

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
 5<sup>th</sup> Grade

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p><b>Name of Unit Weeks</b></p> <p><b>Sunflower Abstraction Vs. Realism</b></p>	<p><b>1 – Media: Students will understand, select and apply media, techniques and processes.</b></p> <p><b>1- C –</b></p> <p>1 • differentiate between a variety of media, techniques and processes;</p> <p>2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response</p> <p>4 use art media and tools in safe and responsible manner</p> <p><b>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art.</b></p> <p><b>2-C –</b></p> <p>1 • identify the different ways visual characteristics are used to convey ideas;</p> <p>2 • describe how different expressive features, and ways of organizing them, cause different responses; and</p> <p>3 use the elements of art and principles of design to communicate ideas</p> <p><b>5 – Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and other’s work</b></p> <p><b>5-C –</b></p> <p>4 • identify possible improvements in the process of creating their own work</p> <p>5 * identify the importance of presentation</p>	<p><u>Ideas</u></p> <p>Order of operations + Seeing</p> <p>Specific Lines vs. General Lines</p> <p><b>Q:</b> How to begin a drawing What are the steps to follow? Where should my eye be moving</p> <p><u>Learning Activities</u></p> <p><b>Group Discussion Drawing Steps</b></p> <p>-Look</p> <p>-Select</p> <p>-Draw</p> <p>-Check</p> <p>-Repeat</p> <p><b>Group discussion-timed/untimed gestures</b></p> <p>-Looking for Petal Length</p> <p>-Petal Length in Comparison to other parts of the flower, for example the circular flower head.</p> <p>-Number of lines used to describe the step.</p> <p><b>Results of Discussion</b></p> <p>-Start with the center of the flower.</p> <p>-The Petals should be as long as the center of the flower.</p> <p>-The petals overlap.</p> <p>-The stem is made of two lines.</p> <p>-Draw Slow.</p> <p><b>Group discussion-Shadows of the stem and flower</b></p> <p>-Setup one flower in a box with a direct light.</p> <p>-Observe shadow with different positions of light</p> <p><b>Process Demonstration 1</b></p> <p>Creating an abstract flower by tracing the original flower on a new piece of paper until the paper is filled</p> <p><b>Process Demonstration 2</b></p> <p>Coloring with pastels</p> <p>-Blending</p> <p>-Layering and removing layers by drawing into the pastels</p> <p><b>Process Demonstration 3</b></p> <p>-Coloring realistic sunflower and shadows</p> <p><u>Products</u></p> <p>Drawing the Sunflower (Realistic)</p> <p>-Timed and Untimed Gesture Drawings</p>	<p>LIS Grading System</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>E-Excels</p> <p>S-Satisfactory</p> <p>IM-Improving</p> <p>U-Unsatisfactory</p> <p><b>Art Product</b></p> <p>-Student Art Work in Progress</p> <p>-Completed Student Artwork</p> <p><b>Assessment Rubric Questions:</b></p> <p>Did you create a sunflower drawing?</p> <p>Are the petals of your sunflower as long as the center of your sunflower?</p> <p>Did you trace your sunflower onto a second piece of paper and fill the paper with sunflower parts?</p> <p>Did you decide which parts of your sunflower to trace and where the parts should overlap?</p> <p>Did you color each individual shape with color pastels so that the colors are solid (no white is coming through the color)?</p>	<p><b>Visual Reference</b></p> <p>-Simple Machines</p> <p>-Teacher Examples</p> <p>-Student Examples</p> <p>-PowerPoint Instructions</p> <p><b>Artist Reference</b></p> <p>Vincent Van Gogh (sunflowers)</p> <p><b>Common Core State Standards</b></p> <p><a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p><b>New England Association of Schools and Colleges</b></p> <p><a href="http://cpss.neasc.org/">http://cpss.neasc.org/</a></p>

