

West Deptford Middle School Curriculum Map
Art - Grade 5

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Art - Grade 5 9 Weeks	<ul style="list-style-type: none"> • Why should I care about the arts? • What's the difference between a thoughtful and a thoughtless artistic judgment? • How does creating and performing in the arts differ from viewing the arts? • To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? • How do underlying structures unconsciously guide the creation 	<ul style="list-style-type: none"> • Class Introduction, Class Procedures, Rules, Regulations and expectations • Color elements and theory • Drawing Buildings, Dwellings, Homes and Structures • Glazing Techniques and Methods • Nature, animals, Sketching techniques. • Painting Techniques and Methods • Red Clay, White Clay, Geometric 	<ul style="list-style-type: none"> • Building techniques, Slab and Coil, Slip and Score, Finishing and Glazing. • Collage Techniques Paper Cutting, Paper Folding, Paper Tearing, Paper Gluing. • Color mixing techniques, Color wheel painting, Color wheel tree painting. • Drawing materials, pencils, paper and composition. • Follow classroom procedures and process. Acquiring materials and supplies. Class Folder and Class 	<ul style="list-style-type: none"> • Academic Prompts • Homework • Journals • Quizzes • Reflection • Self Assessment • Teacher Observations • Tests 	<ul style="list-style-type: none"> • CRP.K-12.CRP2 • CRP.K-12.CRP5 • CRP.K-12.CRP4 • CAEP.9.2.8.B • CRP.K-12.CRP11 • CRP.K-12.CRP9 • CRP.K-12.CRP8 • CRP.K-12.CRP7 • CRP.K-12.CRP1 • CRP.K-12.CRP6 • CRP.K-12.CRP10 • VPA.1.1.8 • VPA.1.2.8 • VPA.1.3.8 • VPA.1.4.8 • CRP.K-12.CRP12 • CRP.K-12.CRP3 • AR.K-12.1.1.A and B.1 • AR.K-12.1.1.A and B.2 • AR.K-12.1.1.A and B.3 • AR.K-12.1.2.A-D.a • AR.K-12.1.2.A-D.b • AR.K-12.1.2.A-D.3 • AR.K-12.1.3.A-D.1 • AR.K-12.1.3.A-D.2 • AR.K-12.1.4.A and B.1 • AR.K-12.1.5.A and B.1 • AR.K-12.1.5.A and B.2 • TEC.K-12.8.1.A.1 • TEC.K-12.8.1.A.2 • TEC.K-12.8.1.B.1 • TEC.K-12.8.1.B.2 • TEC.K-12.8.2.A.1 • TEC.K-12.8.2.B.1 • TEC.K-12.8.2.B.2 • TEC.K-12.8.2.C.1

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	<p>of art works?</p> <ul style="list-style-type: none"> • Does art have boundaries? • When is art criticism vital and when is it beside the point? • Does art define culture or does culture define art? • What is old and what is new in any work of art? • How important is “new” in art? • In a world of constant technological change, what skills should we learn? • How do I choose which technological tools to use and when it is 	<p>designs and other subject matter</p> <ul style="list-style-type: none"> • Symmetry, Positive Space, Negative space • Tessellations • Working with paper 	<p>Code Introduction.</p> <ul style="list-style-type: none"> • Foreground, Middle ground and Background. • Paper cutting, Shape recognition, Designs, Gluing techniques, Facial features. • Perspective techniques. • Shading, Light source, Blending, Composition, 3-Dimensional • Watercolor painting, Using a paint brush, Mixing colors, Wet in wet, Dry brush, Calligraphy painting. 		<ul style="list-style-type: none"> • TEC.K-12.8.2.C.2 • WORK.K-12.9.1.A.1 • WORK.K-12.9.1.A.2 • WORK.K-12.9.1.B.1 • WORK.K-12.9.1.B.2 • WORK.K-12.9.2.A.1 • WORK.K-12.9.2.B.1 • WORK.K-12.9.2.C.1 • WORK.K-12.9.2.D.1 • WORK.K-12.9.2.E.1 • WORK.K-12.9.2.F.1
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	<p>appropriate to use them?</p> <ul style="list-style-type: none">• How can I transfer what I know to new technological situations/experiences?• What are my responsibilities for using technology? What constitutes misuse and how can it best be prevented?• Can we control the pace at which technology is created? Should we, even if we can?• How does technology extend human capabilities? What are the positive and negative				
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	<p>consequences of technology? Should technologies that produce negative impact continue to be used?</p> <ul style="list-style-type: none">• When are the most sophisticated tools required and when are the simplest tools best?• Can a system continue to operate with a missing or malfunctioning component?• Is it always beneficial to use the most economical material/materials for production of a technological product?• How do I decide				
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	<p>what I want to be and how do I prepare for my career?</p> <ul style="list-style-type: none">• Why do I need a career plan? How do I communicate this information to post-secondary institutions and employers?• How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?• How do I decide or make choices?• Why do I need to be accountable?• How do I best communicate?• How do family, school, community and				
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	<p>workplace influence an individual's character and ethics?</p> <ul style="list-style-type: none">• When should I start planning financially, and how is it best to do so?• How is safety a personal and societal responsibility?				
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