

Shrewsbury Borough School District  
**Art** Curriculum Guide  
**Grade 5**  
2017

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

Administration:

Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

Implementation: September 2016

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Course Philosophy:

The arts allow for personal, intellectual, social and economic growth by fostering creativity and providing opportunities for expression. Shrewsbury Borough School's art program values and implements 21st century arts education principles by providing guidance for all students to strive for their full potential, inspiration to be lifelong learners and responsible citizens in our ever-changing global society. In addition, Shrewsbury Borough School's art curriculum strives to provide each child an opportunity to meet and exceed the Visual and Performing Arts standards, as part of the New Jersey Core Curriculum Content Standards.

The mission of Shrewsbury Borough Schools' Art program is to cultivate each student's unique creative expression, communication and discovery by providing a thorough education in the elements of art, principles of design, aesthetics, and art history. Through hands on experiences in the arts and opportunities to work in a variety of mediums including drawing, painting, and sculpture- artistic qualities blossom at each stage of development.

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Course Description:

The fifth grade visual art curriculum marks the beginning of the middle school art program. The transition to the middle school art program is one that sets a firm foundation in the advanced use of mediums, art vocabulary and knowledge in art history, art making and techniques. Students continue to build on their knowledge of the elements of art and principles of design, as well as their unique creativity as set forth by the elementary art curriculum. Observational drawing skills, color theory, and individual expression is applied to advanced projects that involve cross curricular studies, real world projects that emphasize 21<sup>st</sup> century art education goals, and a foundation in advanced uses of mediums. Preparation for the high school visual arts programs are introduced and infused in each project at the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade level.

At the middle school level, each student will experience art during one marking period that meets every other day during a six-day rotation. This schedule allows for a smaller class size, which yields time for more advanced projects, individualized attention and stronger artistic growth.

In 5<sup>th</sup> grade, students will be exposed to the artistic process of sketch to final project by incorporating the use of a personal sketchbook. Students will also learn the elements of successful composition and use of space in foundational drawing projects that include, still life, portraiture, and sculpture amongst others that emphasize chromatic and achromatic value. The 5<sup>th</sup> grade level of art, sets the foundation for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade level, where student's artistic skill and knowledge will be challenged in diverse projects.

Students are also responsible for keeping a neat and complete sketchbook and completing 10 sketchbook assignments. At the 5<sup>th</sup> grade level, each student will experience art during one marking period that meets every other day during a six-day rotation.

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Unit 1 Overview

Unit Title: **Observational drawing: Shape, form, Texture, Value**

Grade Level:  
5<sup>th</sup> grade

Recommended Pacing:

Unit Summary:

This unit is centered on observational drawing skills and techniques. Students will be introduced to chromatic and achromatic value to render forms. Still life work in pencil and oil pastel mediums are created during this unit.

NJCCSS:

1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5

21<sup>st</sup> Century Standards:

9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.7

Technology Standards:

8.1.5.A.1, 8.1.5.A.2

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<p><b>Unit Essential Questions:</b>          What is observational drawing?          What are three important elements of drawing a still life?          How do you use value to create form?          What is the achromatic value?          What are some important elements of creating a successful composition?</p>	<p><b>Unit Enduring Understandings:</b>          Students will be introduced to observational drawing and will create two still life drawings using achromatic value. Students will also be introduced to the foundational elements of composition, including hierarchy/proportion, space, and balance. After completing an achromatic value scale, students will sketch a still life of forms and use value to illustrate shadows, mid tones, and highlights.</p>
<p><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p><b>Unit Learning Targets</b>  <i>Students will do...</i></p>
<ul style="list-style-type: none"> <li>● Students will know how to <u>examine</u> various still life artworks for use of shape and value to illustrate form.</li> <li>● Students will know how to <u>interpret</u> value techniques and elements of composition in the master works of Cezanne and Van Gogh and various contemporary works.</li> <li>● Students will know how to <u>arrange</u> elements of a still life and <u>create an observational drawing</u> that <u>illustrates</u> value techniques, hierarchy/proportion, perspective and space.</li> <li>● Students will know how to <u>analyze</u> their drawing work for use of value, space and hierarchy/proportion in their composition.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to use observational drawing techniques to complete a sketch and final drawing of a proportional still life.</li> <li>● Students will create a successful composition by using the principles of design- balance, unity, proportion and movement.</li> <li>● Students will be able to create an achromatic value scale</li> <li>● Students will be able to use value within their still life works to emphasize form.</li> </ul>

