

ACTON PUBLIC SCHOOLS

**GRADE 5 VISUAL ARTS CURRICULUM**

**MASSACHUSETTS ARTS CURRICULUM FRAMEWORKS:  
THE ARTS DISCIPLINES STRAND**

*Students learn about and use symbolic language of visual arts.*

**PreK-12 Standard 1: Media, Materials, and Techniques**

*Students will demonstrate knowledge of the media, materials,  
and techniques unique to the visual arts.*

**Collage**

- Review term “collage.”
- Reinforce care and use of collage materials and routines in art room.
- Review cutting, tearing, gluing with paper.
- Practice attachment, finishing, use of appropriate supports.
- Continue to stress good craftsmanship.

**Suggested Collage Artists and Resources, K-6**

- Eric Carle, Lois Elhert, Hans Arp, Romare Bearden, Matisse

**Drawing**

- Reinforce care and use of drawing materials and routines in art room.
- Reinforce term “2-dimensional.”
- Draw from observation, memory, and imagination (continually reinforce these three concepts).
  - ~ Practice looking and drawing.
  - ~ Practice how to fill up paper.
    - ✧ Big and small (near and far)
    - ✧ Overlapping
    - ✧ Extending beyond the edge of the page
  - ~ Practice applying variety of pressure to obtain light/dark value
  - ~ Practice blending/mixing colors with oil pastels and/or chalk
- Reinforce various drawing tools/techniques, such as pencils, erasers, crayons, oil pastels, markers, chalk, sharpie markers.
- Reinforce background, middle ground, foreground, scale.
- Reinforce contour drawing.
- Introduce 1-point perspective.

- ~ Vanishing Point
- ~ Horizon Line
- ~ Converging Lines
- Practice 1-point perspective (basic shapes/ forms, initials).
- Introduce gesture drawing.
- Introduce shading to show value, form and texture using crosshatching, stippling, hatching, blending.
- Introduce colored pencil blending, mixing, layering.
- Introduce proportion of the human face.
- Practice drawing the human face from observation.

### **Suggested Drawing Artists and Resources, K-6**

- Van Gogh, Kathe Kollwitz, W. Theibaud, Kandinsky, Matisse, Calder, Rousseau, DaVinci, Paul Klee
- “Harold & The Purple Crayon,” “When a Line Bends a Shape Begins”

### **Sculpture**

- Reinforce term “3-dimensional.”
- Reinforce care and use of sculpture materials in art room.
- Reinforce techniques of building and construction of objects.
- Reinforce clay: hand working – pinch, press, roll, squeeze, working from a solid.
- Reinforce clay slab technique.
- Reinforce slip/score.
- Reinforce high and low relief.
- Introduce treating surface in additive or subtractive method.
- Papier-Mâché (Optional)
  - ~ Creating a solid, sturdy form using an armature and papier-mâché.
  - ~ Methods of attaching, papier-mâché techniques and surface treatment.

### **Suggested Sculpture Artists and Resources, K-6**

- Henri Moore, Barbara Hepworth, Jim Dine, Calder, David Smith, Louise Nevelson, George Segal, Giacometti, Oldenburg
- Ancient relief sculptures

### **Painting**

- Reinforce care and basic use of painting materials and routines in art room.
- Reinforce painting and its tools (tempera, watercolor).
- Reinforce color wheel.
- Reinforce primary and secondary colors, warm/cool, neutral colors.

- Reinforce tints/shades: adding black/white to make colors darker, lighter.
- Introduce tones.
- Introduce monochromatic.
- Continue to explore and gain confidence in painting techniques and mixing colors.
- Continue to explore watercolor techniques, showing control of paint (control of amount of water) and understanding of what watercolor can and cannot do.
- Talk about painting process and techniques.

### **Suggested Painting Artists and Resources, K-6**

- Arthur Dove, Georgia O’Keefe, Faith Ringgold, Harold Pippin, Picasso

### **Printmaking**

- Synthetic block prints
- Stencils
- Collagraphs
- Frottage/texture plate rubbings

### **Optional printmaking applications**

- Card making
- Wrapping paper
- Fabric design

### **Suggested Printmaking Artists and Resources, K-6**

- Hiroshige, Edvard Munch, Andy Warhol

### **Fibers**

- Practice weaving on a cardboard loom.
- Prepare and set up own loom.
- Tie knots.
- Introduce tapestry weaving (simple shape design).
- Reinforce: loom, warp, weft, weave, shed, heddle, shuttle.
- Other methods of weaving optional.

### **Other Fiber Options**

- |                 |                |                        |
|-----------------|----------------|------------------------|
| ~ Yarn painting | ~ Fabric       | ~ Fiber collage        |
| ~ Yarn Stamps   | ~ Braiding     | ~ Ojo de Dios          |
| ~ Sewing        | ~ Embroidery   | ~ Beadwork in Weavings |
| ~ Doll-making   | ~ Stitchery    |                        |
| ~ Puppet-making | ~ Paper Sewing |                        |

## **PreK-12 Standard 2: Elements and Principles of Design**

*Students will demonstrate knowledge of the elements and principles of design.*

### **Elements**

#### **Color**

- Introduce monochromatic.
- Introduce tones.
- Reinforce primary colors.
- Reinforce secondary colors.
- Reinforce warm/cool.
- Reinforce tints/shades/tones.
- Reinforce neutral colors.
- Reinforce complementary colors.
- Reinforce transparent.
- Reinforce opaque.
- Reinforce hue.

