

District Policies:

Academic Integrity:

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

Assessment:

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student’s performance in mastering the PA Standards and the WASD curriculum.

Attendance:

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Special Education:

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

Course Description:

The child in fifth grade will be exposed to many new art forms and challenges in art class. They will develop and promote self-expression through many mediums as they complete the curriculum that is aligned with the PA Standards. The students will learn about the Elements in Art and the Principles of Art as they explore many concepts and processes that encourage creativity and individuality. Both two and three-dimensional pieces of artwork will be created as each child works toward their own potential.

Students will develop skills necessary to complete major activities of painting, drawing, crafts, and sculpture.

Pennsylvania State Standards:

Subject Area - 9: Arts and Humanities

Standard Area - 9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Grade Level - 9.1.5: GRADE 5

Standard

9.1.5.A: Know and use the elements and principles of each art form to create works in the arts and humanities.

Elements

- Visual Arts: • color • form/shape • line • space • texture • value

Principles

- Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

9.1.5.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.1.5.C: Know and use fundamental vocabulary within each of the arts forms.

9.1.5.D: Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.

9.1.5.E: Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

9.1.5.F: Describe works of others through performance or exhibition in two art forms.

9.1.5.G: Identify the function and benefits of rehearsal and practice sessions.

9.1.5.H: Use and maintain materials, equipment and tools safely at work and performance spaces.

- Describe some materials used.
- Describe issues of cleanliness related to the arts.
- Describe types of mechanical/electrical equipment usage.
- Know how to work in selected physical space/environments.
- Identify the qualities of safe props/stage equipment.
- Describe methods for storing materials in the arts.

9.1.5.I: Describe arts events that take place in schools and in communities.

9.1.5.J: Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms).
- Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).

9.1.5.K: Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

Standard Area - 9.2: Historical and Cultural Contexts

Grade Level - 9.2.5: GRADE 5

9.2.5.A: Explain the historical, cultural and social context of an individual work in the arts.

9.2.5.B: Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

9.2.5.C: Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

9.2.5.D: Analyze a work of art from its historical and cultural perspective.

9.2.5.E: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

9.2.5.F: Know and apply appropriate vocabulary used between social studies and the arts and humanities.

9.2.5.G: Relate works in the arts to geographic regions:

- Africa
- Asia
- Australia
- Central America
- Europe
- North America
- South America

9.2.5.H: Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.2.5.I: Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

9.2.5.J: Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).

9.2.5.K: Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).

9.2.5.L: Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's *Appalachian Spring* and Millet's *The Gleaners*).

Standard Area - 9.3: Critical Response

Grade Level - 9.3.5: GRADE 5

9.3.5.A: Identify critical processes in the examination of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses

- Evaluate/form judgments

9.3.5.B: Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's *In the Hall of the Mountain King* and in tap dance).

9.3.5.C: Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).

9.3.5.D: Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.

9.3.5.E: Describe and use types of critical analysis in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

9.3.5.F: Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.

9.3.5.G: Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's *Evolution of Mickey and Minnie Mouse*)

Standard Area - 9.4: Aesthetic Response

Grade Level - 9.4.5: GRADE 5

9.4.5.A: Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).

9.4.5.B: Investigate and communicate multiple philosophical views about works in the arts.

9.4.5.C: Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).

9.4.5.D: Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's

Course Objectives:

Students will demonstrate the ability to:

- Use tools and materials with knowledge of elements and principles of visual arts.
- Recognize major artists from various historical styles.
- Explore arts from different cultures including but not limited to the rich folk arts.
-
-

Students will master the skills of:

- Proper use of materials and techniques pursuant to the major activities of painting, drawing, pottery, crafts, and sculpture.
-
-
-

Major Activities to Support Course Objectives:

Create guided age-appropriate examples of works that emphasize color, shape, line, texture, proportion/scale, pattern, space and emphasis.

Provide opportunities for students to discuss their own works and the works of others.

Hands -on opportunities to create art work using a variety of media.

Student Responsibilities:

Follow classroom rules, expectations and procedures for safety and harmony.

Work to the best of their ability.

Demonstrate respect of materials, other student's artwork and each other.

Assessment:

Grading Components:

Students are graded on completed projects and participation

Content Pacing Guide:

Topic	Major Assignments	Estimated Time
Drawing	Pencil, Crayon, Markers (Permanent and Water-Based), Oil and Chalk Pastels, Portraits	40- 120 minutes per individual lesson
Painting	Tempera, Watercolor, Acrylic Paints, Portraits	40- 120 minutes per individual lesson
Sculpture	Papier Mache, wire	40- 120 minutes per individual lesson
Crafts	Mixed Media	40- 120 minutes per individual lesson
Assemblage	Recycled materials	40- 120 minutes per individual lesson