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Evidence of Learning

Formative Assessments:

- Oral assessment on observational drawing and still life drawing techniques and vocabulary.
- Sketch of still life
- Application of value in sketch and final drawing

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**Equipment Needed:**

Sketchbooks, HB pencils, erasers, ebony pencils, heavy weight paper, rulers, blending stumps, geometric forms, still life materials

**Summative Assessments:**

- Final artwork

**Teacher Resources:**

**Technology Component (websites):**

Select artist and museum websites- Cezanne, Van Gogh, MET

Powerpoint presentation of artists, art examples, history and techniques

**Resources:**

**Teacher Notes:**

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Unit 2 Overview

Observational drawing II – Eye Portraits: proportion, value, symmetry

Grade Level:  
5<sup>th</sup> grade

Recommended Pacing:

Unit Summary:

This unit continues to use observational drawing skills and techniques as well as achromatic value in a proportional eye portrait drawing.

NJCCSS:

1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5

21<sup>st</sup> Century Standards:

9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.7

Technology Standards:

8.1.5.A.1, 8.1.5.A.2



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<p><b>Unit Essential Questions:</b></p> <p>How do you use value to create form?        What are some key ways to measure and illustrate the anatomical proportions of the eye?        How would you illustrate depth?        What is symmetry?</p>	<p><b>Unit Enduring Understandings:</b>        Students will use value to illustrate their proportional eye portraits. After viewing artist MC Escher's drawings for his use of value and proportion, students will observe their eyes in a mirror, and use proportion and symmetry to sketch their eye portraits. After the sketch is complete, students will use value to achieve a proportional eye portrait.</p>
<p><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p><b>Unit Learning Targets</b>  <i>Students will do...</i></p>
<ul style="list-style-type: none"> <li>● Students will know how to identify proportion and symmetry in the surface anatomy of the human face.</li> <li>● Students will know how to recognize value within MC Escher's eye portrait.</li> <li>● Students will be able to create a proportional illustration of their eye using value.</li> <li>● Students will be able to assess their work for proportion and value.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to use observational drawing techniques to complete a sketch and final drawing of proportional human eyes.</li> <li>● Students will be able to use their achromatic value scale to guide them in the application of value in their eye portrait drawings.</li> <li>● Students will be able to identify the parts of the eye as per the review of the anatomical surface area of the human face.</li> </ul>

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Evidence of Learning

Formative Assessments:

- Oral assessment on observational drawing techniques and vocabulary, as well as identification and placement of value within the human eye anatomy and drawing

Unit 3 Overview

- Application of value in sketch and final drawing

Equipment Needed:

Sketchbooks, HB pencils, erasers, ebony pencils, heavy weight paper, rulers, blending stumps, mirrors

Summative Assessments:

- Final artwork

Teacher Resources:

Technology Component (websites):

Select artist and museum websites- MET, MC Escher,  
Powerpoint presentation of artists, art examples, history and techniques

Resources:

Teacher Notes:

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Color Theory
Grade Level: 5 <sup>th</sup> grade
Recommended Pacing:
Unit Summary: This unit is centered on an advanced look at color theory and the color wheel. Students will discuss color families including primary, secondary and tertiary color schemes as well as shades and tints. Students will create a color wheel guitar that illustrates chromatic and achromatic value and the primary secondary and tertiary color schemes.
NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5
21 <sup>st</sup> Century Standards: 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.7
Technology Standards: 8.1.5.A.1, 8.1.5.A.2

