## Curriculum Development Course at a Glance
### Planning For 5th Grade Visual Arts

### Content Area | Course Name/Course Code | Grade Level | 5th Grade
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Visual Arts | Content Area | Visual Arts | Grade Level | 5th Grade

### Course Name/Course Code

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

### Colorado 21st 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

### Unit Titles

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
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</thead>
<tbody>
<tr>
<td>Arriving at Abstraction</td>
<td>Instructor Choice</td>
<td>Instructor Choice</td>
</tr>
<tr>
<td>Comical Communication</td>
<td>Instructor Choice</td>
<td>Instructor Choice</td>
</tr>
<tr>
<td>Process, Reflection, Process</td>
<td>Instructor Choice</td>
<td>Instructor Choice</td>
</tr>
</tbody>
</table>

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.
# Arriving at Abstraction

## Focusing Lens(es)
- Change/Transition

## Standards and Grade Level Expectations Addressed in this Unit
- 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

## Inquiry Questions
- 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)
- Does abstract art require any special skills? Explain.
- What kinds of relationships do viewers find in artworks?
- What kinds of relationships do viewers find in an artist’s oeuvre?

## Unit Strands
- Comprehend/Reflect/Create/Transfer

## Concepts
- Abstraction, Composition, Proportion, Distortion, Emotion, Rhythm, Line, Shape, Color, Space, Expressive Features

## Generalizations
**My students will Understand that...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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)</strong></td>
<td>What types of music might an artist listen to inspire an abstract artwork?</td>
</tr>
<tr>
<td><strong>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)</strong></td>
<td>What genres/styles are evident over time in one artist’s oeuvre (such as Vance Kirkland or Salvador Dalí)?</td>
</tr>
<tr>
<td><strong>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-GLE.1,2,3) and (VA09-GR.5-S.4-GLE.1,2)</strong></td>
<td>What are some emotions expressed through composition and expressive features in known artworks?</td>
</tr>
</tbody>
</table>
## Critical Content:

**My students will Know...**

- 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)
- 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)
- 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)
- 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)
- 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)

## Key Skills:

**My students will be able to (Do)...**

- 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)
- 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)
- 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)
- 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)
- 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)
- 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)

## Critical Language:

**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: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

**A student in ______________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**

- **Abstract art can be created with expressive features of art through exploration of distortion, rhythm, and emotion.**

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Origins, perspective, composition, proportion, distortion, rhythm, style, media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary:</td>
<td>Abstract art, oeuvre, art genre, expressive features of art and design</td>
</tr>
</tbody>
</table>
## Unit Title
Comical Communication

### Focusing Lens(es)
Humor/Satire

### Standards and Grade Level Expectations Addressed in this Unit
- 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

### Inquiry Questions (Engaging-Debatable):
- What determines humor? (VA09-GR.5-S.1-GLE.2-EOa,d) and (VA09-GR.5-S.4-GLE.1,2)
- Do all people find the same humorous situations funny? Why or why not?
- What other emotions can be disguised by humor?
- Why would artists use humor in artwork?

### Unit Strands
Comprehend/Reflect/Create/Transfer

### Concepts
Expression, Emotion, Tradition, Expressive Features of Art, Intention, Interpretation, Appropriation, Re-contextualize

### Generalizations
**My students will Understand that...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What cultural traditions, events, motifs and/or symbols are being referenced in the artwork?</td>
<td>How does referencing tradition in humorous ways inform and change individual and collective societal viewpoints?</td>
</tr>
<tr>
<td>Artists can use expressive features of art to communicate emotions (such as humor) (VA09-GR.5-S.4-GLE.1-EO.a)</td>
<td>What are some emotions expressed through composition and expressive features in known artworks?</td>
<td>What expressive features of art are particularly effective for expressing humor?</td>
</tr>
<tr>
<td>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)</td>
<td>What are some examples of appropriated and re-contextualized imagery in known works of art?</td>
<td>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?</td>
</tr>
<tr>
<td>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)</td>
<td>What is the difference between intention and interpretation?</td>
<td>What choices and decisions do artists make to communicate messages to viewers?</td>
</tr>
</tbody>
</table>
## Curriculum Development Overview

### Unit Planning for 5th Grade Visual Arts

### Critical Content:
**My students will Know...**

- 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.3EO.a,b)
- 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.3EO.a,b)
- Examples of ways artists reference and reframe popular imagery to express humor (VA09-GR.5-S.4-GLE.1EO.a)
- 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.3EO.a,b)

### Key Skills:
**My students will be able to (Do)...**

- 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.3EO.a,b)
- 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.3EO.a,b)
- 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.3EO.a,b)
- 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)

### Critical Language:
- 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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

**A student in ____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**

**Academic Vocabulary:** Humor, satire, motif, viewpoint, exaggeration

**Technical Vocabulary:** Artistic context, artistic intent, appropriation, de-contextualization
## Curriculum Development Overview
### Unit Planning for 5th Grade Visual Arts

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Creative Process</th>
<th>Length of Unit</th>
<th>Instructor Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing Lens(es)</strong></td>
<td>Intention</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>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</td>
</tr>
<tr>
<td><strong>Inquiry Questions (Engaging-Debatable):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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)</td>
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</tr>
<tr>
<td>• What sequence of activities might an artist do in order to make an artwork?</td>
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<tr>
<td>• What research tools might an artist use to plan an artwork?</td>
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<tr>
<td>• After an artwork is completed, what purpose does it have?</td>
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</table>

### Unit Strands
- Comprehend/Reflect/Create/Transfer

### Concepts
- Investigate/discovery, Style, Media, Technology, Technique, Reflection, Process, Intuition, Personal narrative

### Generalizations
**My students will Understand** that...

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<tbody>
<tr>
<td>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)</td>
<td>What different types of techniques do artists use?</td>
<td>How could an artist use techniques to communicate intent?</td>
</tr>
<tr>
<td>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)</td>
<td>What steps might an artist take to construct a personal narrative?</td>
<td>How does choice of media and technology influence the creative process?</td>
</tr>
<tr>
<td>Reflection re-informs the artist’s decision-making process for revision and future artworks. (VA09-GR.5-S.4-GLE.1,2)</td>
<td>What types of circumstances might cause a professional artist to make revisions?</td>
<td>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?</td>
</tr>
</tbody>
</table>
### Critical Content:

My students will **Know…**

- 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)
- Examples of a variety of processes for art (VA09-GR.5-S.3-GLE.1,2,3)
- 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)
- 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)
- The purpose of reflection within the artistic process (VA09-GR.5-S.4-GLE.1,2)
- 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)

### Key Skills:

My students will be able to **(Do)...**

- 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)
- 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)
- 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)
- 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)
- 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)

### Critical Language:

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: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

**A student in _____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**

**Artistic intent and personal style can be developed by using intuition and revision during the art-making process**

#### Academic Vocabulary:

- Process, style, intuition, revision

#### Technical Vocabulary:

- Expressive features of art and design, intent