		<p>-One excellent contour drawing with correct proportions to use for the abstract sunflower tracing (this drawing will be used in again to create the realistic sunflower)</p> <p>1 Abstract Sunflower -Using a lot of repetition, fill the paper with sunflowers -Apply discussed coloring techniques</p> <p>1 Realistic Sunflower Color original contour drawing of the sunflower and include shadow (as discussed)</p> <p><u>Accelerated Product Activities</u> Flower Monoprints 1 Primary Flower 1 Secondary Flower 1 Complimentary Flower 1 Warm Flower 1 Cold Flower Flowers should be different sizes</p> <p><u>Materials</u> Paper 4.5 x 6 (Gesture) Paper 12 x 18 (sunflowers) Pastels Different sizes ( Monoprints) Plastic plates for printing Tempera Paint Barrens</p>		
<p><b>Name of Unit Weeks</b></p> <p><b>Shapes + Mobiles</b></p>	<p><b>1 – Media: Students will understand, select and apply media, techniques and processes.</b></p> <p><b>1- C –</b> 1 • differentiate between a variety of media, techniques and processes; 2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response 4 use art media and tools in safe and responsible manner</p> <p><b>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art.</b></p> <p><b>2-C –</b> 1 • identify the different ways visual characteristics are used to convey ideas; 2 • describe how different expressive features, and ways of organizing them, cause different responses; and 3 use the elements of art and</p>	<p><u>Ideas</u> Positive Shapes + Negative Shapes + Geometric Shapes + Organic Shapes + Visual Movement</p> <p><b>Q:</b> How do we create positive shapes? How do we create negative shapes?</p> <p><u>Learning Activities</u> <b>Group Discussion Positive vs. Negative Shapes</b> -Compare and Contrast Cardboard Forms (Geometric) –Vs Water Balloons(Organic)</p> <p><b>Group Discussion Visual Movement</b> -How do you move the eye in art? -Photograph a ball of yarn with a trail of yarn behind it (in class) -Pre-cut shapes of colored paper. Hand a piece to each student. Ask student to lay pieces of paper on the floor in the hall way. Try to link each piece of paper visually by placing them next to each other on the floor. You can create visual movement through the proximity of shapes.</p> <p><b>Process Demonstration 1</b> <u>PART 1</u> -Select 3-4 pieces of colored paper. -Think of and draw different <u>geometric</u> and <u>organic</u> shapes onto your colored paper. -Next, cut out your shapes by following your pencil line. (Do not stab the paper with the scissors!) -Keep both pieces of paper because they are both shapes!</p>	<p>LIS Grading System 1 2 3 4</p> <p>E-Excels S-Satisfactory IM-Improving U-Unsatisfactory</p> <p><b>Art Product</b> -Student Art Work in Progress -Completed Student Artwork</p> <p><b>Assessment Rubric</b> <b>Questions Shapes Drawing:</b> Did you draw different geometric and organic shapes onto your colored paper?  Did you cut out your shapes by following your pencil line?  Did you create both positive and negative shapes by keeping</p>	<p><b>Visual Reference</b> -Simple Machines  -Teacher Examples -Student Examples  -PowerPoint Instructions</p> <p><b>Artist Reference:</b> Alexander Calder</p> <p><b>Common Core State Standards</b> <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p><b>New England Association of Schools and Colleges</b> <a href="http://cpss.neasc.org/">http://cpss.neasc.org/</a></p>

<p>principles of design to communicate ideas</p> <p><b>5 – Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work</b></p> <p><b>5-C –</b></p> <p>4 • identify possible improvements in the process of creating their own work</p> <p>5 * identify the importance of presentation</p>	<p><u>PART 2</u></p> <p>-Arrange both your <u>positive</u> and <u>negative</u> shapes on to a piece of 18 x 24 in paper.</p> <p>-Create a direction for your eyes to follow with your shapes.</p> <p>-Glue your shapes onto your paper.</p> <p>-With Water Color Paints and Water Color Pencils, draw lines and extra shapes onto your paper to continue the Visual Movement.</p> <p><b>Process Demonstration 2</b></p> <p>-Draw your shapes (from your shapes drawing) onto a piece of cardboard.