

## Winslow Township School District

### Grade 5 Art

#### Unit 4: Space

**Overview:** In this unit of study, students will learn and use 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 line and shape. Students will identify foreground, middle ground and background; students will design landscapes with foreground, middle ground and background, open or closed, shallow or deep & relation to land and seascapes.

Overview	Standards for Art	Unit Focus	Essential Questions
<p><u>Unit 4</u></p> <p style="text-align: center;">Space</p>	<ul style="list-style-type: none"> <li>• <b>1.5.5.Cr3a</b></li> <li>• <b>1.5.5.Pr5a</b></li> <li>• <b>1.5.5.Cr1a</b></li> <li>• <b>1.5.5.Cr1b</b></li> <li>• <b>1.5.5.Cr2a</b></li> <li>• <b>1.5.5.Cr2b</b></li> <li>• <b>1.5.5.Cr2c</b></li> <li>• <b>1.5.5.Cn10a</b></li> <li>• <b>1.5.5.Re9a</b></li> <li>• <b>WIDA 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• The ways in which an artist chooses to depict space depends on the message or theme they are trying to convey.</li> <li>• Perspective is generated by an object’s size in relation to its place/space; mathematics becomes involved when an artist uses a vanishing point to which all angles, points and/or sides of an object align with that point.</li> <li>• Perspective can be brought down to a series of lines, angles and points, as in geometry.</li> <li>• Space can be the given area an artist created his/her work within, or space can be how that given area is utilized.</li> </ul>	<ul style="list-style-type: none"> <li>• How and why would an artist define space?</li> <li>• How would the artist design land and seascapes with foreground, middle ground and background?</li> <li>• How can artists draw conclusions on space?</li> <li>• How does the artist use horizontal lines to describe inclusiveness?</li> </ul>
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Students will be able to discuss how the use of space can evoke a mood/emotion in the viewer</li> <li>• Students will be able to locate foreground, middle ground and background in famous artwork.</li> <li>• Students create landscapes and seascapes using foreground, middle ground, background effectively.</li> <li>• Students will be able to create a drawing using 2- point perspective.</li> <li>• Students will be able to describe perspective in class discussions (small and large group) using art terminology.</li> <li>• Students will be able to critique artwork identifying strengths and weaknesses of a piece of art using art vocabulary</li> </ul>		

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Curriculum Unit 4	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 4:</b>  <b>Space</b>	<b>1.5.5.Pr5a</b>	Prepare and present artwork safely and effectively.	2	9
	<b>1.5.5.Cr1a</b>	Brainstorm and curate ideas to innovatively problem solve during art making and design projects.		
	<b>1.5.5.Cr1b</b>	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.		
	<b>1.5.5.Cr2a</b>	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.	2	
	<b>1.5.5.Cr2b</b>	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.		
	<b>1.5.5.Cr2c</b>	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.	1	
	<b>1.5.5.Cn10a</b>	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	1	
	<b>1.5.5.Cr3a</b>	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.	1	
	<b>1.5.5.Re9a</b>	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.	1	
	Assessment, Re-teach and Extension			

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<b>Enduring Understanding</b>	<b>Indicator #</b>	<b>Indicator</b>
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.	<b>1.5.5.Pr5a</b>	Prepare and present artwork safely and effectively.
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.	<b>1.5.5.Cr1a</b>  <b>1.5.5.Cr1b</b>	Brainstorm and curate ideas to innovatively problem solve during art making and design projects.  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.	<b>1.5.5.Cr2a</b>  <b>1.5.5.Cr2b</b>  <b>1.5.5.Cr2c</b>	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.  Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.  Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	<b>1.5.5.Cn10a</b>	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	<b>1.5.5.Cr3a</b>	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.
People evaluate art based on various criteria.	<b>1.5.5.Re9a</b>	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

- [One-Point Perspective Art Lesson](#): Using pencils, colored pencils, oil-based paints, tempera paints and origami (paper) students will create and develop works of art relating to land and seascapes.

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- [Magnolia Neighborhood Art Docent Program](#)
- <https://artclasscurator.com/artworks-that-show-space/>

Activities

- Students will watch a video about [Cristina's world](#) and discuss the different opinions of those interviewed. Students will discuss in small groups how Wyeth's use of space created emotions in the viewer.
- Students will identify perspective (foreground, middle ground, background) in works of art (Cristina's World, etc.)
- [Seascape Project \(foreground, middle ground, background\)](#): Students created a multi-media collage that shows foreground, middleground, background, and horizon line.
- [2-point perspective lesson](#)
- [2-point perspective project](#): Students will Experiment with drawings using 2-point perspective.
- Critique their own artwork as well as peers using a rubric.

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##### Instructional Best Practices and Exemplars

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



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**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**ELA Standards:**

**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.

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

**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.

**Math Standards:**

**5.MD.B.** Represent and interpret data.

**5.MD.C.** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

**5.G.A.** Graph points on the coordinate plane to solve real-world and mathematical

**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.