

**Quinton Township School District
Art Grade 5
Pacing Chart/Curriculum MAP**

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|------------------------|---|--------------------|--------------------------|----------------|----------|
| Marking Period: | 1 | Unit Title: | Working in an art studio | Pacing: | 10 weeks |
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Unit Summary: Review of art center procedures, portraiture. Studio Habit “Understands Art Worlds” Implied texture

Objectives

Week 1 SWBAT demonstrate drawing, painting, collage and cardboard center procedures. Create a sketchbook for ideas.

Week 2 SWBAT create a drawing or collage on a completed sketchbook

Week 3 SWBAT identify the difference in representational and abstract portraiture and be able to identify several historical and contemporary portrait artists

Week 4 SWBAT plan a portrait using art materials of choice

Week 5 SWBAT make choices on materials and process for a portrait (painting drawing collage or cardboard)

Week 6 SWBAT gather art materials and work to create a portrait drawing painting collage or relief sculpture.

Week 7 SWBAT Write a reflection or artists statement on their portraits

Week 8 SWBAT define art element “Texture” and demonstrate implied texture using oil pastels

Week 9 SWBAT use a variety of art materials to show implied or actual texture in an art work of choice

Week 10 SWBAT participate in peer to peer critique of a selected completed artwork.

Essential Questions: What is a portrait? Who are some important portrait artists? How do artists show texture in art work? How do

artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.5.Cr2 1.5.5.Re7 1.5.5.Re8 1.5.5.Cn11 1.5.5.Pr5 **8.1**

| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
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| <p>Week 1 Students create planning sketchbook, review procedures for gathering and returning art supplies to the painting, drawing, collage, and cardboard center</p> <p>Week 2 Students design and create cover for their sketchbooks</p> <p>Week 3 Students watch a presentation of historical and contemporary portrait artists. Begin a sketch in their sketchbooks.</p> <p>Week 4 Students review the difference between abstract and representational portraiture. Choose materials for a portrait</p> <p>Week 5 Students work on their portrait</p> <p>Week 6 Students work on their</p> | <p>Teacher made signage, teacher demonstration</p> <p>Video "Selfies Through History"</p> <p>Reproductions of portraiture digital posters and art magazines</p> | <p>paper, stapler</p> <p>Color pencils, markers, crayons, collage materials glue</p> <p>art magazines, paper, drawing supplies, glue, scissors, cardboard, paint</p> | <ul style="list-style-type: none"> • Smart Board Applications • Google Applications |

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| <p>portrait</p> <p>Week 7 Students complete their portrait and write a reflection or artists statement on their work</p> <p>Week 8 Students use oil pastel techniques to create a series of implied textures</p> <p>Week 9 Students experiment with a variety of art materials to create implied or actual textures</p> <p>Week 10 students select work and participate in a peer to peer critique</p> | <p>Teacher created reflection questions</p> <p>Teacher demonstration and implied texture handout</p> <p>Teacher made handout: The Art Sandwich</p> | <p>oil pastels, paper, stylus tools</p> <p>Paper, paint, drawing pencils, oil pastels</p> | |
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| Formative Assessment Plan | Summative Assessment Plan |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: completed sketchbook completed portrait</p> <p>Suggested skills to be assessed: <i>neatness, organization , time spent on task, effective choice of art materials</i></p> |

Differentiation

| Special Education | ELL | At Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. | <ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine | <ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. | <ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). |

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| <ul style="list-style-type: none">• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine | | | |
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**Quinton Township School District
Art Grade 5
Pacing Chart/Curriculum MAP**

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|------------------------|---|--------------------|-------------|----------------|----------|
| Marking Period: | 2 | Unit Title: | Printmaking | Pacing: | 10 weeks |
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Unit Summary: Monoprinting, stamping, gelli prints, landscape art

Objectives

Week 1 SWBAT follow procedures for using gelli plate printmaking

Week 2 SWBAT demonstrate using gelli printing plate to create background blends

Week 3 SWBAT use gelli print and demonstrate stenciling and layering

Week 4 SWBAT Create a stamp using wonderfoam, styrofoam and cardboard

Week 5 SWBAT demonstrate reverse image lettering.