</p> <p>-Cut your shapes out. (scraps go in the scrap box)</p> <p>-Punch holes in your shapes.</p> <p>-Paint your shapes on a piece of scrap paper. (both sides)</p> <p>-All of your shapes are to be placed on one rack in the drying rack.</p> <p>-If you have dry shapes tie string to them.</p> <p>-Attach your shapes to the metal hanger.</p> <p><u>Products</u></p> <p>Positive Shape and Negative Shape Collage w/ colored paper, colored pencil and Watercolor Pencils on 18 x 24 in paper</p> <p>Cardboard Shapes Mobile</p> <p>-Draw both positive and negative shapes on cardboard</p> <p>-Fill Cardboard with shapes</p> <p>-Cut</p> <p>-Paint</p> <p>-Punch Holes</p> <p>-Tie String</p> <p>-Balance + Design/Bend Armature</p> <p><u>Materials</u></p> <p>Colored Paper (9 x 12 + 18 x 24)</p> <p>Glue</p> <p>Cardboard</p> <p>Scissors</p> <p>Colored Pencils</p> <p>Watercolors</p> <p>Brushes</p> <p>Tempera Paint</p> <p><u>Accelerated Product Activities</u></p> <p>Abstract Card Board Sculpture</p> <p>Reference:</p> <p>-Alexander Calder Free Standing Sculptures</p> <p>-John Chamberlain Crumpled Steel Sculptures</p>	<p>both pieces of paper?</p> <p>Did you arrange both your positive and negative shapes on to a piece of 18 x 24 in paper?</p> <p>Did you create a direction for your eyes to follow with your shapes?</p> <p>Did you securely glue your shapes onto your paper?</p> <p>With Water Color Paints and Pencils, did you draw straight or zigzag lines onto your paper to continue the Visual Movement?</p> <p><b>Assessment Rubric Questions Mobile:</b></p> <p>Did you select Shapes from your <i>Movement and Shapes Drawing</i>?</p> <p>Did you re-Draw those shapes onto a piece of cardboard?</p> <p>Did you fill the entire piece of cardboard with shapes?</p> <p>Did you cut the shapes out of the cardboard?</p> <p>Did you select colors that match the shapes in your <i>Movement and Shapes Drawing</i>?</p> <p>Did you paint both sides of your shapes? When your shapes had dried, Did you attach them to your mobile wire with string?</p> <p>Did you balance your mobile?</p>	
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<p><b>Name of Unit Weeks</b></p> <p><b>Invented Machine</b></p>	<p><b>1 – Media: Students will understand, select and apply media, techniques and processes.</b></p> <p><b>1- C –</b></p> <p>1 • differentiate between a variety of media, techniques and processes;</p> <p>2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response</p> <p>4 use art media and tools in safe and responsible manner</p> <p><b>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art.</b></p> <p><b>2-C –</b></p> <p>1 • identify the different ways visual characteristics are used to convey ideas;</p> <p>2 • describe how different expressive features, and ways of organizing them, cause different responses; and</p> <p>3 use the elements of art and principles of design to communicate ideas</p> <p><b>5 – Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and other’s work</b></p> <p><b>5-C –</b></p> <p>4 • identify possible improvements in the process of creating their own work</p> <p>5 * identify the importance of presentation</p> <p><b>6 – Connections: Students will make connections between the visual arts, other disciplines and daily life.</b></p> <p><b>6- C –</b></p> <p>3 • describe how the visual arts are combined with other arts in multimedia work</p> <p>4 * demonstrate understanding of how the visual arts are used in the world around us, including its influence upon us; and</p> <p>5 * recognize that works of visual art are produced by artisans and artists working in different cultures, times</p>	<p><u>Ideas</u></p> <p>Shape + Forms</p> <p><b>Q:</b> What are simple machines? Where do we find them? How do we use them? How do we make 3-D Forms?