

Winslow Township School District

Grade 5 Art

Unit 1: Color Theory

Overview: In this unit of study, students will be introduced to the skills needed to think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principles of design with an emphasis on color theory. Students will create two-and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space. They will identify common characteristics of art from a specific historical period (Pop Art in the 60's).

| Overview | Standards for Art | Unit Focus | Essential Questions |
|--|---|---|--|
| Unit 1 Color Theory | <ul style="list-style-type: none">• 1.5.5.Pr5a• 1.5.5.Re9a• 1.5.5.Cr1a• 1.5.5.Cr1b• 1.5.5.Cr2a• 1.5.5.Cr2b• 1.5.5.Cr2c• 1.5.5.Cr3a• 1.5.5.Pr6a• 1.5.5.Cn10a• WIDA 1 | <ul style="list-style-type: none">• People associate colors with aspects of their surroundings, memories, and nature.• Colors often have different meanings in various cultures and societies.• Some artists use color to express emotion in their work, to express or convey an idea or concept, and to add realism to their work. | <ul style="list-style-type: none">• How does color affect one's mood?• How was the Pop Art movement unique? |

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| <p><i>Unit 1: Enduring Understandings</i></p> | <ul style="list-style-type: none">• Students will create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space.• Students will be able to identify common characteristics of art from a specific historical period (Pop Art in the 60's).• Students will be able to analyze works of art and discuss their impact on the viewer based on the artist's use of the elements of art and principle of design.• Students will be able to identify the elements of art used by specific artists in the Pop Art movement.• Students will be able to evaluate the impact artistic genres have on society and their potential influence on future trends.• Students will be able to Critique the work of artists from the Pop Art movement using art terminology. | |
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| Curriculum Unit 1 | Standards | | Pacing | |
|------------------------------------|-------------|---|--------|------------|
| | | | Weeks | Unit Weeks |
| Unit 1: Color Theory | 1.5.5.Pr5a | Prepare and present artwork safely and effectively. | 1 | 9 |
| | 1.5.5.Pr6a | Discuss how exhibits and museums provide information and in person experiences about concepts and topics. | 2 | |
| | 1.5.5.Re9a | Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts | | |
| | 1.5.5.Cr1a | Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. | 3 | |
| | 1.5.5.Cr1b | Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. | | |
| | 1.5.5.Cr2a | Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. | | |
| | 1.5.5.Cr2b | Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. | | |
| | 1.5.5.Cr2c | Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. | | |
| | 1.5.5.Cr3a | Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making. | 1 | |
| | 1.5.5.Cn10a | Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. | 1 | |
| Assessment, Re-teach and Extension | | | 1 | |

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| Unit 1 Grade 5 | | |
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| Enduring Understanding | Indicator # | Indicator |
| 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. | 1.5.5.Pr5a | Prepare and present artwork safely and effectively. |
| 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 resulting in the cultivating of appreciation and understanding. | 1.5.5.Pr6a | Discuss how exhibits and museums provide information and in person experiences about concepts and topics. |
| Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. | 1.5.5.Cr1a | Brainstorm and curate ideas to innovatively problem solve during art making and design projects. |
| | 1.5.5.Cr1b | Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. |
| 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. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. | 1.5.5.Cr2a | Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. |
| | 1.5.5.Cr2b | Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. |
| | 1.5.5.Cr2c | Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. |

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| Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. | 1.5.5.Cr3a | Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making. |
| Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. | 1.5.5.Cn10 | Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. |
| People evaluate art based on various criteria. | 1.5.5.Re9a | Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. |

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Assessment Plan

- Class discussions
- Independent & group work/projects
- Benchmark assessments
- Teacher Observations
- Performance Tasks

- Choose 1 artist to research and create a PowerPoint displaying several examples of their work and their contributions to the movement.
- Pop Art Project: Students will learn about the life and art of Roy Lichtenstein and his art in Pop Art. Then they will create an artwork that uses a word that expresses its meaning like a visual onomatopoeia = (it will show its meaning visually) in Pop Art.

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- <https://kinderart.com/>
- <https://www.vangoghmuseum.nl/en/stories/looking-for-contrast>
- <https://www.youtube.com/watch?v=DhEyoDCTSDQ>
- <https://www.tigercolor.com/color-lab/color-theory/color-theory-intro.htm>

Activities

- Students will discover the Pop Art movement through research and viewing various artists' work. Keith Haring, Roy Lichtenstein, Claes Oldenburg, Pop Art, Color in Pop Art.
- In small groups students will collaborate with peers to create a list of common characteristics of Pop Art.
- Pop Art video: Students will watch a video on pop art and describe the use of color by artists in the pop art movement, using art terminology (primary colors, etc.)
- Keith Haring Art Project: Students will create original artwork reflecting the methods of Pop artists.
- Compare and contrast using a T-chart or Venn diagram, the different mediums used in the Pop Art movement and describe how they have common characteristics.

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Instructional Best Practices and Exemplars

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| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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| English Language Learners | Modifications for Gifted Students |
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| <p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Relate to and identify commonalities in art studies in student’s home country• Assist with organization• Use of computer• Emphasize/highlight key concepts• Teacher Modeling• Peer Modeling• Label Classroom Materials - Word Walls | <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Raise levels of intellectual demands• Require higher order thinking, communication, and leadership skills• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles• Provide higher level texts• Expand use of open-ended, abstract questions• Critical and creative thinking activities that provide an emphasis on research and in-depth study• Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy❖ REVISED Bloom’s Taxonomy Action Verbs |

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Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Social Studies Standards:

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.