

Fifth Grade Art Pacing Guide

August 2015

| 1 st Nine Weeks | 2 nd Nine Weeks | 3 rd Nine Weeks | 4 th Nine Weeks |
|--|----------------------------|--|----------------------------|
| <p><u>Self Portrait</u></p> <ul style="list-style-type: none"> 5.7 The student will emphasize spatial relationships, diminishing size, and detail in works of art. <p><u>Line</u></p> <ul style="list-style-type: none"> 5.1 The student will identify converging lines as creating depth and movement. <p><u>Shape</u></p> <ul style="list-style-type: none"> 5.2 The student will identify that shapes change when viewed from different viewpoints. 5.3 The student will identify that forms change when viewed from different focal points. 5.12 The student will identify that the use of different shapes can create variety in a work of art. | <p>Continued</p> | <p><u>Printmaking</u></p> <ul style="list-style-type: none"> 5.17 The student will use art materials experimentally in expressive works of art. <p><u>Culture</u></p> <ul style="list-style-type: none"> 5.27 The student will compare art, architecture, and artifacts of a past culture with that of the present. 5.28 The student will identify the influences of historic events, subject matter, and media in works of art. 5.29 The student will research artists from a variety of cultures and the works of art they have produced. 5.30 The student will identify and discuss how American historical events influenced works of art, with emphases on westward expansion and the Civil War. 5.31 The student will research, compare, and contrast the art of two cultures using contemporary technology. | <p>Continued</p> |

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| <p><u>Texture</u></p> <ul style="list-style-type: none"> • 5.6 The student will compare and contrast textural qualities in a work of art. • 5.20 The student will use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images, and emotions. • 5.26 The student will add decorative textures to a work of art. <p><u>Color</u></p> <ul style="list-style-type: none"> • 5.4 The student will use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art. • 5.5 The student will create a work of art using color and black and white. • 5.11 The student will recognize that color intensity can be used to create a point. • 5.20 The student will use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images, and emotions. | | <ul style="list-style-type: none"> • 5.32 The student will recognize the use of symbolism in native American art. • 5.33 The student will compare and contrast art from various cultures and periods, including pre-Columbian, African-American, colonial American, and European, using appropriate art vocabulary. <p><u>Self Portrait</u></p> <ul style="list-style-type: none"> • 5.7 The student will emphasize spatial relationships, diminishing size, and detail in works of art. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • 5.23 The student will use three dimensional art media to create in the round, relief, and bas-relief sculptures. • 5.25 The student will create a work of art in clay using the coil-building process. | |

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| <p><u>Pattern</u></p> <ul style="list-style-type: none">• 5.8 The student will identify pattern and repetition as a means to create movement in art.• 5.10 The student will distinguish between symmetrical and asymmetrical balance in art and the environment.• 5.13 The student will recognize that similar and repeated elements create unity. <p><u>Space</u></p> <ul style="list-style-type: none">• 5.7 The student will emphasize spatial relationships, diminishing size, and detail in works of art.• 5.9 The student will use linear perspective in a work of art. | | <p><u>Weaving</u></p> <ul style="list-style-type: none">• 5.24 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country. | |

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| <p>These SOLs are covered throughout the year:</p> <ul style="list-style-type: none"> • 5.14 The student will synthesize information to produce works of art. • 5.15 The student will develop ideas for works of art by conducting research, making preliminary sketches, and constructing models. • 5.16 The student will collaborate with others to produce a work of art that characterizes a historical time period. • 5.21 The student will defend a position regarding a historical or contemporary issue through the production of a work of art • 5.22 The student will demonstrate an understanding of symbolic meanings by incorporating symbols into a work of art. | | | |

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| <ul style="list-style-type: none"> • 5.34 The student will discuss an artist’s point of view based on evidence perceived in work of art. • 5.35 The student will compare and contrast natural and constructed environments. • 5.36 The student will discuss how criteria used to value art varies over time within the same culture. • 5.37The student will describe a valued object within the culture of today in terms of aesthetic preferences. • 5.38 The student will articulate reasons for establishing preferences among works of art using appropriate art vocabulary. | | | |