</p> <p><u>Learning Activities</u></p> <p><b>Group Discussion</b></p> <p>-Simple Machines intro</p> <p>-Real Life examples of Simple Machines</p> <p>-Make Connections between simple machines and everyday objects students make</p> <p><b>Group Discussion</b></p> <p>- Wallace and Gromit Cracking Contraptions (YouTube)</p> <p><b>Individual Worksheet</b></p> <p>Simple Machines Matching Game</p> <p><b>Process Demonstration 1</b></p> <p>Making Forms +</p> <p>Transfer +Folding Paper</p> <p><u>Products</u></p> <p>INVENTING A MACHINE</p> <p>-On a 12 x 18 Piece of paper, make a list of ten things you dislike to do.</p> <p>-Choose one thing from the list.</p> <p>-Write a paragraph with complete sentences that describes a machine that would do the thing you dislike to do.</p> <p>-In your paragraph, explain what your machine looks like and the work or job that your machine makes easier.</p> <p>-If you are having trouble describing what your machine looks like, imagine what you would say if you were describing your machine to a friend.</p> <p>-Create a detailed drawing of your machine.</p> <p>Include in your machine Geometric Shapes, Positive Shapes and Negative Shapes.</p> <p>Making your Machine</p> <p>-Select a piece of colored paper for your background</p> <p>-Make different parts of the machine out of colored paper, cardboard, string, tape and glue.</p> <p>-You can draw on parts of your machine.</p> <p>3D Parts</p> <p>1. Create 3D forms from colored paper by folding them so they stand up on your paper.</p> <p>2. Create 3D forms from Cardboard by cutting thin rectangular pieces into two pieces of cardboard and fitting them together.</p> <p>LAST STEP</p> <p>-Arrange your machine parts onto your background paper.</p> <p>-Glue or Tape your machine to the background paper.</p> <p><u>Materials</u></p> <p>Colored Paper</p> <p>Glue</p> <p>Form Templates</p>	<p>LIS Grading System</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>E-Excels</p> <p>S-Satisfactory</p> <p>IM-Improving</p> <p>U-Unsatisfactory</p> <p><b>Art Product</b></p> <p>-Student Art Work in Progress</p> <p>-Completed Student Artwork</p> <p><b>Assessment Rubric</b></p> <p><b>Questions Invented Machine</b></p> <p>On a 12 x 18 Piece of paper, did you make a list of ten things you dislike to do?</p> <p>Did you choose one thing from the list and write a paragraph with complete sentences that describes a machine that would do the thing you dislike to do.</p> <p>In your paragraph, did you explain what your machine looks like and the work or job that your machine makes easier.</p> <p>Did you create a detailed drawing of your machine?</p> <p>In your machine drawing, did you include <u>simple machines?</u></p> <p>Did you create 3D forms from colored paper by folding them so they stand up on your paper?</p> <p>Did you create 3D forms from Cardboard by cutting thin rectangular pieces into two pieces of cardboard and fitting them together?</p>	<p><b>Visual Reference</b></p> <p>-Simple Machines</p> <p>-Teacher Examples</p> <p>-Student Examples</p> <p>-PowerPoint Instructions</p> <p><b>Artist Reference</b></p> <p>-Wallace and Gromit: Cracking Contraptions</p> <p>-Francis Picabia</p> <p><b>Common Core State Standards</b></p> <p><a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p><b>New England Association of Schools and Colleges</b></p> <p><a href="http://cpss.neasc.org/">http://cpss.neasc.org/</a></p>
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	and places	Cardboard Description Worksheets Simple Machine examples Tempera Paint		
