

**Curriculum Development Course at a Glance  
Planning For 5<sup>th</sup> Grade Visual Arts**

Content Area	Visual Arts	Grade Level	5 <sup>th</sup> Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to <b>Comprehend</b>	1. Visual arts connect multiple characteristics of art	VA09-GR.5-S.1-GLE.1	
	2. Visual arts communicate the human experience	VA09-GR.5-S.1-GLE.2	
	3. Visual arts learning involves analyzing the formal and sensory qualities of art	VA09-GR.5-S.1-GLE.3	
2. Envision and Critique to <b>Reflect</b>	1. Evaluative criteria is used when responding to works of art	VA09-GR.5-S.2-GLE.1	
	2. Specific methods of planning support the development of intended meaning	VA09-GR.5-S.2-GLE.1	
3. Invent and Discover to <b>Create</b>	1. Use artistic media and expression to communicate personal and objective points of view	VA09-GR.5-S.3-GLE.1	
	2. Create art using technological media	VA09-GR.5-S.3-GLE.2	
	3. Apply an understanding of art processes and creative thinking to plan and create art	VA09-GR.5-S.3-GLE.3	
4. Relate and Connect to <b>Transfer</b>	1. Artists, viewers, and patrons assign intended meaning to works of art	VA09-GR.5-S.4-GLE.1	
	2. Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures	VA09-GR.5-S.4-GLE.2	

**Colorado 21<sup>st</sup> Century Skills**

**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Arriving at Abstraction	Instructor Choice	Instructor Choice
Comical Communication	Instructor Choice	Instructor Choice
Process, Reflection, Process	Instructor Choice	Instructor Choice

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Visual Arts**

<b>Unit Title</b>	Arriving at Abstraction		<b>Length of Unit</b>	Instructor Choice
<b>Focusing Lens(es)</b>	Change/Transition	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	VA09-GR.5-S.1-GLE.1, VA09-GR.5-S.1-GLE.2, VA09-GR.5-S.1-GLE.3 VA09-GR.5-S.2-GLE.1 VA09-GR.5-S.3-GLE.1, VA09-GR.5-S.3-GLE.2, VA09-GR.5-S.3-GLE.3 VA09-GR.5-S.3-GLE.1, VA09-GR.5-S.3-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What is abstract art? (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1-EO.a,b,d)</li> <li>• Does abstract art require any special skills? Explain.</li> <li>• What kinds of relationships do viewers find in artworks?</li> <li>• What kinds of relationships do viewers find in an artist's oeuvre?</li> </ul>			
<b>Unit Strands</b>	Comprehend/Reflect/Create/Transfer			
<b>Concepts</b>	Abstraction, Composition, Proportion, Distortion, Emotion, Rhythm, Line, Shape, Color, Space, Expressive Features			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Musical rhythm can translate to visual rhythm in abstract art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)	What types of music might an artist listen to inspire an abstract artwork?	What does visual rhythm look like? How can music be represented as a visual image?
Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)	What genres/styles are evident over time in one artist's (such as Vance Kirkland or Salvador Dalí) oeuvre?	How can an artist manipulate an expressive feature of art, such as line, shape, color and space, to change an inherent relationship in an artwork?
Emotions influence the composition of expressive features (such as line, shape, color and space) of art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.3-GLE1,2,3) and (VA09-GR.5-S.4-GLE.1,2)	What are some emotions expressed through composition and expressive features in known artworks?	What role does emotion play during artistic decisions such as composition or media choice?

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Visual Arts**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Different art styles and genres that derive from collective artistic experimentation (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Ways in which artists use emotional response as a stimulus in abstract art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Examples of abstract art that interprets music as expressive features of art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• The expressive features such as color, line, shape, or form needed to create abstract art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Examples of ways context influences the way a viewer analyzes and responds to an artwork (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and describe an artist’s investigative journey into (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Discuss and debate personal opinions about the validity of abstraction (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Create abstract artworks from a variety of media (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Consider and interpret music as an inspiration for abstract art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Experiment with pure application of expressive features of art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Articulate reasons for creating abstract artworks within students’ current personal contexts (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Abstract art can be created with expressive features of art through exploration of distortion, rhythm, and emotion.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Origins, perspective, composition, proportion, distortion, rhythm, style, media</p>
<p><b>Technical Vocabulary:</b></p>	<p>Abstract art, oeuvre, art genre, expressive features of art and design</p>

