Warhol, incorporating color harmonies.</p>			
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Vocabulary Words/Key Terms:
<p>Analogous Complementary Pop Art Marketing Tint Shade Tone Triadic Tetradic Commercial Fine Arts</p>

Appendix A: Performance Task/s (Interdisciplinary Connections)

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Task I of Summative Assessment (See Appendix B)

NJSLS: ELA – 5th grade: W 5.1, W 5.4

6th grade: W 6.1

Write an opinion/argument stating why people should buy your product. This will serve as your advertising copy.

Please include the following:

- Company name
- Name of product/ brand
- Description
- Opinion/ argument of why consumers should buy your product/ brand
- Slogan

Your paper should be at least three paragraphs in length. Be sure to use language that appeals to your target audience in order to persuade them to purchase your product.

Papers should be typed. If they have to be handwritten they need to be written in black ink with no cross outs.

Task II of Summative Assessment (See Appendix B)

NJSLS: ELA – 5th grade: SL 5.4, SL 5.5

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6th grade: SL 6.4, SL 6.5

Presentation- You will propose your new print ad design to the company's board of directors (the class).

You will present your ad design and advertisement copy. The board will then decide, based on the implementation of your research, if the campaign will be successful.

Presentation must include:

- Company name
- Name of product/ brand
- Description
- Opinion/ argument of why consumers should buy your product/ brand
- Slogan

You must also be prepared to answer questions the board regarding your product choice and color scheme.

Refer to the resources/ websites provided in Appendix B

Appendix B: Summative Assessment

Color Theory – Color in Advertising

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Grade: 5/6

Project Based Learning

NJSLS: Visual Art –5th Grade: 1.2.5.A.1, 1.3.5.D.1, 1.4.5.B.3

6th Grade: 1.2.8.A.3,1.3.8.D.1, 1.4.8.A.6

NJSLS: ELA - 5th grade: RI 5.1, RI 5.7, RI 5.9, W 5.1, W 5.4, : SL 5.4, SL 5.5

6thgrade: RI 6.1, W, 6.1, SL 6.4, SL 6.5

Theme: Color in Advertising

Inter- disciplinary connections: Language Arts and Math

Introduction:

Andy Warhol’s *Marilyn Monroe* is one of the most recognized artistic styles to come out of the Pop Art Movement or even in contemporary American Art. His unconventional use of color and subject matter transcends time, hence, its continual use within the art community both fine and commercial.

Essential Questions: How significant is the role of color in commercial art?

Task I: Imagine you are on the creative design team for a major company and you to development an ad campaign for a product that has not been selling. You are going to design a print advertisement to promote the product/ brand. Your product/brand can be any of the following and your advertisement must include the color harmonies discussed in this unit:

⇒ Object (candy bar, sneaker, drink, etc.)

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- ⇒ Service (insurance, security, styling, etc.)
- ⇒ Person (celebrity, politician, athlete, yourself, etc.)
- ⇒ Idea or Concept (education, love, music, health, etc.)

Task II: Write an opinion/argument stating why people should buy your product. This will serve as your advertising copy. (See Appendix A)

Task III: Presentation- You will propose your new print ad design to the company's board of directors (the class).

Materials Needed:

- ⇒ 18" x 24" Bristol board or mixed media paper
- ⇒ Tempera paint
- ⇒ Brushes
- ⇒ Sharpie Markers, black
- ⇒ Pencil
- ⇒ Eraser
- ⇒ Ruler

Process/ or Steps:

1. Research the cultural your target audience.
2. Take notes on the information that you find about what most appeals to your audience. (Colors, Lines)
3. Divide your paper into quadrants measuring 9" x 12"

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4. Trace/ Draw your image in each quadrant
5. Paint each quadrant to represent a different color harmony, choose any four out of the seven using any variation of value or tone.
6. Trace all lines with the Sharpie marker.
7. Present your ad copy and posterto the class. Accommodation: Students who need to can present to teacher privately.