#### **Line**

- Use and identify a variety of line in the environment and in artwork.
- Use and identify properties of line (dark/light, thick/ thin) in artwork and the environment.
- Use line to:
  - ~ Create pattern.
  - ~ Create texture.
  - ~ Create light and dark areas.
  - ~ Define shape.
  - ~ Create rhythm.
  - ~ Create depth.

#### **Texture**

- Differentiate between tactile and visual texture in environment and in artwork.
- Create tactile (actual) texture.
- Create visual (simulated) texture.

#### **Shape and Form**

- Differentiate between shape (2D) and form (3D) in environment and in artwork.
- See relationship between shape and form: triangle/pyramid, circle/sphere, square/cube.
- Use and be able to identify an expanding array of shapes/forms: organic (free-form), geometric, positive, negative.

## **Space**

- Reinforce foreground.
- Reinforce middle ground.
- Reinforce background.
- Reinforce overlapping.
- Reinforce relative size/scale.
- Introduce shading to show volume.
- Introduce 1-point perspective.

## **Value**

- Introduce contrast.
- Use shading and contrast to show space/depth.

## **Principles**

### **Composition**

- Reinforce balance.
- Reinforce repetition.
- Reinforce focal point/emphasis.
- Reinforce unity and variety.
- Demonstrate an understanding of balance, pattern/repetition, variety, focal point, emphasis in 2D and/or 3D art work.
- Create artwork that demonstrates an understanding of balance, repetition/pattern, variety, focal point/emphasis.

### **Balance**

- Introduce radial balance.
- Reinforce symmetrical balance.
- Identify symmetrical, asymmetrical, radial balance in artwork and in environment.
- Use symmetrical, asymmetrical, radial balance in artwork.

### **Pattern**

- Identify and use combinations of lines, colors, shapes, to create repetition.

### **PreK-12 Standard 3: Observation, Abstraction, Invention, and Expression**

*Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.*

- Create 2D artwork from direct observation.
- Create 3D artwork that explores abstraction.
- Create artwork from memory and imagination to tell a story or embody an idea or fantasy.

### **PreK-12 Standard 4: Drafting, Revising, and Exhibiting**

*Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.*

- Select one or more works of art created during the year and discuss it/them with a parent, classmate or teacher, explaining how the work was made and why it was chosen for discussion.
- As a class, develop and use criteria for informal discussions about art.
- Produce work that shows an understanding of the concept of craftsmanship.

### **PreK-12 Standard 5: Critical Response**

*Students will describe and analyze their own work and the work of others, using appropriate visual arts vocabulary.*

*When appropriate, students will connect their analysis to interpretation.*

- In the course of making and viewing art, learn ways of discussing it, such as by making a list of the images seen in an art work and by identifying kinds of color, line, texture, shapes, and forms in the work.
- Classify artworks into general categories, such as drawing, painting, printmaking, collage, sculpture, pottery, textiles/fibers, architecture, photography.
- Describe similarities and differences in works and present responses to the subject matter, materials, techniques, and use of design elements in artworks.
- Explain strengths and weaknesses in own work and share comments constructively and supportively within the group.

**CONNECTIONS STRANDS**  
**HISTORY, CRITICISM, AND LINKS TO OTHER DISCIPLINES**

*Students learn about the history and criticism of visual arts and architecture, their role in the community and their links to other disciplines.*

**PreK-12 Standard 6: Purposes and Meanings in the Arts**

*Students will continue to discuss the meaning/purposes of art and changes throughout history.*

**Questions**

- Why do we make art?
- How is art an integral part of everyday life?
- What is the artist trying to say?
- Who made this, and why?
- How does this work make me feel?

**PreK-12 Standard 7: Roles of Artists in Communities**

*Students will continue to discuss:*

- How artists create their work by investigating and talking about the lives and works of artists through a variety of means, including: viewing prints, films, DVDs, pod-casts, online resources, or interacting with guest artists.
- The conditions under which artists work and exhibit.
- The roles of artists in different societies and periods of history (e.g., painters, sculptors, craftspeople, architects, illustrators, printmakers, product designers).

**PreK-12 Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change**

*Through the use of print, film and online resources, students will be continue to be exposed to a variety of artists from past and present cultures, different styles, and movements in art.*

- Folk Art
- Pop Art
- Abstract Expressionism
- Realism
- Surrealism

**PreK-12 Standard 9: Inventions, Technologies, and the Arts**

*Students will make connections to previous learning in art, and other content areas in the curriculum where appropriate.*

- Science – creating environments, observing and drawing from nature
- Math – symmetry, grid drawing, perspective, origami, tessellations
- Language – written evaluation of own works and/or works of others, written artist statements, visual
- Inventories – written and verbal

Art teachers and classroom teachers are encouraged to work together for two-way communication and reinforcement of ideas and concepts. Not only are art concepts reinforced in the regular classroom, but also other content area concepts are reinforced in the art room.

**PreK-12 Standard 10: Interdisciplinary Connections**

*Students will make connections to previous learning in art, and other content areas in the curriculum where appropriate.*

- Science – creating environments, observing and drawing from nature
- Math – symmetry, grid drawing, perspective, origami, tessellations
- Language – written evaluation of own works and/or works of others, written artist statements, visual
- Inventories – written and verbal

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