

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Elementary Art

Course/Grade Level: 5th Grade

Unit Title: Art Changes

Number of Lessons/Days: 28 weeks

Unit Summary: This unit will span the entire year and include three components:

1. Students will continue to learn about the Elements and Principles of Art (formally referred to as “foundations of art”). They will practice using them in their own work and recognizing them in other artist’s work. At the end of the year, they will complete a quiz demonstrating their knowledge.
2. Students will be exploring how artists see and create art differently by examining four (or more) art styles and by creating work in those styles. They will be challenged to think about what influences artists and their work. In the summative assessment, students will create an informational poster showing how one object could be portrayed in two different ways. One artwork will be done realistically and the second will be done in a style of their choice.
3. Students will be compiling a portfolio throughout the year, collecting information, ideas, sketches and artwork.

DESIRED RESULTS (STAGE 1)

Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:

K-12 Program Understandings for Art

I. HISTORY AND CULTURE

- A. Students will understand that art is created, exists, and evolves in a historical and cultural context.

II. AESTHETICS/ANALYSIS

- A. Students will understand that the human experience is communicated using visual language.
C. Students will understand that a variety of criteria is used to analyze works of art.

III. STUDIO/PRODUCTION

- A. Students will understand that artists use different processes, techniques, and materials to create artwork.
B. Students will understand that creating artwork requires the use of creative problem solving.
C. Students will understand that practice and focus are essential in producing quality artwork.
D. Students will understand that artists utilize the “foundations of art” in the creation of quality artwork.

Minnesota State Standards

1.1 Artistic Foundation demonstrates knowledge of the foundations of the arts area.

Benchmark: 3. Identify characteristics of Western and non-Western styles, movements and genres in art.

2.1 Artistic Process: Create or make in a variety of contexts in the arts area using the artistic foundations.

Benchmark: 1. Create original two- and three- dimensional artworks to express specific artistic ideas.

3.1 Artistic Process: Perform or present in a variety of contexts in the arts area using the artistic foundations.

Benchmark: 1. Select and assemble artworks for a personal portfolio.

Benchmark: 2. Revise a presentation based on the feedback of others and self-reflection.

Overarching Understanding(s) from Curriculum Map/Course Understandings:

Students will understand that...

- Ideas and techniques of previous artists affect how other artists create their own work of art.
- Artists communicate meaning and emotion through the use of artistic foundations.
- Artists make personal choices to convey meaning.
- They can explore styles, elements, and principles of art in order to better understand the artwork.
- Artists share and describe their personal artwork with others in order to seek feedback.
- Their work will become more complex as they gain knowledge and experience related to the materials, processes, and techniques used.
- There is more than one way to meet an artistic challenge.
- Practicing technique, observation, and pacing are important in order to progressively develop and refine quality work.
- The principles of art are incorporated in order to use the elements of art more effectively.

Topical Understanding(s) Specific to Unit:

Students will understand that....

***Note:** Since this is one large unit in 5th grade, the above Overarching Understandings will be used as the Topical Understandings along with the following:

- Art is an artist's response to the world around them.

Essential Question(s) from Curriculum Map/Course Essential Questions:

To understand, student will need to consider such questions as...

- How do you see the transfer of ideas and techniques being used from previous artworks?
- What elements and principles do you see helping an artist convey meaning in the artwork?
- What personal choices do you see the artist making in the artwork?
- How can we use the elements and principles to critique an artwork?
- How would you use feedback from others?
- How has your artwork changed with an increased knowledge of different media, processes, and techniques?
- How does creative problem solving influence your artwork?
- In what ways do you feel that practice has influenced your artwork?
- What foundations of art have you used to create your artwork?

Topical Essential Questions for Unit:

To understand, student will need to consider such questions as...

***Note:** Since this is one large unit in 5th grade, the above Essential Questions will be used as the Topical Essential Questions along with the following:

- How can you see artists responding to the world around them?

To understand, student will need to...

know... Student will need to know the following in order to... (e.g. facts, concepts, generalizations, rules, theories, principles)

- Elements of Art (line, shape, form, color, space, texture and value)
- Principles of Art (pattern, balance, contrast, emphasis and repetition)
- Artists' work and styles of art continue to evolve.
- To improve artistic abilities, an artist must practice.
- Development of technology and new products influence new possibilities in creating art.
- Styles of art have identifying characteristics.

be able to... (Students will be able to DO... skills, procedures, processes)

- Use the elements and principles of art when creating their artwork.
- Recognize the elements and principles of art in others' artwork.
- Identify common characteristics of four art styles. (Teacher's choice)
- Identify some influences that can trigger change in an artists' work
- Take a 2-D sketch and use it to create a 3-D piece of art.
- Assemble an art portfolio throughout the year.

- Shape is flat or two-dimensional (Height x Width) and can be viewed from one perspective.
- Form is fat or three-dimensional (Height x Width x Depth) and can be viewed from more than one perspective.

Essential **new** vocabulary:

- **Portfolio:** A collection of student’s education, work samples, and skills.
- **Subject Matter:** The subject or theme represented in a work of art.
- **Art Style:** A movement of art that has common ideas and characteristics.
- **Representational Art:** Art that contains recognizable, true to life subject matter. The artist wants the viewer to see what he/she is seeing.
- **Abstraction:** Freedom from representational qualities.
- **Nonobjective Art:** Art that contains no subject matter and uses the elements of art only.
- **Contemporary Art:** Art being created in the present and may also include art produced since World War II.
- **Docent:** A volunteer who is trained to be a guide in an art museum, gallery or exhibit.

Additional Vocabulary as determined by teacher in connection with Activity 4-8. Teacher will be choosing at least four art styles to teach more in depth. Your vocabulary from this style will be added. Some examples, but not limited to: Realism, Impressionism, Fauvism, Expressionism, Surrealism, Abstract Expressionism, Op, Pop, Contemporary Woodland, *Dakota & Ojibwe*, Japanese Brush Painting etc.

Common misunderstanding(s):

- If it is not real (realistic), it is not art.
- Nonobjective art shows a lack of skill and creative thinking. “Anyone can do that”