

GRADE LEVEL 5

What are my Core Commitments as an Art Teacher?

- Every student is a unique, valued, three-dimensional individual who should be treated with respect and understanding.
- Every student is an artist and deserves to develop the confidence and freedom to create and explore.
- As a teacher I will try my best to be open and honest with my students. I will make mistakes, and I aim to own up to those mistakes, just as I expect my students to.
- As a teacher I will prioritize teaching art that is relevant and diverse. Every student deserves to see themselves reflected in the art world.
- Learning is a two-way street. While I expect my students to learn from me, I will also learn from my students.

**What goals do I have for my 5th grade students by the end of the school year?
(refer to NVAS and GA standards for guidance)**

- Students will understand that art can take many shapes and forms. They will understand that not all art is seen in a museum or done with traditional mediums.
- Students will better understand that artists develop excellence through practice and constructive critique, reflecting, revising, and refining work overtime. They will experience first-hand that so much of art is experimenting, failing and trying again.
- Students will learn about a variety of artists that reflect the diverse world of art. They will learn about art histories and contemporary artists.
- Students will make pieces that they are proud of and that reflect themselves and their personal or cultural identity.

Curriculum Map: Scope and Sequence
TENTATIVE SCHOOL YEAR PLAN

Alaina Sanford

IMPORTANT: Inquiry Focus, Essential Understandings, and Essential Questions can extend more than one month. Merge cells as you see fit.

	August	September	October	November	December
GRADE LEVEL					
<i>Inquiry Focus/Big Idea/Theme</i>	Art as Self: Identity	Art as Tech: Digital Art	Art as Craft: Bookmaking/Paper/Fibers	Art as Craft: Leather Marbling	Art as Repetition: Printmaking
<i>Essential Question</i>	How can art express who we are and what we stand for?	How can technology enhance artmaking and what are its limits?	What is craft and how can art be practical?	What is leather marbling and what is the importance of craft?	What is printmaking and how does repetition change art?
<i>Artists</i>	Kerry James Marshall Tanya Aguiñiga Nicholas Hlobo	Lucas Blalock Ida Applebroog Sarah Green – Digital illustrator	Hong Hong Devin Troy Strother Natasha Kerr	Glad & Young Studios Sheryl Oppenheim Arturo Herrera Marela Zacarias	Delita Martin Swoon Elizabeth Catlett
<i>Essential Understanding(s)</i>	Students will understand that artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Students will understand how to express identity through more than just self-portraiture.	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. Students will understand that there is a place for technology within art. They will better understand the limitations of technology and how to use it.	Students will learn that people create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Students will understand that there is skill and importance in crafts that were not always valued as fine art. Students will explore mediums that they may have previously overlooked.	Students will learn that artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Students will understand that art can be more than what hangs on museum walls. They will see that craft is a worthy art practice and can be a way to carry your artistic endeavors into adulthood.	Students will learn that artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Students will understand that some art practices, such as relief printmaking, requires a different way of thinking.

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<p>NVAS (Standards)</p>	<p>VA:Cr1.2.5a: Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.</p>	<p>VA:Pr5.1.5a: Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p> <p>VA:Re9.1.5a: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p> <p>VA:Cn10.1.5a: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking</p>	<p>VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA:Pr4.1.5a: Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</p> <p>VA:Re9.1.5a: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p>	<p>VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA:Pr5.1.5a: Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p> <p>VA:Cr2.2.5a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p>	<p>VA:Cr2.2.5a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA:Cr2.3.5a: Identify, describe, and visually document places and/or objects of personal significance.</p>
<p>Objectives</p>	<p>Though they are 5th graders and have presumably been in the same school for a while, I want them to explore that there are still things to learn about each other and ourselves</p> <p>They will learn about contemporary artists who explore identity through various</p>	<p>I think it's important to acknowledge that just like in other aspects of life, technology is becoming a more common medium in art.</p> <p>The goal of this unit is to equip students with various tools that can be used to help them in their artmaking. The intention is to work in tandem with technology and not</p>	<p>Students will learn why historically certain practices and skills were not regarded as art, and how it's important that those views are changing.</p> <p>Students will learn various techniques, experimenting with bookbinding/zines, paper making and basic weaving or quilting techniques.</p>	<p>Be thoughtful in their approach and process and be mindful with materials.</p> <p>They will learn to not overthink things and have room to experiment without fear of failure.</p> <p>Students will get hands-on experience in a new technique and learn about the art and history of marbling</p>	<p>Students will learn about the process and tools of relief printmaking.</p> <p>Students will learn how to include their own imagery into a new medium.</p> <p>The goal is to teach the basics of relief printmaking (a personal favorite of mine) so that students can think about process differently. With relief printmaking you</p>