Websites:

<http://www.tigercolor.com/color-lab/color-theory/color-theory-intro.htm>

<http://www.tate.org.uk/art/artworks/warhol-marilyn-monroe-ar00319>

<http://www.colormatters.com/color-and-marketing/color-and-branding>

<http://www.empower-yourself-with-color-psychology.com/target-markets.html>

<http://www.fortune5minutes.com/UserFiles/ColorAttractsReport.pdf>

Unit/Chapter Title: Unit 2 “Line, Shape, and Form”

Course/Grade: 5 & 6

Interdisciplinary Connection: Math, Language Arts

Unit Length: 10-12 Weeks

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Unit Overview:

This Unit of Study will cover The Elements of Art, **Line, Shape, and Form** with particular emphasis on **Space/Perspective**. The unit will give a brief overview of each element and the learner will evaluate the relationships between the elements and their purpose beyond the world of fine art. They will study artists past and present focusing on their use of color and how it impacted the society at the time and continues to be influential today.

New Jersey Student Learning Standards

Visual and Performing Arts Student Learning Standards:

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators(5th Grade)

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1.1.5 D.1 - Identify elements of art and principles of design that are evident in everyday life.

1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design.

1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5. B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Cumulative Progress Indicators(6th Grade)

1.1.8.D.1 - Identify elements of art and principles of design that are evident in everyday life.

1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to

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enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.4.8. A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8. A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

21st Century Life and Careers Standards

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

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8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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Interdisciplinary Connections: Math

English Language Arts Standards:

Reading Informational Text – RI.5.7, RI.5.9, RI.6.

Writing – W.5.2, W.6.2, W.6.9

Speaking and Listening – SL.5.1, SL.5.4, SL.6.2

Essential Questions/Enduring Understandings

Essential Questions:

- **Why are the Elements of Art essential to making art?**
- **How does the Element of *Line* change the mood of an artwork**
- **How significant is the relationship *Shape* and *Form*?**
- **How can *Space* be manipulated according by *Perspective*?**

Enduring Understandings:

- **The Elements are the basic visual symbols an artist uses to create works of art.**
- **The direction of the line may suggest certain characteristics; some even imply movement and guide the viewer's eye.**
- **While shapes only exists in two dimensions, form adds the third dimension to shapes both free form and geometric.**
- **Artists developed several techniques to capture the feeling of deep space: Linear perspective, Size, Overlapping, Placement, Detail, and Intensity/ Value.**

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<p style="text-align: center;">Instructional Strategies/Activities How will the students reach the learning targets?</p>	<p style="text-align: center;">Modifications/ Extensions How do I differentiate?</p>	<p style="text-align: center;">Assessments How will the students demonstrate mastery?</p>	<p style="text-align: center;">Resources/Technology What resources and materials will students need?</p>
<p>Introduction of Summative Assessment: After reading two-three articles regarding city planning issues, students will break into groups and brainstorm city planning ideas they have for their hometown. Each group will informally present their ideas to the class.</p> <p>Introduction Continued: Introduce artists like M.C. Escher, and Gustave Caillebotte who commonly used Perspective to manipulate space in their work. Divide students into two groups they will view work of both artists and compare and contrast their use of space. One group will list similarities and the other differences.</p>	<p>Modifications: IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes 504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes.</p>	<p>Formative: Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p>Summative : See performance tasks (Appendix A) See Depth in Space: One Point Perspective - Cityscape (Appendix B)</p> <p>Alternative Assessments: Grade 5: (Choose 1) Project 1: Keith Haring Drawing Project 2: Collage Project 3: Helping Hands Project 4: Tube Sculpture</p> <p>Grade 6: (Choose 1) Project 1: Keith Haring Sculpture Project 2: Scratch Art Portrait Project 3: Scratch Art animals</p>	<p>http://www.nysun.com/new-york/critics-supporters-of-will-ets-point-plan-to-meet/83771/</p> <p>http://www.dnainfo.com/new-york/20120822/lower-east-side-development-plan-on-lower-east-side-gets-city-planning-approval</p> <p>http://switchboard.nrdc.org/blogs/kbenfield/10_questions_with_the_countrys.html</p> <p>http://www.arlnow.com/2010/09/28/crystal-city-development-plan-faces-vote-tonight/</p> <p><i>Interior of Studio, Gustave Caillebotte, 1874.</i> <i>Le Pont de L'Europe</i></p>

