

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE  
VISUAL ARTS**

**STANDARD 1: PERCEPTUAL AND SENSORY AWARENESS**

Learners will enhance artistic perception and visual and tactile awareness.

**-FIFTH GRADE-**

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>															
<p><b>1.1 Understand the elements of art</b></p> <p>Learners will:</p> <p>1.1.1 create and evaluate art incorporating both geometric and organic (free-form) <b>shapes</b>; (Essential)</p> <p>1.1.2 create and evaluate art incorporating a variety of <b>lines</b> (e.g., horizontal, vertical, diagonal, thick, thin, open, closed, curved, straight, looped, spiral, zigzag); (Essential)</p> <p>1.1.3 create and evaluate art incorporating a variety of <b>textures</b> (e.g., rough, smooth, hard, soft, bumpy, scaly, furry); (Essential)</p> <p>1.1.4 create and evaluate art incorporating a variety of <b>patterns</b> (e.g., radial, symmetrical, asymmetrical, alternating); (Essential)</p> <p>1.1.5 experiment with color expression emphasizing the arbitrary use of <b>color</b> (e.g., a blue horse); (Essential)</p> <p>1.1.6 explore the use of <b>value</b> (e.g., light, dark, tints, shades) in creating art; (Expected)</p> <p>1.1.7 discuss ways in which each of the elements of art can be used to express moods and feelings. (Essential)</p>	<p>1.1.1-1.1.5, 1.1.7 Have student complete a checklist to evaluate an original piece of art. The checklist should include all art elements with examples of each element and a separate space for a written statement regarding intent, opinion, and emotion in the piece.</p> <p>Example:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;"><u>Patterns</u></th> <th style="text-align: left;"><u>Lines</u></th> <th style="text-align: left;"><u>Textures</u></th> </tr> </thead> <tbody> <tr> <td>_radial</td> <td>_diagonal</td> <td>_rough</td> </tr> <tr> <td>_symmetrical</td> <td>_curved</td> <td>_scaly</td> </tr> <tr> <td>_alternating</td> <td>_looped</td> <td>_furry</td> </tr> <tr> <td>_asymmetrical</td> <td></td> <td></td> </tr> </tbody> </table> <p>I would like to tell you about my intent, opinion, and emotion in this piece of art:</p>	<u>Patterns</u>	<u>Lines</u>	<u>Textures</u>	_radial	_diagonal	_rough	_symmetrical	_curved	_scaly	_alternating	_looped	_furry	_asymmetrical			<ul style="list-style-type: none"> <li>• Have students cut geometric and organic shapes out of styrofoam and use printer’s ink or tempera paint to create abstract prints.</li> <li>• Give students a circular clay slab and a variety of tools (e.g., fork, pencil, sticks) to create a design emphasizing symmetry and demonstrating a variety of lines, textures, and patterns.</li> <li>• Give students tempera paints to create a monochromatic portrait [e.g., one base color (blue), adding black and white to create value changes]. Have students repeat lesson using different subjects (e.g., landscapes, still life) with other base colors to convey moods/feelings.</li> <li>• Throughout the year provide opportunities for students to critique particular pieces of their art, describing the moods and/or feelings.</li> </ul>
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**PERCEPTUAL AND SENSORY AWARENESS**

