

**Lower Township School District  
Cape May, NJ**

<b>Unit Overview</b>	
<b>Content Area: Art</b>	
<b>Unit Title: Visual Art</b>	
<b>Grade Level: 5</b>	<b>Timeline: 40 weeks</b>
<b>Anchor Standards:</b> <ol style="list-style-type: none"><li>1. Generating and conceptualizing ideas</li><li>2. Organizing and developing ideas</li><li>3. Refining and completing products</li><li>4. Selecting, analyzing, and interpreting work</li><li>5. Developing and refining techniques and models or steps needed to create products</li><li>6. Conveying Meaning through art</li><li>7. Perceiving and analyzing products</li><li>8. Interpreting intent and meaning</li><li>9. Applying Criteria to evaluate products</li><li>10. Synthesizing and relating knowledge and personal experiences to create products</li></ol>	
<b>Enduring Understandings</b>	
Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	
Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	

**Lower Township School District  
Cape May, NJ**

People gain insights into meanings of artworks by engaging in the process of art criticism.

People evaluate art based on various criteria.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

**Essential Questions**

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand

**Lower Township School District  
Cape May, NJ**

and interpret works of art?

How does one determine criteria to evaluate a work of art? How and why might criteria vary?  
How is a personal preference different from an evaluation?

How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

How does art help us understand the lives of people of different times, places and cultures?  
How is art used to impact the views of a society? How does art preserve aspects of life?

**Performance Expectations**

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.

- 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

- 1.5.5.Re7b: Analyze visual arts including cultural associations.

- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

**Lower Township School District  
Cape May, NJ**

● 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

**Accommodations and Modifications**

Special Education	Follow 504/IEP accommodations Ask yes/no questions Display project sample and step by step-by-step directions Highlight and define important vocabulary
English Language Learners	Highlight and define important vocabulary Ask yes/no questions Display project sample step-by-step directions
Students At-Risk of School Failure	Allow verbalization before creating Use audio materials when necessary Read directions aloud Restate, reword, clarify directions Re-teach concepts using small groups Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Assignment, Project Modification Based on Individual Student Needs Use mnemonic devices
Advanced Skills	Studio Choice Assignment, Project and Assessment Modification Based on Individual Students Needs
Students with 504 Plans	Use audio materials when necessary Re-state, reword, clarify directions Re-teach concepts using small groups Read directions aloud Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices

**Assessments**

**Lower Township School District  
Cape May, NJ**

Formative	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Verbal discussions</li> <li>● Teacher Observation</li> <li>● Class Discussion</li> <li>● Rubric</li> <li>● Self-Assessment</li> <li>● Effort</li> <li>● Use of art tools and materials</li> <li>● Examine the artistic endeavors of others through the use of art prints, art books, videos and slides               <ul style="list-style-type: none"> <li>— Discussion of subject matter in artworks</li> </ul> </li> <li>● Experience art-making processes               <ul style="list-style-type: none"> <li>— Talk about artwork</li> <li>— Decide when artwork is complete</li> <li>— Become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials</li> </ul> </li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Using 5 Point rubric</li> <li>● Multiple Choice Assessments/ verbal understanding</li> <li>● Identify Elements</li> <li>● Analyzing Student Artwork. Students create skill-based projects each relating to the elements of design, such as color, line, point, shape, texture, space, form, and unity/harmony and are constantly and consistently assessed after each.</li> </ul>
Benchmark	Projects
Alternative	Performance Tasks Projects

<b>Interdisciplinary Connections</b>
Math, STEM, Science, Social Studies, Vocabulary and Literature

<b>Integration of 21st Century Skills- NJSL 9</b>
<p><b>Standard 9.1 Personal Financial Literacy:</b> This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p><b>Standard 9.2 Career Awareness, Exploration, Preparation and Training:</b> This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to</p>

**Lower Township School District  
Cape May, NJ**

personal likes.

**Standard 9.4 Life Literacies and Key Skills:** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.5.Cl.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals and diverse perspectives to improve upon current actions designed to address the issue.

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the individuals and resources that can aid in solving problems.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about data.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

**Career Readiness, Life Literacies, and Key Skills Practices**

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.

**Lower Township School District  
Cape May, NJ**

4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

**Integration of Technology**

Smart board, camera, websites  
Examples- Youtube, Ipad, Arthub, BrainPopJr.

**Materials**

Color Wheel, Scissors, Qtips, Clay	Color Pencils, Markers, Oil Pastels
Acrylic Paint, Watercolor, Tempera Paint	Clay tools
Tissue Paper	Pencil, Charcoal, Erasers
Watercolor Crayons	Yarn, Fabric, Felt
Glue, Hot and cold	Recycled materials
Paint brushes, foam rollers	Mirrors
Canvas, Watercolor paper, construction paper	Scratch Board Technology (computer/Ipad/smartboard)

**Instructional Activities**

- Studio Habits
  - *Examples:*
    - *Intro to materials*
    - *Proper clean up methods*
    - *Safety measures/materials*
    - *Critique etiquette*
- Elements/Principles of Art
  - *Examples:*
    - Line
    - Shape
    - Value
    - Space
    - Form
    - Color

**Lower Township School District  
Cape May, NJ**

- Texture
- Performance
  - *Examples:*
    - Portfolio
    - Artistic Discussion
    - Application of methods and techniques
    - Art Display/Show/Share
- Art History
  - *Examples:*
    - Representation of cultures
    - Time periods
    - Geography
    - Famous works of art
    - Famous Artists
    - Color Theory- Clay Paint Pallets
    - Exploring Woven Materials- Fabric Landscapes
    - Basic Perspective
    - Art Styles
- Lessons/Units
  - *Examples:*
    - Color Theory- Clay Paint Pallets
    - Exploring Woven Materials- Fabric Landscapes
    - Basic Perspective
    - Foundations of Drawing
    - Foundations of Painting
    - 3D Art