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<p>Students will research and find other examples of perspective used in art and present to class.</p> <p>Summative Introduction cont'd: Do Now-Display artworks varied in style and artist that may or may not represent perspective and have students indicate the ones that do and the ones that do not. Students will receive colored cards indicating yes or no and be able to place under each sample. * Use samples students brought in for homework.</p> <p>Present students with Summative Assessment to be completed and turned in at the completion of unit.</p> <p>Overview of Elements: Students will be introduced to the element <i>Line</i> through a Structured Overview based on written and verbal summaries as well as visual aids, such as diagrams.</p>	<p>ELL: Pair verbal with visual Allow / encourage use of Google Translator</p> <p>Gifted & Talented: Allow choice whenever possible Provide opportunity for extension activities including research , digital presentations, and 3D design</p>	<p>Benchmark Assessment: Art portfolio, SGO</p>	<p>Gustave Caillebotte, 1882. <i>Paris, Rainy Day</i>, Gustave Caillebotte, 1877.</p> <p><i>Delft</i>, M.C. Escher, 1939. <i>Church at Corte</i>, M.C. Escher, 1933 <i>Still Life and Street</i>, M.C. Escher, 1937</p> <p>http://www.wikipaintings.org/</p> <p>Mittler, Ph.D., G. A., Ragans, Ph.D., R., Unsworth, M.F.A., J. M., Scannel, F. (2005). <i>The Elements of Art</i>, (p16), <i>Introducing Art</i>, Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>Materials:</p> <ul style="list-style-type: none"> • 9 x12 drawing paper • Pencils <p>Mittler, Ph.D., G. A., Ragans, Ph.D., R., Unsworth, M.F.A., J. M.,</p>
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<p>In a group discussion go over all the different types of lines and list them for the students, then divide them into groups, assigning each group a type of line. On big poster paper have each group draw various versions of the line and present to class. During presentations have the class decide what the particular line symbolizes, i.e., vertical line=strength, horizontal line=peace, calm, etc.</p> <p>Do Now Activity- During a carousel activity students will try to identify the various types of shapes, Geometric, Organic, and Freeform. Afterward, through a Structured Overview discuss the Element of Shape. Students will then illustrate different scenes using only geometric shapes.</p> <p>Giving step-by-step instruction model linear perspective for students using various polygons and Students will in turn create</p>			<p>Scannel, F. (2005). The Elements of Art, (pp.6- 7), Introducing Art, Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chart paper • Post-it tabs • Markers • 9”x12”, 12x16 paper • Pencils <p>Resources: Mittler, Ph.D., G. A., Ragans, Ph.D., R., Unsworth, M.F.A., J. M., Scannel, F. (2005). The Elements of Art, (pp.811), Introducing Art, Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>http://www.incredibleart.org/files/elements2.htm</p> <p>http://www.biography.com/people/filppobrunelleschi-9229632</p>
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<p>the own perspective on their own.</p> <p>Student will create a rough draft of a cityscape using one point perspective. Giving step-by-step instruction model how to create cityscapes using geometric shapes. Show student how to buildings and houses using linear perspective.</p> <p>Using a Think/Pair/Share activity, students will partner with a classmate from another group to discuss the biography and artworks of Renaissance Architect Filippo Brunelleschi.</p> <p>Students will design their own city development/ community using four out of the six techniques used for creating depth in space.</p>			<p>http://www.wikipaintings.org/en/filippobrunelleschi/perspectivedrawings-for-church-ofsan-to-spirito-in-florence</p>
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Vocabulary Words /Key Terms

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Vanishing point Technique Depth Cityscape Landscape Geometric Organic Space Value Intensity Aesthetic	Linear Perspective Shape Line Element Form Horizon
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Appendix A: Performance Task/s (Interdisciplinary Connections)

Essential: How is architecture viewed as a form of art? In what other ways do art principles and concepts transcend the visual art world?