*Fifth Grade VA*

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>1.2 Use directional/spatial relationships in art</b></p> <p>Learners will:</p> <p>1.2.1 create and discuss art which incorporates at least two media (e.g., painting and diorama) with an emphasis on foreground, middle ground, background; (Essential)</p> <p>1.2.2 critique the use of design directions (i.e., horizontal, vertical, diagonal, radial) in art. (Essential)</p>	<p>1.2.1, 1.2.2 Display the still life described in the Strategies section. Using a question and answer format, verify that student is able to respond correctly to questions on foreground, middle ground, and background. Then have student compare and contrast the use of design directions in other still life art.</p>	<ul style="list-style-type: none"> <li>• Have students create a still life (e.g., a vase and flowers) made from a variety of papers. When these are glued to another sheet of paper, students use oil pastels to create a background and middle ground design, using lines to create a pattern.</li> </ul>
<p><b>1.3 Identify and use design principles in art</b></p> <p>Learners will:</p> <p>1.3.1 demonstrate and discuss the application of <b>repetition</b> in all art elements (i.e., texture, line, color, form, and pattern) to create both 2-D and 3-D art; (Essential)</p> <p>1.3.2 create and critique both 2-D and 3-D art with an emphasis on <b>contrast</b>; (Essential)</p> <p>1.3.3 create and critique both 2-D and 3-D art with an emphasis on <b>balance</b>; (Essential)</p> <p>1.3.4 create and critique 2-D art with an emphasis on <b>composition</b> (i.e., placement of forms) and 3-D art with an emphasis on <b>composition</b> (i.e., symmetry); (Essential)</p>	<p>1.3.1-1.3.5 Display architectural structures described in the Strategies section. After a class discussion comparing and contrasting design principles (i.e., repetition, contrast, balance, composition, and concepts of abstract and realism), have student write a critique on the favorite structure. Check that student has used correct art vocabulary regarding principles.</p>	<ul style="list-style-type: none"> <li>• After studying ancient cultures which inhabited the United States, have students recreate a stable architectural structure using tagboard, clay, sticks, etc. Structures must include patterns painted in contrasting colors representing the related culture.</li> </ul>

**PERCEPTUAL AND SENSORY AWARENESS**

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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>1.3 Identify and use design principals in art (cont.)</b></p> <p>1.3.5 explore concepts of <b>abstract</b> and <b>realism</b> in art; (Essential)</p> <p>1.3.6 identify and discuss examples of <b>positive and negative space</b> in art and in the environment; (Expected)</p> <p>1.3.7 identify and describe the ways in which design principles (e.g., repetition, contrast, balance, composition) occur in content areas other than art. (Essential)</p>	<p>1.3.5 See previous page for assessment.</p> <p>1.3.7 Give student a list of four content areas and a list of the design principles. After the student pairs the content area with the design principle, have him/her explain reasons for choices and provide examples. Check for accuracy.</p>	<ul style="list-style-type: none"> <li>• Throughout the year, point out examples of repetition, contrast, balance, and composition in a variety of content areas (e.g., Music has repetition, mathematics has patterns, writing has composition, science has balance.).</li> </ul>

**STANDARD 2: MEDIA SKILLS**

Learners will explore a variety of visual arts media.

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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>2.1 Demonstrate a variety of skills, techniques, and materials for various media</b></p> <p>Learners will:</p> <p>2.1.1 create both 2-D and 3-D art and discuss how the media used conveys different moods and interpretations; (Essential)</p> <p>2.1.2 create a piece of art that uses more than one medium (e.g., drawing and watercolor, crayon and ink resist, painting and collage); (Expected)</p> <p>2.1.3 demonstrate the effects of using a variety of art materials to create the elements (e.g., texture, line, color, form, and pattern) of art; (Expected)</p> <p>2.1.4 use computer-generated art to enhance work in a variety of content areas. (Expected)</p>	<p>2.1.1 Display contour line drawings and wire sculptures described in the Strategies section. Have student write a paragraph discussing which media was superior in conveying the desired mood.</p>	<ul style="list-style-type: none"><li>• Have students sketch contour line drawings of their partners depicting a particular mood. Students use malleable wire to recreate mood shown in the contour line drawing.</li><li>• Have students create abstract collages using magazine pictures that depict a variety of textures and colors. Each student finds a scene in his/her collage and uses tempera paint to bring out images.</li><li>• Use self-selection situations to give students opportunities to print images from computer programs. These images may be used to create collages, photo-montages, or to enhance work from other content areas.</li></ul>

### STANDARD 3: ART REFLECTION AND INTERPRETATION

Learners will develop critical thinking skills, analytical skills, and artistic perceptions through observing, comparing and contrasting, and discussing a variety of art.

