

**Fifth Grade Curriculum Map for Bemidji District Visual Arts K-12 Scope and Sequence**

*draft 1/30/09*

Grade 5	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
<b>Semester 1</b>	<p><b>On-going:</b> <i>See kindergarten through fourth grade and add:</i> Artist statement, color schemes, student collaboration, portraits</p> <p><b>Focus is on:</b></p> <ul style="list-style-type: none"> <li>● Formal, student exhibition: Invitational</li> <li>● Line: cross-hatching, hatching, mixed media</li> <li>● Shape: gradation</li> <li>● Proportion: facial</li> <li>● Value: highlights and shadow, contrast</li> <li>● Texture: Accurate representation</li> <li>● Color:               <ul style="list-style-type: none"> <li>○ schemes: monochromatic, analogous, complementary,</li> </ul> </li> <li>● Rhythm: progressive</li> </ul>	<p><b>I Foundations</b> 1.3</p> <p><b>I Foundations</b> 1.2</p> <p><b>I Foundations</b> 1.1 1.2 2.1</p> <p><b>II Create/Make</b> 1.1</p> <p><b>IV Respond/Critique</b> 1.1</p>	<p>1. Paper and pencil test, teacher developed. Identification of characteristics of Western and Non-Western styles, movements, and genres in art</p> <p>1. Paper and pencil test: Description of how the principles of repetition, pattern, (i.e. random, flowing, regular, and alternating) are used in the creation of visual art works. (see prompts in accompanying assessment manual)</p> <p>1. Students use the medium of paint and create: portrait, landscape, or family event.</p> <p><b>Learning Goals: The student will:</b></p> <p>1. identify texture, color, color schemes, value, use of space, repetition, pattern, tools and medium in a “Planning My Painting” sheet. 2. create a painting using skills and techniques of a teacher-selected medium (i.e. tempera, watercolor, or acrylic) using teacher-selected subject matter (observation, photo or non-objective) and 3. describe choices of skills and</p>	<p>Answer Key</p>          <p>Answer Key</p>

			<p>techniques for artistic intent on “Planning My Painting” sheet.</p> <p>4. organize work area with appropriate tools and materials needed for their painting</p> <p>5. record personal reaction to their own finished painting and justify of the finished painting using the teacher prompt: “I like my painting because...” “I learned...”</p>	
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Grade 5	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Semester 2	<p><b>On-going:</b> Distortion, exaggeration, scale, graphic design, linear prospective, grid making,</p> <p><b>Focus is on:</b></p> <ul style="list-style-type: none"> <li>● Space: Positive/negative reversals</li> <li>● Student presentation of art work Invitational</li> <li>● Vanishing point</li> <li>● Emphasis: Color, scale, form, location, line, difference, contrast, isolation</li> </ul> <p><b>Tools:</b> compasses, protractors, rulers, templates, French curve, T-squares</p> <p><b>Material:</b></p> <ul style="list-style-type: none"> <li>● Papier Mache</li> </ul>	<p><b>III.</b> <b>Perform/Present</b> 1.1 1.2</p>	<p><b>Assessment Activity</b></p> <p>You will select work of art for a 5<sup>th</sup> grade invitational from personal portfolio using teacher selected criteria that is on a checklist: -Your work will reflect your “best” work (i.e. Craftsmanship and Artistic Thinking) -Consider audience and how the work represents the school -How the work will appear “formally” presented with a mat.</p> <p>You will compose a brief oral presentation of your work/final choice and “rehearse” your presentation to a small group of your peers who will provide feedback to make your presentation focused and complete.</p> <p>Present you final portfolio with your brief presentation about the work to your teacher or others.</p>	<p>The portfolio was effectively assembled with the final selection for the 5<sup>th</sup> grade invitational art show prepared with mat/framing/exhibition tag for the exhibition.</p> <p>Presentation used feedback of others for revision.</p>