NJSLS: ELA – 5th grade: W 5.1, W 5.4

6th grade: W 6.1

Answer the **Essential Question** based on your research share your Enduring Understanding in paragraph form. Use the research you collected from the summative assessment as well as the reference websites given.

Interdisciplinary Assessment

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Task II of Summative Assessment (See Appendix B)

NJSLS: ELA – 5th grade: SL 5.4, SL 5.5

6th grade: SL 6.4, SL 6.5

Presentation- You will propose your city plan to the town’s council (the class).

You will present city plan and council will then decide, based on the implementation of your design if the new development will be successful.

Presentation must include:

- The name of your new development
- Description
- Opinion/ argument of why the town should choose your plan

You must also be prepared to answer questions the council may have regarding your plan.

Refer to the resources/ websites provided in Appendix B as well as the articles given about city planning.

Appendix B: Summative Assessment

Depth in Space – One Point Perspective, Cityscape

Grade: 5/6

NJSLS: Visual Art –5th Grade: 1.2.5.A.1, 1.3.5.D.1, 1.4.5.B.3

6th Grade: 1.2.8.A.3,1.3.8.D.1, 1.4.8.A.6

NJSLS: ELA - 5th grade: RI 5.1, RI 5.7, RI 5.9, W 5.1, W 5.4, : SL 5.4, SL 5.5

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6th grade: RI 6.1, W, 6.1, SL 6.4, SL 6.5

21st Century Life and Careers Standards

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Theme: Elements of Art, One Point Perspective

Inter- disciplinary connections: Language Arts and Math

Introduction:

For centuries artists have manipulated depth in space using perspective whether in realism or surrealism (optical illusions).

Architecture is another form of visual art that employs these concepts.

Essential Questions: How is architecture viewed as a form of art? In what other ways do art principles and concepts transcend the visual art world?

Task 1: The city has an area of land that they would like to begin building on. There are asking for citizens to help come up with ideas for a development that would add value to the town. Come up with an idea for the development and submit your drawing to be presented to the town council. Your idea must be something to benefit the town in some way. Here are some suggestions:

⇒ Houses, townhouse,

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⇒ Public service buildings (community center, clinic, shelter, etc)

⇒ Businesses

Your drawing must be in one point perspective and include at least two other techniques used to create depth in space (Intensity/ Value, Detail, Placement, Overlapping). The more techniques you use, the more realistic your drawing will look.

Task 2: Presentation- You will propose your city plan to the town council (the class).

Materials Needed:

⇒ 12” x 16” Bristol board or drawing paper

⇒ pencils

⇒ Rulers

⇒ Sharpie Markers, black, Extra Fine

⇒ Colored Pencils/ Markers

⇒ Eraser

Process/ or Steps:

1. Research the different city plans and community developments to get ideas.
2. Using the instructions provided with your rough draft, set up your horizon line and vanishing point.
3. Draw your street and put in your geometric shapes
4. Draw your vanishing lines to the vanishing point
5. Proceed to create your city plan using the techniques for depth in space.

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Websites:

<http://www.la-art-tutor.com/2007/10/17/one-point-perspective-drawing/>

[http://www.cartage.org.ib/en/themes/arts/drawings/Perspective Drawing/OnePointPersp/OnePointPersp.htm](http://www.cartage.org.ib/en/themes/arts/drawings/Perspective%20Drawing/OnePointPersp/OnePointPersp.htm)

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Unit/Chapter Title: Principles of Art	Unit Length: 10 weeks
Course/Grade: Visual Arts 5/6	
Interdisciplinary Connections: Math, English, Social Studies	
<u>Unit Overview:</u> <p>This Unit of Study the will cover The Principles of Design, Balance, Pattern, Movement, Emphasis, Proportion, Rhythm, Variety and Harmony. The unit will give a brief overview of principle and the learner will evaluate the relationships between them and their purpose in creating good art. They will study other cultures and how art impacts their societal beliefs and how the principles hold significance in the art they create. They will also examine how the principles are used to manipulate the elements of art and how various artists use the principles to establish their personal style.</p>	

New Jersey Student Learning Standards

Visual and Performing Arts Student Learning Standards:

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

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Cumulative Progress Indicators (5th Grade)

1.1.5 D.1 - Identify elements of art and principles of design that are evident in everyday life.

1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design.