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Visual Arts**

<b>Unit Title</b>	Comical Communication		<b>Length of Unit</b>	Instructor Choice
<b>Focusing Lens(es)</b>	Humor/Satire	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	VA09-GR.5-S.1-GLE.1, VA09-GR.5-S.1-GLE.2, VA09-GR.5-S.1-GLE.3 VA09-GR.5-S.2-GLE.1, VA09-GR.5-S.2-GLE.2 VA09-GR.5-S.3-GLE.1, VA09-GR.5-S.3-GLE.2, VA09-GR.5-S.3-GLE.3 VA09-GR.5-S.3-GLE.1, VA09-GR.5-S.3-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What determines humor? (VA09-GR.5-S.1-GLE.2-EOa,d) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Do all people find the same humorous situations funny? Why or why not?</li> <li>• What other emotions can be disguised by humor?</li> <li>• Why would artists use humor in artwork?</li> </ul>			
<b>Unit Strands</b>	Comprehend/Reflect/Create/Transfer			
<b>Concepts</b>	Expression, Emotion, Tradition, Expressive Features of Art, Intention, Interpretation, Appropriation, Re-contextualize			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Artists may reference tradition to inform expression of cultural ideas (VA09-GR.5-S.1-GLE.2-EO.a,d; VA09-GR.5-S.4-GLE.1,2)	What cultural traditions, events, motifs and/or symbols are being referenced in the artwork?	How does referencing tradition in humorous ways inform and change individual and collective societal viewpoints?
Artists can use expressive features of art to communicate emotions (such as humor) (VA09-GR.5-S.4-GLE.1-EO.a)	What are some emotions expressed through composition and expressive features in known artworks?	What expressive features of art are particularly effective for expressing humor?
Artists can manipulate existing or familiar imagery and text to communicate their ideas (VA09-GR.5-S.1-GLE.1,2-) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.3-GLE.3)	What are some examples of appropriated and re-contextualized imagery in known works of art?	How does using familiar imagery help an artist communicate a humorous message in their artwork? How does the inclusion of text (either in the artwork or as a title) affect the meaning of an artwork?
Artists intentionally plan works of art to guide what the viewer sees (VA09-GR.5-S.1-GLE.1,.3) and (VA09-GR.5-S.2-GLE.2-EO.a,b,c)	What is the difference between intention and interpretation?	What choices and decisions do artists make to communicate messages to viewers?

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Unit Planning for 5<sup>th</sup> Grade Visual Arts**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Ways in which artists from various cultures express humor in art (personal, social, political, didactic) (VA09-GR.5-S.1-GLE.2) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3-EO.a,b)</li> <li>• The role of expressive features of art within thematic content (VA09-GR.5-S.1-GLE.2) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3-EO.a,b)</li> <li>• Examples of ways artists reference and reframe popular imagery to express humor (VA09-GR.5-S.4-GLE.1-EO.a)</li> <li>• Artwork titles (in conjunction with artwork imagery) that emphasize humor and alter visual meaning (VA09-GR.5-S.1-GLE.2) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3-EO.a,b)</li> </ul>	<ul style="list-style-type: none"> <li>• Create works of art that express humor to communicate an underlying message (VA09-GR.5-S.1-GLE.2) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3-EO.a,b)</li> <li>• Recognize and describe expressive features of art in humor based artworks (VA09-GR.5-S.1-GLE.2) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3-EO.a,b)</li> <li>• Connect expressive features to specific meaning in humor based artwork (for instance, exaggerated facial features on well known political figures make serious people seem silly) (VA09-GR.5-S.1-GLE.2) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3-EO.a,b)</li> <li>• Distinguish cultural contexts that change the viewer’s interpretations in humor based artworks. (VA09-GR.5-S.1,2) and (VA09-GR.5-S.4-GLE.1,2)</li> </ul>

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<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Through various contexts and cultures, humor is intentionally expressed in art.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Humor, satire, motif, viewpoint, exaggeration</p>
<p><b>Technical Vocabulary:</b></p>	<p>Artistic context, artistic intent, appropriation, de-contextualization</p>

