

# Art – Intermediate 3, Grade 5 (#5001060)

## Year-at-a-Glance

The pacing is suggested as to when to introduce skills.

Some skills are taught all year, and learning should become more in-depth as the year progresses.

Our curriculum is: Art of Education University FLEX Curriculum: <https://theartofeducation.edu/>

Art of Ed lessons are based on 50 minutes classes.

Standard	Standard Description	U1	U2	U3	U4	U5	U6
<b>Review: Art Processes, Design Skills, and the Elements and Principles of Art</b> Suggested for 1 <sup>st</sup> Quarter							
<a href="#">VA.5.F.3.4:</a>	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.	X	X	X	X	X	X
<a href="#">VA.5.O.1.1:</a>	Use structural elements of art and organizational principles of design to develop content in artwork.	X	X	X	X	X	X
<a href="#">VA.5.S.1.4:</a>	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.	X	X	X	X	X	X
<a href="#">VA.5.S.2.2:</a>	Identify sequential procedures to engage in art production.	X	X	X	X	X	X
<a href="#">VA.5.S.2.3:</a>	Visualize the end product to justify artistic choices of tools, techniques, and processes.	X	X	X	X	X	X
<a href="#">VA.5.S.3.3:</a>	Use tools, media, techniques, and processes in a safe and responsible manner.	X	X	X	X	X	X
<a href="#">VA.5.S.3.4:</a>	Use ethical standards, including copyright laws, when producing works of art.	X	X	X	X	X	X
<b>Unit 1: Investigating Identity and Personal Symbols – Self-Expression</b> Suggested for 1 <sup>st</sup> Quarter							
<a href="#">VA.5.C.1.1:</a>	Develop a range of interests in the art-making process to influence personal decision-making.	X	X	X	X	X	X
<a href="#">VA.5.C.2.3:</a>	Apply established criteria to the art-making process to measure artistic growth.	X	X	X	X	X	X

<a href="#">VA.5.F.1.1:</a>	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.	X	X	X	X	X	X
<a href="#">VA.5.F.1.2:</a>	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.	X	X	X	X	X	X
<a href="#">VA.5.O.1.2:</a>	Organize the structural elements of art to achieve visual unity.	X	X	X	X	X	X
<a href="#">VA.5.O.2.2:</a>	Use a variety of sources for ideas to resolve challenges in creating original works.	X	X	X	X	X	X
<a href="#">VA.5.O.3.1:</a>	Create meaningful and unique works of art to effectively communicate and document a personal voice.	X	X	X	X	X	X
<a href="#">VA.5.S.1.1:</a>	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.	X	X	X	X	X	X
<a href="#">VA.5.S.1.2:</a>	Use media, technology, and other resources to inspire personal art-making decisions.	X	X	X	X	X	X
<a href="#">VA.5.S.1.3:</a>	Create artworks to depict personal, cultural, and/or historical themes.	X					

## Unit 2: Drawing and Painting from Observation

Suggested for 2<sup>nd</sup> Quarter

<a href="#">VA.5.O.1.3:</a>	Explain how creative and technical ability is used to produce a work of art.		X	X	X	X	X
<a href="#">VA.5.S.3.1:</a>	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.		X	X	X	X	X
<a href="#">VA.5.S.3.2:</a>	Use craftsmanship and technical ability in personal works to show refinement of skills over time.		X				

## Unit 3: Fostering Social Change through Art

Suggested for 2<sup>nd</sup> Quarter

<a href="#">VA.5.F.2.1:</a>	Describe the knowledge and skills necessary for art-making and art-related careers.			X			
<a href="#">VA.5.F.2.2:</a>	Explore careers in which artworks and utilitarian designs are created.			X			
<a href="#">VA.5.F.2.3:</a>	Discuss contributions that artists make to society.			X			

<a href="#">VA.5.F.3.1:</a>	Create artwork to promote public awareness of community and/or global concerns.			<b>X</b>			
<a href="#">VA.5.F.3.2:</a>	Create artwork that shows procedural and analytical thinking to communicate ideas.			<b>X</b>			
<a href="#">VA.5.F.3.3:</a>	Work collaboratively with others to complete a task in art and show leadership skills.			<b>X</b>			
<a href="#">VA.5.H.1.3:</a>	Identify and describe the importance a selected group or culture places on specific works of art.			<b>X</b>			
<a href="#">VA.5.H.2.2:</a>	Describe the ways in which artworks and utilitarian objects impact everyday life.			<b>X</b>			
<a href="#">VA.5.H.2.3:</a>	Discuss artworks found in public venues to identify the significance of the work within the community.			<b>X</b>			
<p style="text-align: center;"><b>Unit 4: Examining, Revising, and Critiquing Art</b> Suggested for 3<sup>rd</sup> Quarter</p>							
<a href="#">VA.5.C.1.2:</a>	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.				<b>X</b>		
<a href="#">VA.5.C.1.3:</a>	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.				<b>X</b>		
<a href="#">VA.5.C.2.1:</a>	Revise artwork as a necessary part of the creative process to achieve an artistic goal.				<b>X</b>	<b>X</b>	<b>X</b>
<a href="#">VA.5.C.2.2:</a>	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.				<b>X</b>		
<a href="#">VA.5.C.2.4:</a>	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.				<b>X</b>		
<a href="#">VA.5.C.3.1:</a>	Use the structural elements of art and organizational principles of design when engaged in art criticism.				<b>X</b>		
<a href="#">VA.5.C.3.2:</a>	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.				<b>X</b>		
<a href="#">VA.5.C.3.3:</a>	Critique works of art to understand the content and make connections with other content areas.				<b>X</b>		
<a href="#">VA.5.H.1.1:</a>	Examine historical and cultural influences that inspire artists and their work.				<b>X</b>		
<a href="#">VA.5.H.2.1:</a>	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.				<b>X</b>		

<a href="#">VA.5.O.2.1:</a>	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.				<b>X</b>		
<p align="center"><b>Unit 5: Integrating Art Outside of the Art Room</b> Suggested for 3<sup>rd</sup> Quarter</p>							
<a href="#">VA.5.H.3.1:</a>	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.					<b>X</b>	
<a href="#">MA.K12.MTR.2.1:</a>	Demonstrate understanding by representing problems in multiple ways. <ul style="list-style-type: none"> <li>Express connections between concepts and representations.</li> </ul>					<b>X</b>	
<a href="#">MA.K12.MTR.5.1:</a>	Use patterns and structure to help understand and connect mathematical concepts. <ul style="list-style-type: none"> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>					<b>X</b>	
<a href="#">MA.K12.MTR.7.1:</a>	Apply mathematics to real-world contexts.					<b>X</b>	
<p align="center"><b>Unit 6: Art Presentation/Exhibition</b> <b>Summative Review/Project</b> Suggested for 4<sup>th</sup> Quarter</p>							
<a href="#">VA.5.H.1.2:</a>	Use suitable behavior as a member of an art audience.						<b>X</b>
<a href="#">VA.5.H.1.4:</a>	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.						<b>X</b>