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	mediums and executions.	completely replace physical mediums.		Students will learn about color theory, composition and illusion as well as highlights, depth and focus.	have to develop your image in reverse.
Performance task(s)	<p>Students will create work that reflects something we may not know about themselves. They can do this through a variety of mediums.</p> <p>Students will brainstorm and make practice pieces before starting on their final.</p> <p>Students will talk about their artwork with the class, learning how to articulate their intentions and process.</p>	<p>Students will work on photo editing. They will take a photo and learn how to make edits and alterations in programs like photoshop.</p> <p>Students will experiment and create pieces with drawing programs like procreate.</p> <p>They will learn about artists who use technology and digital media to enhance their artwork and not overpower it.</p>	<p>Students will experiment with making handmade paper.</p> <p>With that handmade paper they will learn basic bookbinding techniques and make a zine.</p> <p>Finally, they will work on basic weaving and a paper quilt project that reflects their own personal history as does Natasha Kerr's work.</p>	<p>Students will first experiment with marbling and test out techniques and colors with scraps.</p> <p>Students will make marbled bookmarks that will later be stamped and decorated with tassels.</p> <p>Students will also make a marbled no sew wallet to showcase other practical applications of leather marbling.</p>	<p>Students will learn about the different forms of printmaking.</p> <p>They will make a relief print by drawing into foam paper and printing it.</p> <p>They will make personal signature stamps by carving into erasers.</p> <p>And because it is the holidays they will make an embossed tomato paste tube decoration https://www.youtube.com/watch?v=s614ztU6gU8</p>

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	January	February	March	April	May
GRADE LEVEL					
<i>Big Idea, Theme, or Inquiry Focus</i>	Art as Object: Found Object Art	Art as Temporary: Temporary/Ephemeral Art	Art as 3D: Ceramics/Clay	Art as Story: Storytelling	Art as Community: Collaborative Art
<i>Essential Question</i>	How do everyday objects develop meaning?	How do time and the elements effect artmaking?	What happens when we take our ideas into three dimensions?	How does art help us tell stories?	How can art help us build community?
<i>Artists</i>	Rose Salane Lenka Clayton Daniel Lind-Ramos	Néle Azevedo Arte Sella Path Jon Foreman	Rose B. Simpson Heidi Lau Laura Osorno - @siamesebunny	Jon Klassen David Wiesner Julia Morstad	Jordan Casteel Aliza Nisenbaum Living Walls Atlanta
<i>Essential Understanding(s)</i>	<p>Students will understand that people develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Students will explore how everyday objects can be transformed into meaningful art.</p>	<p>Students will understand that individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>They will understand that objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences</p>	<p>Students will understand that artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Students will learn how to think in 3 dimensions and the basics of working with clay.</p>	<p>Students will understand that individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>This is probably a very personal unit due to my love of picture books, but I think it's important to engage with art as story and the importance and impact of sharing pictures and story with others.</p>	<p>Students will understand that bjects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>