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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>3.1 Develop appropriate methods of reflection and evaluation of art in different media</b></p> <p>Learners will:</p> <p>3.1.1 compare and contrast art of different media in terms of elements (i.e., texture, line, color, form, and pattern) and principles (i.e., repetition, contrast, balance, composition); (Essential)</p> <p>3.1.2 use correct art vocabulary to identify and discuss the attributes and shortcomings of various art media; (Expected)</p> <p>3.1.3 discuss reasons for selecting a particular medium to convey specific meanings or messages in a piece of art. (Expected)</p>	<p>3.1.1 During the field trip to the Art Museum described in the Strategies section, provide each student the opportunity to role play the museum docent. Verify that student is able to discuss art elements and principles of various works of art using correct art vocabulary.</p>	<ul style="list-style-type: none"><li>• Go on a field trip to the Albuquerque Museum of Art. Look at a variety of media. Discuss examples of elements and principles observed in various pieces of art.</li><li>• Use photography and painting to discuss ideas of contrast, composition, pattern.</li></ul>
<p><b>3.2 Analyze personal preferences in art</b></p> <p>Learners will:</p> <p>3.2.1 apply specific criteria (e.g., quality of technique, social impact, emotional response) to assess a variety of art in different media. (Essential)</p>	<p>3.2.1 After student has written the letter to an artist described in the Strategies section, check that the agreed upon criteria has been applied to assess artist's work.</p>	<ul style="list-style-type: none"><li>• Show students art in varying media and from diverse cultures. Have students choose a piece of art and write a letter to the artist, expressing and giving the rationale for their personal feelings.</li></ul>

**STANDARD 4: PERSONAL ART EXPRESSION**

Learners will use visual arts as a means of self-expression.

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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>4.1 Use art to express and interpret personal ideas, feelings, and experiences</b></p> <p>Learners will:</p> <p>4.1.1 create art as a response to a social, historical, and/or cultural issue or event; (Essential)</p> <p>4.1.2 create and discuss art that expresses specific emotions; (Essential)</p> <p>4.1.3 use correct art vocabulary to compare and contrast personal responses to specific pieces of art and music; (Essential)</p> <p>4.1.4 use correct art vocabulary to discuss art in terms of personal response and interpretation of design elements (i.e., texture, line, color, form, and pattern) and principles (i.e., repetition, contrast, balance, composition). (Essential)</p>	<p>4.1.1, 4.1.2, 4.1.4 Put students in small groups to present the collages described in the Strategies section. Check that each student is able to describe his/her collage and discuss how design elements and principles are used to achieve representation of the hero or heroine.</p> <p>4.1.3 After showing and discussing art and playing music described in the Strategies section, have student write a report comparing the two periods using art vocabulary related to design elements and principles. Check for understanding.</p>	<ul style="list-style-type: none"> <li>• Have students use a variety of materials and text to create a collage commemorating a favorite historic hero or heroine.</li> <li>• Show and discuss art and play music from two distinctly different time periods (e.g., Impressionist period: art by Monet, Manet, Renoir; music by Debussy, Ravel, Faure; early 20th century: art by Picasso and Kandinsky; music by Satie or any early jazz composer). The APS ARTS Center at Montgomery complex has art prints and music available for checkout.</li> </ul>
<p><b>4.2 Contribute to community culture by exhibiting art</b></p> <p>Learners will:</p> <p>4.2.1 participate in classroom, school, and/or community opportunities for art display. (Essential)</p>	<p>4.2.1 Ensure that student participates in a community art display during the year. Check that student can correctly identify the art elements/principles used in both the art work and the display itself.</p>	<ul style="list-style-type: none"> <li>• Have students incorporate art elements and principles to create a display or bulletin board of their own artwork in a neighborhood setting (e.g., a community center or nursing home).</li> </ul>

**STANDARD 5: INTERPERSONAL DEVELOPMENT**

Learners will develop qualities, attitudes, and behavioral attributes through visual arts experiences that contribute to continuous personal growth.

