



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	5
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make		S	S				
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.	S						S
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.						S	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.				S	S		
VA:Pr6.1 Convey meaning through the presentation of artistic work.		S					

Responding							
VA:Re7.1 Perceive and analyze artistic work.	S						
VA:Re8.1 Interpret intent and meaning in artistic work.					S		
VA:Re9.1 Apply criteria to evaluate artistic work.							S
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S		S			S	
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							S

UNIT 1: LINE

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice.		Content Knowledge	Converging lines
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr3.1.5	Create artist statements using art vocabulary to describe personal choices in art-making.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.5	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

PRIORITY: VA:Cr2.1.5: 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?

VA:Cr3.1.5: 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?

VA:Cn10.1.5: 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 art-making?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

UNIT DESCRIPTION

Students will continue to learn that lines can be found within their environment. Students will continue to explore line as an element of art and expand their line vocabulary. They will learn how to draw converging lines that create the illusion of space.

Activities will include observing and recognizing lines in art and the environment. Students will draw in one point perspective with converging lines that create the illusion of space. Students will create artwork exploring lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Draw in one point perspective with converging lines to create the illusion of space.
- Create artwork exploring lines in a variety of media, techniques and processes.
- Identify and apply converging lines.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	parallel, perpendicular, intersecting, contour
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 2: SHAPE AND FORM

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5a	Experiment and develop skills in multiple art-making techniques and approaches through practice		Content Knowledge	Complex geometric shapes, trapezoid
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.3.5a	Identify, describe, and visually document places and/or objects of personal significance.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr1.1.5a	Combine ideas to generate an innovative idea for art-making.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5a: 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?

VA:Cr2.3.5a: 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?

VA:Cr1.1.5a: 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?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Creativity and innovative thinking are essential life skills that can be developed.

UNIT DESCRIPTION

Students will continue to identify different kinds of shapes including organic and complex geometric. Students will continue to observe, describe and explore shapes artists use to create artwork, as well as shapes found in the environment. Students will learn how to transform two-dimensional shapes into three-dimensional shapes using a one-point perspective.

Activities will include observing and recognizing shapes in art and the environment. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply complex geometric shapes- the trapezoid.
- Transform two-dimensional shapes into three-dimensional shapes using one-point perspective.
- Create a work of art utilizing complex geometric shapes.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Organic and geometric
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 3: SPACE

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr 2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice		Content Knowledge	Perspective, proportion
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn 10.1.5	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr 1.1.5	Combine ideas to generate an innovative idea for art-making.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5: 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?

VA:Cn10.1.5 : 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 the lives of their communities through art-making?

VA:Cr1.1.5: 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?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experience.

Creativity and innovative thinking are essential life skills that can be developed.

UNIT DESCRIPTION

Students will explore spatial relationships. With three dimensional art, the space things occupy is real as is the space around objects. Two dimensional art exists on a flat surface, so if something looks three dimensional- it is an illusion and can be enhanced through the use of size, shading, placement and perspective. Students will continue to use size relationships and overlapping.

Activities will include drawing objects within the environment that occupy space. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply perspective and proportion
- Create a drawing that shows objects occupying space.
- Create artwork demonstrating the use of spatial relations.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Realism

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 4: COLOR

TITLE: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice.		Content Knowledge	Monochromatic, analogous
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Pr5.1.5	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5: 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?

VA:Cr2.2.5:How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Pr5.1.5: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?

UNIT ENDURING UNDERSTANDING

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.

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.

UNIT DESCRIPTION

Students will continue to learn that color is an element of art. Students will identify monochromatic and analogous colors. They will understand that monochromatic colors are various tints and shades of a single color. They will understand that analogous colors are groups of three colors that are next to each other on a twelve part color wheel; being made up of a primary, secondary, and tertiary color. They will recognize and describe colors in artwork and in the environment. Students will observe how artists use color to represent things from real life as well as their imagination.

Activities will include creating works of art with monochromatic and analogous colors with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Techniques could include brush, sponge application, resist. Students will also continue their practice of mixing and blending with monochromatic and analogous colors. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply monochromatic and analogous colors to artwork.