1.2.5.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5. B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Cumulative Progress Indicators(6th Grade)

1.1.8.D.2 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to

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enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

21st Century Life and Careers Standards

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology Integration NJSLS 8

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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Interdisciplinary Connections: Math, Social Studies, ELA

English Language Arts Standards:

Reading Informational Text – RI.5.7, RI.5.9, RI.6.7

Writing – W.5.2, W.6.2, W.6.9

Speaking and Listening – SL.5.1, SL.5.4, SL.6.2

Essential Questions/Enduring Understandings

Essential Questions:

- What is the relationship between the *Elements of Art* and the *Principles of Design*?
- How does the *Movement* further engage the viewer in the artwork?

Enduring Understandings:

- The Elements are the basic visual symbols an artist uses to create works of art; the Principles are the manipulation of those elements.
- The principle of *Movements* the path the viewer’s eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.

Instructional Strategies/Activities (How will the students reach the learning targets?)	Modifications/Extensions (How do I differentiate?)	Assessments (How will the students demonstrate mastery?)	Resources/Technology (What resources and materials will students need?)
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<p>Introduction of Principles: The students will review the elements of art and their importance. They will then identify elements in two works, one by Picasso, the other by Britto. In a group discussion students will determine the mood of each piece.</p> <p>Introduction of Principles: Students will partner with each other to list the comparisons and differences of how the artists used the elements in their respective work. They will then share their findings with the group. based on their list begin to introduce the principles, i.e., the <i>pattern</i> of colors, the <i>movement</i> of the lines, the focal point of the work (<i>emphasis</i>).</p> <p>Balance and Proportion: Students will be introduced to the principle, <i>Balance</i>, and <i>Proportion</i> through a Structured Overview based on written and</p>	<p>Modifications IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes 504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes. ELL: Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Allow choice whenever possible Provide opportunity for extension activities including research ,</p>	<p>Formative: Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p>Summative : See performance tasks (Appendix A) See Islamic Tiles (Appendix B)</p> <p>Alternative Assessments: Grade 5: (Choose 1) Project 1: Keith Haring Drawing Project 2: Collage Project 3: Helping Hands Project 4: Tube Sculpture</p> <p>Grade 6: (Choose 1) Project 1: Keith Haring Sculpture Project 2: Scratch Art Portrait Project 3: Scratch Art animals</p> <p>Benchmark Assessment: Art portfolio, SGO</p>	<p>Resources: Mittler, Ph.D., G. A., M. (2006). Modern Art Movements to the Present, <i>Art in Focus</i> (5th ed.), (pp.40-49) Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>Materials: Compare and Contrast Graphic Organizer</p> <p>Resources: <i>A Dream</i>, Pablo Picasso,1932</p> <p><i>Summer</i>, Romero Britto,</p> <p>Materials:</p> <ul style="list-style-type: none"> • 9"x12" drawing paper • pencil • various shapes (2d or 3d) • objects found around classroom. <p>Resources: Ragans, Ph.D., R., (1995) <i>Balance</i>, (pp.250-267), <i>ARTTALK</i>, Westerville, OH: Glencoe/ McGraw-Hill</p>
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<p>verbal summaries as well as visual aids. Divide students into small groups, distribute cards with the following terms: <i>symmetrical</i>, <i>asymmetrical</i>, <i>radial</i>, and <i>informal</i>. In a collaborative effort have each group design a composition representing each form of balance. Students will describe how they achieved balance in their composition.</p> <p>For homework students will research and find examples of balance used in art and present to class.</p> <p>Pattern/Rhythm/ Movement: Students will be introduced to the principle, <i>Pattern</i>, <i>Movement</i>, and <i>Rhythm</i>, through a Structured Overview based on written and verbal summaries as well as visual aids.</p> <p>Present students with various works and have them describe the differences between the two</p>	<p>digital presentations, and 3D design</p>		<p>Mittler, Ph.D., G. A., Ragans, Ph.D., R., Unsworth, M.F.A., J. M., Scannel, F. (2005). The Principles of Art, (pp30-31), <i>Introducing Art</i>, Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>Materials:</p> <ul style="list-style-type: none"> • 9"x12" drawing paper • pencil • Colored pencils/ markers <p>Resources: Mittler, Ph.D., G. A., Ragans, Ph.D., R., Unsworth, M.F.A., J. M., Scannel, F. (2005). The Principles of Art, (pp32-33), <i>Introducing Art</i>, Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chart paper • Post-it tabs • Markers <p>Resources:</p>
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<p>principles and how they relate to one another.</p> <p>As a studio activity students will produce their own patterns incorporating rhythm or a drawing with purposeful movement.</p> <p>Emphasis/Variety/ Harmony: Students will be introduced to the principle, <i>Variety</i>, <i>Emphasis</i>, and <i>Harmony</i>, through a Structured Overview based on written and verbal summaries as well as visual aids.</p> <p>Display various artworks around the class and during a carousel activity students will try to identify the principles found throughout the work. Using post-its students will label each work, some may include more than one principle.</p> <p>Do Now Activity- Display various artworks from different cultures, including</p>			<p>Mittler, Ph.D., G. A., Ragans, Ph.D., R., Unsworth, M.F.A., J. M., Scannel, F. (2005). The Principles of Art, (pp.30- 31), <i>Introducing Art</i>, Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>Mittler, Ph.D., G. A., M. (2006). <i>Creating and Understanding Art</i>, (pp.40-46) <i>Art in Focus</i> (5th ed.), Woodland Hills, CA: Glencoe/ McGraw-Hill.</p> <p>Materials: · Elements and Principles Chart</p> <p>Resources: Elements of Art Handout Principles of Art Handout (including definitions and examples)</p> <p>Mittler, Ph.D., G. A., Ragans, Ph.D., R., Unsworth, M.F.A., J. M., Scannel, F. (2005).</p>
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cultural masks, paintings, and architectural work. Using a graphic organizer, students will go through each element and describe how they were manipulated by each principle.

