

VISUAL ARTS
Hobbs Municipal Schools
5th Grade

Date	New Mexico State Standards	Core Knowledge Connection
	<p>I. Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theater/drama, and visual arts.</p> <p>A. K- 4 BENCHMARK 1A: <i>Participate in the process of making and looking at works of art to understand the <u>elements of art: line, shape, form, color, and texture.</u></i></p> <ol style="list-style-type: none"> 1. Identify the elements of art. 2. Apply the elements of art in assigned visual arts problems. <p>B. K- 4 BENCHMARK 1B: <i>Explore art <u>materials, tools and techniques.</u></i></p> <ol style="list-style-type: none"> 1. Apply a variety of materials, tools and techniques for producing art. <p>C. K-4 Benchmark 1C: <i>Use art materials and tools safely and responsibly.</i></p> <ol style="list-style-type: none"> 1. Demonstrate proper use of art materials. 2. Discuss potential hazards of art materials and tools. 	<p>Review and apply art concepts such as line, shape, form, space, texture, color, light, design, symmetry, etc.</p> <p>Discuss the development of linear perspective during the Italian Renaissance (vantage point, convergence of parallel lines toward a vanishing point, the horizon line)</p> <p>Review foreground, middle ground and background</p> <p>Experience art—draw, cut, paste, paint, create mosaics, mold with clay, and take photographs to imitate styles and artists</p>
	<p>II. Content Standard 2: Use dance, music, theater/drama, and visual arts to express ideas.</p> <p>A. K- 4 Benchmark 2A: <i>Create artwork that expresses ideas, feelings, and experiences about self, family, community and the world.</i></p> <ol style="list-style-type: none"> 1. Use personal experience as inspiration for expression in visual art. 2. Use knowledge of local and global communities as inspiration for expression in visual art. 	
	<p>III. Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</p> <p>A. K- 4 Benchmark 3A: <i>Explore characteristics of the visual arts and other arts disciplines.</i></p> <ol style="list-style-type: none"> 1. Examine emotional responses to specific works of visual art and works in other arts disciplines. (i.e. how different lines can relate to music or dance.) 2. Discover and compare concepts used across art disciplines such as texture, repetition, contrast, balance, symmetry and pattern. <p>B. K- 4 Benchmark 3B: <i>Explore connections between the visual arts and other</i></p>	<p>Discuss the influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)</p> <p>Discuss the connection between art and math with the following terms: repetition, balance, symmetry, pattern</p> <p>Examine the Renaissance samples of</p>

	<p><i>content areas.</i></p> <ol style="list-style-type: none"> 1. Apply art concepts such as texture, <i>repetition</i>, <i>contrast</i>, <i>balance</i>, <i>symmetry</i> and <i>pattern</i> to other content areas. 2. Discover connections between visual art and other content areas. 	<p>Core Knowledge art and music when studying the Renaissance in world history</p> <p>Examine Core Knowledge art prints from the 1800s (Bingham, Bierstadt and Currier & Ives) when studying American History</p>
	<p>IV. Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</p> <p>A. K- 4 Benchmark 4A: <i>Understand that works of art come from diverse sources of inspiration including personal and cultural experiences.</i></p> <ol style="list-style-type: none"> 1. Solve artistic challenges using preliminary sketches, divergent production, and various sources of <i>inspiration</i>. 2. Examine works of art with a focus on their sources of inspiration. <p>B. K- 4 Benchmark 4B: <i>Practice methods of reflection and self-evaluation of one's own artwork.</i></p> <ol style="list-style-type: none"> 1. Demonstrate <i>reflection</i> about the process of creating a work of art. 2. Examine the success of personal/artistic intent in the creation of a work of art. 	<p>Discuss the shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world</p> <p>Become familiar with the popular prints by Currier and Ives depicting ordinary American life in the 1800s</p> <p>Study the inspirational artwork of Leonardo da Vinci—<i>Mona Lisa</i> and the <i>Last Supper</i></p> <p>Become familiar with Donatello's inspiration for the Renaissance sculpture <i>St. George</i></p>
	<p>V. Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>A. K- 4 Benchmark 5A: <i>Develop necessary skills for identifying the design elements, narrative components and <u>symbolism</u> in a work of art.</i></p> <ol style="list-style-type: none"> 1. Use narrative and/or <i>symbolic elements</i> in a piece of art. 2. Examine relationships between elements found in a work of art. <p>B. K-4 Benchmark 5B: <i>Develop and practice skills necessary for communicating responses to a work of art.</i></p> <ol style="list-style-type: none"> 1. Use visual art information to discuss the meaning of a piece of art. 2. Show communication about works of art using activities such as class discussions, <i>portfolio</i> collection and display. 	<p>Study the elements of art and the symbolism in Jan van Eyck's <i>Portrait of Giovanni Arnolfini and His Wife</i></p>
	<p>VI. Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</p> <p>A. K-4 Benchmark 6A: <i>Explore the visual arts of diverse peoples, times, places and cultures.</i></p> <ol style="list-style-type: none"> 1. Experiment with creating art that reflects cultural and historical influences. 	<p>Observe and discuss works in different genres—such as portrait, fresco, Madonna—by Italian Renaissance artists including da Vinci's <i>Mona Lisa</i> and <i>The</i></p>