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<p><b>Unit Essential Questions:</b>          What is the difference between chromatic and a chromatic value?          Which color families appear on the color wheel?          How would you create a shade? Tint? What is a mid tone?</p>	<p><b>Unit Enduring Understandings:</b>          Students will delve into color theory by using an advanced color wheel that illustrates, primary, secondary and tertiary colors.          Students will create a chromatic value scale in their sketchbooks and will identify the shade, tint and mid tone of a chosen color.          Students will create their own color wheels in a guitar painting that displays the color families as well as their shades, mid-tones, and tints.</p>
<p><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p><b>Unit Learning Targets</b>  <i>Students will do...</i></p>
<ul style="list-style-type: none"> <li>● Students will know how to define chromatic value and associated color theory vocabulary.</li> <li>● Students will know how to recognize primary, secondary and tertiary color placement on the color wheel.</li> <li>● Students will be able to create a creative color wheel that displays the correct placement of shades, tints and midtones of the color families.</li> <li>● Students will be able to assess their work for neatness and proper placement of colors and color mixing.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to create a chromatic value scales and define shades, tints and mid tones.</li> <li>● Students will be able to use their chromatic value scale to guide them in the application of shades, tints and midtones in their color families within their color wheel painting.</li> <li>● Students will be able to identify primary, secondary and tertiary color families and color mixing techniques.</li> </ul>

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Evidence of Learning

Formative Assessments:

- Oral assessment on color theory vocabulary, color wheel, color families and mixing.
- Application of correct color mixing in proper color wheel locations

Equipment Needed:

Sketchbooks, HB pencils, erasers, rulers, colored pencils, heavy weight paper, acrylic paint, brushes, water cups, palettes

Summative Assessments:

- Final artwork

Teacher Resources:

Technology Component (websites):

Select artist and museum websites

Powerpoint presentation of artists, art examples, history and techniques

Resources:

Teacher Notes:

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Unit 4 Overview

Illustration & Sculpture: 2d & 3d Flowers – Value, movement, form, hand building

Grade Level:  
5<sup>th</sup> grade

Recommended Pacing:

Unit Summary:

This unit follows the color theory lesson in which students will create a cropped composition drawing of a flower using chromatic value. Students will then sculpt a 3d rendering of their drawing and use glaze to create value in their flower sculpture.

NJCCSS:

1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5

21<sup>st</sup> Century Standards:

9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.7

Technology Standards:

8.1.5.A.1, 8.1.5.A.2

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<p><b>Unit Essential Questions:</b>          What are some elements of a successful cropped composition?          Define Georgia O’Keeffe’s abstract art. Which elements of art are prominent?          How would you illustrate form in a 2d drawing?          What is hand building?</p>	<p><b>Unit Enduring Understandings:</b>          Students will further their knowledge of color theory by applying a color scheme and value to their flower illustration. Students will create a successful cropped composition by considering positive and negative space, proportion and balance within their drawing.          Next, students will use clay hand building techniques to sculpt a 3d rendering of their flower illustration.</p>
<p><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p><b>Unit Learning Targets</b>  <i>Students will do...</i></p>
<ul style="list-style-type: none"> <li>● Students will know how to create a successful cropped composition according to their flower illustration.</li> <li>● Students will know how to use value to illustrate form and movement within their drawing.</li> <li>● Students will be able to create a unique flower drawing that illustrates movement and rhythm.</li> </ul> <p>Students will be able to assess their work for neatness and proper placement of colors and color mixing.</p>	<ul style="list-style-type: none"> <li>● Students will be able to use the elements of art and principles of design when considering composition.</li> <li>● Students will be able to use their chromatic value scale to guide them in the application of shades, tints and midtones in their illustration.</li> <li>● Students will be able to mix their colors to create shades and tints.</li> </ul>

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Evidence of Learning

Formative Assessments:

- Oral assessment on Georgia O’Keeffe’s work, composition, principles of design, color families and mixing.
- Sketch to final work
- Application of shades and tints
- Proper hand building techniques- ability to sculpt uniqueness of chosen flower

Equipment Needed:

Sketchbooks, HB pencils, erasers, rulers, black construction paper, white crayons, oil pastels, white clay, water cups, glaze, brushes

Summative Assessments:

- Final artwork and clay sculpture

Teacher Resources:

Technology Component (websites):

Select artist and museum websites: Georgia O’Keeffe, Japanese Lotus Flowers  
Powerpoint presentation of artists, art examples, history and techniques

Resources:

Teacher Notes:



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