Introduction of Summative Assessment:

Focusing on the Islamic Tiles, students will analyze the elements and principles used. They will classify the different elements exemplified and conclude why they were presented in the artwork as well as to why certain principles were used to portray these elements. During the group discussion confirm or redirect their theories and explain the symbolism within the tile design.

Introduction of Summative Assessment:

Student will read and research information regarding Islamic tiles and Stained Glass. Both art forms used in the

The Elements of Art, (pp.40-11), *Introducing Art*, Woodland Hills, CA: Glencoe/ McGraw-Hill.

<http://www.incredibleart.org/files/elements2.htm>

Resources:

Mittler, Ph.D., G. A., Ragans, Ph.D., R., Unsworth, M.F.A., J. M., Scannel, F. (2005). *The Elements of Art*, (pp.8-11), *Introducing Art*, Woodland Hills, CA: Glencoe/ McGraw-Hill.

Materials:

· Venn Diagram

Resources:

<http://www4.uwm.edu/le/tsci/arhistory/StainedGlass/history.cfm>

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<p>architectural design found in buildings used for worship within the religions of Islam and Christianity.</p> <p>Students will organize their findings using a Venn Diagram and later transfer the information into paragraph form.</p> <p>Introduction of Summative Assessment: Model how to begin a tile design incorporating both geometric and organic shapes. Students will begin sketching ideas for their designs to be approved for final draft.</p>			<p>http://www.patterninisla.com/backgroundnotes/the-evolution-ofstyle/</p> <p>http://www.biography.com/people/filippobrunelleschi-9229632</p> <p>http://www.wikipaintings.org/en/filippobrunelleschi/perspectivesdrawings-for-church-of-santo-spirito-in-florence</p>
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Vocabulary Words /Key Terms:

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Radial
Symmetry
Formal
Informal
Harmony
Principle
Architecture
Ornament
Variety
Movement
Geometric
Organic Rhythm
Pattern

Appendix A: Performance Task/s (Interdisciplinary Connections)

Task 1

Essential Question: What is the correlation between art and religion?