- Create artwork with monochromatic and analogous colors with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc.
- Demonstrate techniques including brush, spine application, resist.
- Explain that analogous colors are groups of three colors that are next to each other on a twelve part color wheel: being made up of primary, secondary, and tertiary colors.
- Describe colors in artwork and the environment.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Tint, shade, value scale, mixing/blending

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 5: PRINTMAKING

TITLE: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice.		Content Knowledge	Mixed-media
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		Content Knowledge	Mixed-media
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Pr5.1.5	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	x	Content Knowledge	Mixed-media
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re8.1.5	Interpret art by analyzing characteristics of form and	x	Content Knowledge	Mixed-media

structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
	Physical Skill
	Product Development
	Learning Behavior

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break.

VA:Cr2.2.5:How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Pr5.1.5: 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?

VA:Re8.1.5: 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 vocabularies help us understand and interpret works of art?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

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.

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

UNIT DESCRIPTION

Students will continue to explore printmaking using a variety of media to create original artwork.They will recognize and understand the term mixed-media and how artists often use more than one media to convey their ideas.

Activities will include creating a printed artwork using a variety of media and tools which may include paint, ink, marker, brayer and plate . Students will pull an original print. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply mixed-media to artwork.
- Recognize and understand the term mixed media and how artists use more than one media to convey their ideas.
- Create a printed artwork using a variety of media and tools which may include paint, ink, marker, brayer and plate.
- Create an original print.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Monoprint, pull
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 6:2D/3D FINE MOTOR SKILLS

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice.		Content Knowledge	Origami, optical illusion
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cn10.1.5	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5: 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?

VA:Cr2.2.5: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Cn10.1.5: 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 art-making?

UNIT ENDURING UNDERSTANDING

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.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

UNIT DESCRIPTION

Students will continue to refine and develop fine motor skills using various media. They will understand and demonstrate a difference between relief sculpture and sculpture in the round.

Students will understand how artists select media, techniques and processes and analyze and what makes them effective in communicating ideas.

Students will create artwork using computers or other technology. Activities will include advanced paper folding techniques to create a symmetrical or radially symmetrical paper sculpture (origami). Students will also create a 3 dimensional sculpture out of various materials (i.e. foil, fabric, cardboard, foam etc.).

Students will demonstrate proper scissor safety skills, as well as proper use of a variety of adhesives.

Learning Targets: I CAN

- Identify and apply origami and optical illusion to artwork.
- Demonstrate a difference between relief structure and sculpture in the round.
- Explain how artists select media, techniques and processes.
- Analyze what makes the media effective in communicating ideas.

- Create artwork using computers or other technology.
- Create artwork including paper folding techniques to create a symmetrical or radially symmetrical paper sculpture (origami).
- Create a 3 dimensional sculpture out of various materials (i.e. foil, fabric, cardboard, foam etc.)
- Demonstrate proper scissor safety skills, as well as proper use of a variety of adhesives.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Weaving

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 7: 3D FINE MOTOR SKILLS

TITLE: Clay

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		Content Knowledge	Slip & score, functional, nonfunctional
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr3.1.5	Create artist statements using art vocabulary to describe personal choices in art-making.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.2.5: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Cr3.1.5: 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?

UNIT ENDURING UNDERSTANDING

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

UNIT DESCRIPTION

Students will continue to refine and expand their 3D fine motor skills through manipulation of clay. Emphasis will be on proper attachment of clay pieces (slip & score). Students will review the difference between functional and nonfunctional as it applies to clay. Activities may include functional or nonfunctional pieces that incorporate proper attachment of slip and score.

Students will learn the difference between functional and nonfunctional as it applies to clay. Texture - introduce texture rollers and/or molds while expanding upon use of clay tools. Students will apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply slip and score.
- Identify and apply the difference between functional and nonfunctional as it applies to clay.
- Demonstrate proper attachment of clay pieces (slip and score).
- Create pieces of artwork using slip and score.
- Explain the difference between functional and nonfunctional tools as they apply to clay.
- Demonstrate proper safety procedures

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Slab, functional, nonfunctional

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.