**GRADE 5 ART CURRICULUM - RYAN CORMIER - ART TEACHER - LIBERTY MIDDLE SCHOOL**

**1-Pre-assessment**

For this assessment the students will be given a three page packet with ten artistic tasks to complete including identifying and drawing a series of geometric forms, shading in different values with pencil, and folding, cutting, and tracing a piece of paper in a particular way. These tasks mimic certain tasks that the students will be asked to complete during certain individual Art lessons. It also tests the students’ knowledge of certain Art vocabulary words that we use in class.

-Students will complete an assessment packet that asks them to perform 9 artistic tasks associated with drawing and shading geometric forms.

NYS Art Standards 1a, c; 3b

CCLS ELA Standards Reading for IT 4, Language 4; Math 5G3, 4

National Art St. CR1.1, CR1.2, CR2.1, CR2.2, RE8.1, CN10.1

**2- Paper Creations (3 Projects)**

In Grade 5 I have the students complete several projects involving making some sort of sculpture out of paper. These include paper lizards, paper castles, various types of masks or hats (Dragons, Vikings, Aliens), and paper forests. It is developmentally appropriate for Grade 5 students to use their hands to make things, building fine motor skills and hand and eye coordination, and to follow step by step directions to create a finished product. Making paper constructions also teaches problem solving skills (how can I get this part to stand up? how can I glue these parts together effectively to create my construction?) and drawing skills (recognizing what shapes and lines make up an object). Some projects may also involve the students viewing a Power Point presentation with information and images helping to build listening skills and writing down vocabulary.

-Students will practice drawing, cutting, folding and pasting paper and using their imaginations.

-Students will learn about paper sculpture construction.

-Students will create a three dimensional paper sculpture adhering to a set of guidelines.

-Students may view a Power Point with information regarding the project.

-Students will practice following step by step directions.

-Students will review the **Elements and Principles of Design** relevant to this lesson: line, shape, form, color, depth, texture, and unity.

-Students will explore paper as an artistic medium and utilize prior knowledge and creativity to solve construction problems and to create original paper sculpture art.

NYS Art Standards 1a,b,c,d,e; 2a,b,d; 3a,b,c,d; 4a,b,c

CCLS ELA Standards Writing 11, Speaking 1, Reading for IT 7

National Art St. CR1.1, CR1.2, CR2.1, CR2.2, CR2.3, RE7.1, RE8.1, RE9.1, CN11.1

**3-Drawing Unit: Shading Design, Geometric Forms Drawing, Geometric Forms Still Life**

This lesson involves the students making a value scale design, practicing drawing geometric forms, and then drawing a small still life of geometric forms concentrating on shading with pencil to depict light and shadow and correct placement of the forms in their drawing in relation to the actual still life. Drawing from observation is an important skill to master in Art. It builds hand and eye coordination and motor skills, and helps students to understand that in Art like in life sometimes you have to keep trying until you get it right through the numerous sketches that they do during the course of the project in order to get their renderings of the forms correct.

-Students will learn or review pencil drawing techniques: sketching, rendering, shading, contour drawing, powers of observation, sighting, showing depth, form and value.

-Students will practice different pencil shading and blending techniques and create a small value scale design.

-Students will create a series of contour drawings and one life-sized, shaded drawing of a group of white Styrofoam forms (cones, pyramids, squares, spheres)

-Students will be able to identify the five basic geometric forms: pyramid, cone, cube, cylinder, sphere

-Students will hone their powers of observation and learn to recognize different proportions and values.

-Students will review the **Elements and Principles of Design** relevant to this lesson: line, shape, form, size, value, composition, unity, balance and depth.

NYS Art Standards 1a,b,c,d,e; 2a,b,c,d; 3a,b,c,d; 4a,b,c

CCLS ELA Standards Writing 11, Speaking 1, Reading for IT 4, 7

National Art St. CR1.1, CR1.2, CR2.1, CR2.2, RE7.1, RE8.1, RE9.1

**4-Painting: Stencil Painting**

This lesson involves students making a symmetrical stencil of a leaf or other simple shape and then tracing it a number of times on large paper to create a composition which will then be decorated using tempera paint. It teaches symmetry, cutting skills, problem solving (fitting all of the leaves into their composition) and hand and eye coordination (painting in the lines). It also gets young artists thinking about and experimenting with color theory (What colors go together? How can I mix certain exotic colors?, What happens when I mix these colors together?)

-Students will learn and practice basic painting techniques: holding and using different sizes and types of brushes, painting within and around shapes neatly, simple color and value mixing, and painting etiquette and clean-up.

-Students will learn about what makes good composition in a work of art: repetition, unity, color, and placement of elements.

-Students will learn how to make a symmetrical stencil(s) using oak tag paper and scissors.

-Students will make a painting of a design they create. This will consist of the student tracing their handmade stencils with pencil line to make a design of overlapping shapes. This design will then be painted using many different colors.

-Students will review the **Elements and Principles of Design** relevant to this lesson: repetition, unity, color, line, shape, depth, value, contrast, and pattern.

NYS Art Standards 1a,b,c,d,e; 2a,b,c,d; 3a,b,c,d

CCLS ELA Standards Writing 11, Speaking 1, Reading for IT 4

National Art St. CR1.1, CR1.2, CR2.1, CR2.2, CR2.3, RE7.1, RE8.1, CN10.1

**5-Painting: Landscape**

This lesson involves the students making a step by step drawing of a landscape scene with the instructor and then decorating their drawing using paint. Following step by step instructions is an important skill to master. Drawing helps to build hand and eye coordination, motor skills, and powers of observation as well as problem solving and proportions. Painting also helps build these skills up as well as teaching about how to work cooperatively to clean up properly after completing a messy task. The students will also be viewing a Power Point presentation and participating in discussion which builds viewing and speaking and listening skills.

-Students will practice drawing natural objects using simple shapes and lines.

-Students will practice applying paint in and around shapes.

-Students will review proper paint use and clean-up.

-Students will learn how to mix secondary colors and different values of colors (tints and shades), as well as how to shade and blend using tempera paint

-Students will learn or review the concepts of depth and foreground, middle ground, and background in a two-dimensional work of art

-Students will create a landscape painting step by step with the instructor focusing on realistic rendering of forms and applying and blending paint.

-Students will review the **Elements and Principles of Design** relevant to this lesson: color, shape, form, line, depth, value, unity, repetition, composition

NYS Art Standards 1a,b,c,d,e; 2a,b,c,d; 3a,b,c,d; 4a,b,c

CCLS ELA Standards Writing 11, Speaking 1, Reading for IT 4, 7

National Art St. CR1.1, CR1.2, CR2.1, CR2.2, CR2.3, RE7.1, RE8.1, RE9.1

**6-Post-Assessment**

The Post-assessment has the same objectives and standards information as for the Pre-assessment (see part 1).