<b>Name of Unit Weeks</b> <b>Aboriginal DOT Painting</b>	<p><b>1 – Media: Students will understand, select and apply media, techniques and processes.</b>  <b>1- C –</b>  1 • differentiate between a variety of media, techniques and processes;  2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response  4 use art media and tools in safe and responsible manner</p> <p><b>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art.</b>  <b>2-C –</b>  1 • identify the different ways visual characteristics are used to convey ideas;  2 • describe how different expressive features, and ways of organizing them, cause different responses; and  3 use the elements of art and principles of design to communicate ideas</p> <p><b>4 – History and Cultures: Students will understand the visual arts in relations to history and cultures.</b>  <b>4 – C –</b>  1 • recognize that the visual arts have a history and a variety of cultural purposes;</p> <p><b>5 – Analysis, Interpretation and</b></p>	<p><u><b>Ideas</b></u>  Pattern + Story Telling +Symbols (representing ideas with images)</p> <p><b>Q:</b> How do we use symbols? How do we tell stories? How do other cultures tell stories? How do we use symbols to tell stories? What is pattern?</p> <p><u><b>Learning Activities</b></u>  <b>Group Discussion</b>  Telling Stories Share stories with class Aesop Fables Sufi Stories (Nasrudin),</p> <p><b>Group Discussion</b>  Making Symbols, Color Schemes, Analogous Colors Blending Analogous colors, Blending with distance, Pattern</p> <p><b>Process Demonstration 1</b>  -Drawing symbols that represent ideas  -Painting over a drawing (wash)  - Painting with dots  -Choosing colors  -Blending colors  -Painting clean up</p> <p><u><b>Products</b></u>  Part: 1Telling a Story  -On a 9x 12 in piece of paper write a short story. You may use a story from your writing class. The stories can be real or make believe.</p> <p>- On a 9x 12 in piece of paper, create a list of symbols for each character in the story.</p> <p>- On a 9x 12 in piece of paper, create a list of symbols for each action in the story.</p> <p>-Arrange and draw the symbols onto an 18 x 24 in piece of paper. Paint your entire piece of paper with a light color so you can see your pencil lines through the paint.</p> <p>Part: 2 Pointillism Painting  -Select 3 Analogous Colors and Black</p>	<p>LIS Grading System  1  2  3  4</p> <p>E-Excels  S-Satisfactory  IM-Improving  U-Unsatisfactory</p> <p><b>Art Product</b>  -Student Art Work in Progress  -Completed Student Artwork</p> <p><b>Assessment Rubric Questions</b>  On a 9x 12 in piece of paper, did you write a short story?</p> <p>On a 9x 12 in piece of paper, did you create a list of symbols for each character and a list of symbols for each action in the story?</p> <p>Did you arrange and draw the symbols onto an 18 x 24 in piece of paper?</p> <p>Did you paint your entire piece of paper with a light color so you can see your pencil lines through the paint?</p> <p>Did you select a primary color and a secondary color that are</p>	<p><b>Visual Reference</b>  -Simple Machines</p> <p>-Teacher Examples  -Student Examples</p> <p>-PowerPoint Instructions</p> <p><b>Artist Reference</b>  -Aboriginal Paintings  -Georges-Pierre Seurat</p> <p><b>Common Core State Standards</b>  <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p><b>New England Association of Schools and Colleges</b>  <a href="http://cpss.neasc.org/">http://cpss.neasc.org/</a></p>

	<p><b>Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work</b></p> <p><b>5-C –</b>  4 • identify possible improvements in the process of creating their own work  5 * identify the importance of presentation</p> <p><b>6 – Connections: Students will make connections between the visual arts, other disciplines and daily life.</b></p> <p><b>6- C –</b>  5 * recognize that works of visual art are produced by artisans and artists working in different cultures, times and places</p>	<p>(to make the analogous color)  -Select a primary color and a secondary color that are next to each other on the color wheel.</p> <p>-Mix them together and you now have a tertiary color. Use all three colors and black to paint your painting.</p> <p>-Paint your picture using dots.</p> <p><u>Materials</u>  Stories: Aesop/Nasrudin Seurat/Aboriginal Paintings  Paper  Pencils  Tempera Paint</p>	<p>next to each other on the color wheel?</p> <p>Did you mix them together and create tertiary color?</p> <p>Did you use all three colors and black to paint your painting?</p>	
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