NJSLS: ELA – 5th grade: W 5.1, W 5.4

6th grade: W 6.1

Answer the **Essential Question** and explain how this has been exemplified through two of the most common religions, Islam and Christianity, through an analysis where you compare and contrast the art forms Islamic Tiling and Stained Glasswork

Share your Enduring Understanding based on your research in paragraph form. Use the research you collected to complete your Venn Diagrams assessment as well as the reference websites and literature provided.

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Task 2:

NJSLS: ELA – 5th grade: SL 5.4, SL 5.5

6th grade: SL 6.4, SL 6.5

Presentation- Partner with another student to complete and analysis of two works of art similarly as we did in class. Each student will pick and work and analyze based on the elements and principles found and compare and contrast the two and determine which you feel is the better work. Each student will present the painting of their choice and present your conclusion together. Presentation must include:

- Artwork credit
- Description/ Analysis
- Conclusion

You must also be prepared to answer questions the class may have regarding your analysis.

Appendix B: Summative Assessment

Depth in Space – Islamic Tiles

Grade: 5/6

NJSLS: Visual Art –5th Grade: 1.2.5.A.1, 1.3.5.D.1, 1.4.5.B.3

6th Grade: 1.2.8.A.3, 1.3.8.D.1, 1.4.8.A.6

NJSLS: ELA - 5th grade: RI 5.1, RI 5.7, RI 5.9

6thgrade: RI 6.1

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21st Century Life and Careers Standards

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. B.2 Create and respond to a feedback loop when problem solving.
- 9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Theme: Principles of Art, Islamic Tile

Inter-disciplinary Connections: Language Arts, Math, Social Studies

Introduction:

In many societies, art is used to communicate cultural and religious beliefs. The history of Islamic tiles dates back to the prehistoric period. It holds an important position among the various decorative arts in Islamic architecture.

Essential Questions: How influential are the principles of art in representing the various cultures?

Task 1: You have been hired to create a tile design for the local Mosque. Produce a design that is modern yet respectful to their spiritual beliefs.

Things to remember:

- ⇒ Islamic religion forbids the representation of figures.
- ⇒ Include all the principles of design
- ⇒ You use certain elements as symbols

You have the choice of creating a 4” design tiled 16 times or 6” design tile 4 times.

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*Both sides will take time and concentration however consider your strengths, if you are not very skilled in drawing the smaller option may be better suited for the assignment so that you can focus more on the principles of your design.

Materials Needed:

- ⇒ 12" x12" or 16"x16" white drawing paper
- ⇒ Tracing pencils
- ⇒ Rulers
- ⇒ Sharpie Markers, black, Extra Fine
- ⇒ Colored Pencils/ Markers
- ⇒ Eraser

Process/ or Steps:

1. Depending on the size of your design you will divided your drawing paper into squares. (4" designs: divide your 16"x16" paper into four inch squares, 6" design: divide your 12"x12" paper into four six inch squares.
2. Trace your design from your rough draft on the tracing paper.
3. Begin to trace your design into the squares on your paper, using a rotating, flipping, or sliding technique.
4. After your design has been tile add color using colored pencils or markers.
5. Finish by trace with a Sharpie marker

Websites:

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http://www.ehow.com/how_5767145_draw-islamic-tile-designs-step_by_step.html

http://www.ehow.com/how_6174218_create-islamic-tile-designs-geometry.html

http://www.ehow.com/video_6381751_draw-islamic-tile-designs.html