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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>5.1 Apply teamwork skills</b></p> <p>Learners will:</p> <p>5.1.1 assume responsibility for establishing ground rules for working together; (Essential)</p> <p>5.1.2 encourage continuous improvement in individual efforts towards group productivity. (Essential)</p>	<p>5.1.1, 5.1.2 Give student a survey to complete following the group project described in the Strategies section. Have student rate him/herself and group members on product, effort, and teamwork.</p>	<ul style="list-style-type: none"> <li>Put students in groups to work on planning, designing, and producing a mural which depicts an animal habitat. Students will decide how to assign responsibilities for carrying out the project.</li> </ul>
<p><b>5.2 Develop a sense of accomplishment through completion of art</b></p> <p>Learners will:</p> <p>5.2.1 explore additional possibilities in an art lesson after having met lesson requirements. (Essential)</p>	<p>5.2.1 Display masterpiece and student reproduction described in the Strategies section. Have student describe the changes made, comparing and contrasting the two works.</p>	<ul style="list-style-type: none"> <li>Show masterpiece paintings or drawings for students to reproduce, changing the painting to suit their preferences (e.g., color scheme, texture, contrast, scale).</li> </ul>
<p><b>5.3 Research vocational and avocational possibilities in art</b></p> <p>Learners will:</p> <p>5.3.1 analyze a variety of art-related careers in terms of historical and/or cultural origin, local community presence, and current educational requirements; (Essential)</p> <p>5.3.2 compare and contrast the use of a medium in a career or as a hobby. (Expected)</p>	<p>5.3.1 Using the information gathered from the visit described in the Strategies section, student creates a web relating each career to historical/cultural origin, local community presence, and current educational requirements. Check for thoroughness.</p>	<ul style="list-style-type: none"> <li>Invite visitors who work in advertising, marketing, and/or mass communications to speak about their careers. Have students prepare questions about the history, inspirations, job requirements, and professional responsibilities of each career.</li> </ul>

**STANDARD 6: HISTORICAL AND CULTURAL UNDERSTANDING**

Learners will explore historical, cultural, and social contexts to understand the role of visual arts in their lives and in past and present civilizations.

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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>6.1 Participate in arts-related activities within a historical, cultural or social context</b></p> <p>Learners will:</p> <p>6.1.1 analyze the historical influences and positive attributes of artifacts from a variety of cultures; (Essential)</p> <p>6.1.2 analyze and create art that reflects a variety of cultural and/or historical influences from early U.S. history; (Essential)</p> <p>6.1.3 compare and contrast the functions of art and artifacts from a variety of cultures; (Essential)</p> <p>6.1.4 research and discuss instances in which history and culture have affected public art; (Essential)</p> <p>6.1.5 discuss how history, art, and culture influence contemporary forms of art (e.g., computer graphics, mass media, architecture, cinematography). (Expected)</p>	<p>6.1.1, 6.1.3 Observe student participating in the Trading Post activity described in the Strategies section. Check that student understands the use as well as the historical and positive attributes of the various artifacts and can identify the different cultures represented by each artifact.</p> <p>6.1.2 After student has created the model described in the Strategies section, have him/her describe how the architecture is related to the availability of resources. Check for accuracy and understanding.</p> <p>6.1.4 Using information gathered in the Strategies section, student discusses the artistic merits or shortcomings of the sculpture as well as the historical and cultural factors that have influenced this particular piece.</p>	<ul style="list-style-type: none"> <li>Put students in groups to research the Old West, creating a class “Trading Post” as a culminating activity. Have students role play the bartering system of the time which used beads, weaving, pottery, utensils, and weaponry.</li> <li>After studying the early architecture of New Mexico and New England, students create a model representing one of the two areas.</li> <li>Ask students to choose a piece of local outdoor sculpture found in city parks, UNM, Old Town, etc. as the focal point of a research project that includes historical and cultural influences.</li> </ul>