	<p>2. Classify art from various cultures and historical eras.</p>	<p><i>Last Supper</i> and Raphael's <i>The Small Cowper Madonna</i></p> <p>Observe and discuss paintings of the Northern Renaissance including <i>Peasant Wedding</i> by Pieter Bruegel, <i>Self-Portrait</i> by Albrecht Dürer and <i>Arnolfini Wedding</i> by Jan van Eyck</p> <p>Become familiar with the Hudson River School of landscape painting including <i>The Oxbow</i> by Thomas Cole and <i>Rocky Mountains, Lander's Peak</i> by Albert Bierstadt</p> <p>Become familiar with genre paintings including <i>Fur Traders Descending the Missouri</i> by George Caleb Bingham and <i>Eel Spearing at Setauket</i> by William Sidney Mount</p> <p>Study Civil War artwork including Civil War photography of Matthew Brady and <i>The Shaw Memorial</i> sculpture by Augustus Saint-Gaudens</p> <p>Become familiar with <i>The Great Buddha</i> and landscape Gardens</p> <p>Discuss the dome of the Florence Cathedral by Filippo Brunelleschi and its link to ancient Greece and Rome</p>
	<p>VII. Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>A. K-4 Benchmark 7A: <i>Explore the role of specific inventions and their influence on art.</i></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the impact of invention on a variety of arts related careers. 2. Use various <i>technologies</i> to create works of art. 	<p>Discuss the use of Media Cast as an example of technology and visual art instruction</p>

	<p>VIII. Content Standard 8: Contribute to communities by sharing expertise in the visual arts and by participating in the activities of cultural institutions.</p> <p>A. K- 4 Benchmark 8A: <i>View art in various community settings.</i></p> <ol style="list-style-type: none"> 1. Examine art in different contexts including museum, gallery, public settings, etc. 2. Discover at least two examples of local public art. <p>B. K- 4 Benchmark 8B: <i>Develop an awareness of how artists have contributed to the community, and/or contribute artistically to the community.</i></p> <ol style="list-style-type: none"> 1. Examine various arts careers. 2. Demonstrate contributions in school or community sponsored opportunities for art display. 	<p>Discuss Japanese gardens as works of art View school's student art gallery</p> <p>Visit the Western Heritage Museum</p> <p>Each student will exhibit at least one art piece in the annual art fair</p>

Art Resources:

***Core Knowledge Sequence*, pp. 119-120**

Core Knowledge Art Prints

HMS K-6 Art Resource Guide

HMS 5th Grade Art Resource Guide

***What Your 5th Grader Needs to Know*, pp. 173-191.**

"It's a Spiral Thing" art workshop through Media Cast (school network)

Posters—Elements of Art and Principles of Design

Art supplies and materials