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Visual Arts**

<b>Unit Title</b>	Creative Process		<b>Length of Unit</b>	Instructor Choice
<b>Focusing Lens(es)</b>	Intention	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	VA09-GR.5-S.1-GLE.1, VA09-GR.5-S.1-GLE.2, VA09-GR.5-S.1-GLE.3 VA09-GR.5-S.2-GLE.1, VA09-GR.5-S.2-GLE.2 VA09-GR.5-S.3-GLE.1, VA09-GR.5-S.3-GLE.2, VA09-GR.5-S.3-GLE.3 VA09-GR.5-S.3-GLE.1, VA09-GR.5-S.3-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What inspires an artist to create an artwork? (VA09-GR.5-S.1-GLE.2) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.4-GLE.1)</li> <li>• What sequence of activities might an artist do in order to make an artwork?</li> <li>• What research tools might an artist use to plan an artwork?</li> <li>• After an artwork is completed, what purpose does it have?</li> </ul>			
<b>Unit Strands</b>	Comprehend/Reflect/Create/Transfer			
<b>Concepts</b>	Investigate/discovery, Style, Media, Technology, Technique, Reflection, Process, Intuition, Personal narrative			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The depth and breadth of artists' technical mastery directly relates to and facilitates their ability to make decisions and realize their creative intentions. (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.3-GLE.3)	What different types of techniques do artists use? What types of characteristics would a viewer look for to determine an artist's style?	How could an artist use techniques to communicate intent? Does an artist's style always remain the same? Why or why not? Is it possible to determine an artist's style by looking at only one of his/her artworks? Why or why not?
Artists choose media and use technology to explore, plan, create and reflect on personal narratives. (VA09-GR.5-S.1-GLE.2) and (VA09-GR.5-S.3 GLE.1,2,3)	What steps might an artist take to construct a personal narrative?	How does choice of media and technology influence the creative process?
Reflection re-informs the artist's decision-making process for revision and future artworks. (VA09-GR.5-S.4-GLE.1,2)	What types of circumstances might cause a professional artist to make revisions?	Is intended meaning an issue in the art-making process? Why or why not? When is the best time to revise an artwork? Do artists ever stop revising? Why or why not?

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Visual Arts**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• A vital role process plays in art making (VA09-GR.5-S.1-GLE.2) and (VA09-GR.5- S.3 GLE.1,2,3)</li> <li>• Examples of a variety of processes for art (VA09-GR.5-S.3-GLE.1,2,3)</li> <li>• How artistic processes can be combined or work together (VA09-GR.5-S.1-GLE-1,2,3) and VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Cognitive application, visual documentation, written documentation, and oral discourse as artistic processes (VA09-GR.5-S.1-GLE-1,2,3) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5- S.3-GLE.3) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• The purpose of reflection within the artistic process (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Specific ways in which reflection occurs throughout the artistic process (not just at the end) (VA09GR.5-S.1 GLE.2-EO.a,b,c,d; VA09-GR.5-S.2-GLE.2-EO.d; VA09-GR.5-S.3-GLE.1,3) and (VA09-GR.5-S.4-GLE.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and describe various artistic processes (VA09-GR.5-S.1-GLE-1,2,3) and VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3) and (VA09-GR.5- S.4-GLE.1,2)</li> <li>• Comprehend and utilize the relationship between process and reflection in art-making (VA09-GR.5-S.1-GLE-1,2,3) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3-EO.c) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Utilize processes that are appropriate for personal ideas and art-making (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.3-GLE.3)</li> <li>• Articulate how process and reflection have informed their ideas and art-making(VA09-GR.5-S.1-GLE-1,2,3) and (VA09-GR.5-S.2-GLE.1,2) and (VA09-GR.5-S.3-GLE.3-EO.c) and (VA09-GR.5-S.4-GLE.1,2)</li> <li>• Investigate classmates’ and professional artists’ processes to gain insight about art-making and artworks (VA09-GR.5-S.1-GLE.1,2) and (VA09-GR.5-S.4-GLE.2-EO.a,b,c)</li> </ul>

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<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Artistic intent and personal style can be developed by using intuition and revision during the art-making process</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Process, style, intuition, revision</p>
<p><b>Technical Vocabulary:</b></p>	<p>Expressive features of art and design, intent</p>