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		resulting in the cultivating of appreciation and understanding.			
NVAS (Standards)	<p>VA:Cn11.1.5a - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p> <p>VA:Re.7.1.5a - Compare one's own interpretation of a work of art with the interpretation of others.</p> <p>VA:Cr2.3.5a - Identify, describe, and visually document places and/or objects of personal significance.</p>	<p>VA:Re9.1.5a: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p> <p>VA:Pr6.1.5a: Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p> <p>VA:Cn10.1.5a: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</p>	<p>VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA:Re9.1.5a: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts</p>	<p>VA:Re.7.1.5a: Compare one's own interpretation of a work of art with the interpretation of others.</p> <p>VA:Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p> <p>VA:Re8.1.5a: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p>	<p>VA:Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society</p> <p>VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA:Cr3.1.5a: Create artist statements using art vocabulary to describe personal choices in artmaking</p>
Objectives	<p>Students will understand that art goes beyond themselves and can be meaningful to others.</p> <p>They will learn that objects and art can have multiple meanings and that all</p>	<p>Students will learn that art can be temporary or constantly changing.</p> <p>Students will learn how nature and the elements can influence art.</p> <p>Students will learn about the importance of documentation.</p>	<p>Students will learn some of the cultural history of clay as explored through contemporary artists like Rose B. Simpson.</p> <p>Students will learn the basics of working with clay, the tools used and the firing process.</p>	<p>Students will learn how to develop a complete story.</p> <p>Students will examine different picture books to see how they differ in illustration and narrative style.</p> <p>Students will learn about the connection between words and images.</p>	<p>Students will look at how contemporary art can impact culture and communities.</p> <p>Students will understand that art can be a shared experience.</p> <p>Students will learn how to work together to develop an idea.</p>

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	<p>can be considered true.</p> <p>Students will learn that art and everyday objects can help us understand other people, cultures and beliefs. And that creating art can help us better understand ourselves.</p>	<p>Students will learn about sustainability in art and using natural materials for creating.</p> <p>Students will think about what it means to work with nature and to work outside the classroom.</p>	<p>Students will explore a variety of forms that clay take, from practical, to sculptural, to cute (I love making little ceramic guys).</p> <p>Students will learn how to take ideas and build them three dimensionally.</p>	<p>Students will develop their own personal drawing style.</p> <p>Students will work on brainstorming and sketching images before proceeding to the final draft.</p>	<p>Students will focus on their community and what ideas they want to share.</p>
<p>Performance task(s)</p>	<p>Students will interview a partner about a lost object and then draw that object based on their description.</p> <p>Students will visit the lost & found and discuss contemporary artists like Rose Salane. They will then pick their own found objects to create found art object with.</p> <p>Students will bring in something from home or nature that is meaningful to them and then work in small groups to build a collaborative found object sculpture.</p>	<p>Students will work on making temporary land art pieces. Working in groups, they will plan out a land piece they would like to make outside. They will draw up drafts and think about found natural materials they will want to use.</p> <p>Then with the permission of the school the groups will construct their temporary art pieces outside.</p> <p>They will document the process and the finished piece and then check in to see how it is changed over time.</p>	<p>Over the course of the month, I want students to explore a variety of clay options.</p> <p>I would ideally like for them to create one unique and personal character. One item that has a practical purpose and one item that is purely sculptural.</p> <p>I want students to think about how each of these approaches differ and highlight different aspects of the medium.</p>	<p>First, we will explore three different picture book author/illustrators and examine the differences between each one.</p> <p>Then students will begin sketching out ideas for their own story and make a dummy book. Their story can have words or just pictures.</p> <p>Finally, students will work on their final book, with finished drawings.</p> <p>I would also love for the students to read their final books to the kindergarten classes. This emphasizes that stories are meant to be shared!</p>	<p>We will begin by looking at how contemporary artists work reflects or impacts their community.</p> <p>Ideally, I would love to take a field trip to look at different murals around Atlanta (where I'm based).</p> <p>They will work as a class to develop a mural idea. They will make an artist's statement and sketch out the mural they want to paint.</p> <p>Finally, they will paint the mural at the school. I love the idea that this mural is painted over every year by the exiting fifth grade class.</p>