Week 6 SWBAT identify Landscape art as a genre of art. Plan a landscape picture, identify horizon line , background, middleground foreground

Week 7 SWBAT create a landscape printing plate using styrofoam

Week 8 SWBAT problem solve to be able to ink up and pull a larger size monochromatic styrofoam print

Week 9 SWBAT use a drawing materials to add color to a monochromatic print

Week 10 SWBAT select a print and mat for presentation, participate in artroom gallery walk

Essential Questions: How do artists make prints? What is a landscape? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Re7 1.5.5.Re8 1.5.5.Re9 **8.1**

| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
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| <p>Week 1 Students watch an overview of using gelli plates for printmaking. Identify the difference between monoprints and other forms of prints. Practice monoprinting on acetate</p> <p>Week 2. Students create background prints using gelli plates and acetate</p> <p>Week 3 Students practice layering and stenciling techniques</p> <p>Week 4 Students create a styrofoam or wonderfoam stamp, demonstrate reverse imaging</p> <p>Week 5 Students use stamps to create artwork or use in combination with gelli plate printing</p> <p>Week 6 Students watch a video to identify landscape art components: Horizon line background middleground foreground. Plan a landscape</p> <p>Week 7 Students use transfer techniques to transfer landscape drawing to styrofoam plates</p> | <p>Video of how to use a gelli plate for monoprinting</p> <p>Teacher demonstration or video</p> <p>Teacher demonstration</p> | <p>acetate, acrylic paint</p> <p>Gelli plates papers, acetate, stylus, ink, brayers,</p> <p>styrofoam plates</p> | <ul style="list-style-type: none"> • Smart Board Applications • Google Applications |

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| <p>Week 8 Students create monochromatic prints</p> <p>Week 9 Students embellish a monochromatic print using color pencils or markers</p> <p>Week 10 Students mat several prints for presentation.</p> | | | |
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| Formative Assessment Plan | Summative Assessment Plan |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: completed monochromatic print, completed gelli print Suggested skills to be assessed: <i>proper use of tools, problem solving to make a good print, neatness, time management, ability to complete a project</i></p> |

Differentiation

| Special Education | ELL | At Risk | Gifted and Talented |
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| <p>to listen to oral recorded reading.</p> <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine | | | |
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**Quinton Township School District
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|------------------------|---|--------------------|----------------------------|----------------|----------|
| Marking Period: | 3 | Unit Title: | Studio Habits Quilt design | Pacing: | 10 weeks |
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Unit Summary: Symbolism, Geometric Design, Quilting , Collage, Planning and Presenting

Objectives

Week 1 SWBAT demonstrate studio habit Understands Art Worlds by identifying quilting symbols as a form of communication for the Underground Railroad

Week 2 SWBAT use digital tools to design a geometric pattern

Week 3. SWBAT create a template using digital tools or traditional tools to create a geometric pattern inspired by the quilts of the Underground Railroad

Week 4 SWBAT Use art materials of choice to create geometric art inspired by symbols of the Underground Railroad

Week 5 SWBAT Identify 4 different ways of working with collage, photomontage, mixed media, assemblage and digital

Week 6 SWBAT demonstrate studio habit Stretch and Explore by creating collage of choice

Week 7 SWBAT demonstrate Engage and Persist by continuing to work on their collage

Week 8 SWBAT Write an short paragraph artist's statement about their collage or other art work

Week 9 SWBAT choose and matt artwork for presenting

Week 10 SWBAT upload artwork to a digital art museum Artsonia

Essential Questions: What are Coded Quilts and how were they used by the Underground Railroad? What is photomontage and assemblage? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.5.Cr2 1.5.5.Cr3 1.5.5.Pr6 1.5.5.Re7 1.5.5.Re8 1.5.5.Re9 **8.1**

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| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
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| <p>Week 1 Students watch a video on the quilts and meaning of its secret symbols.</p> <p>Week 2 Students learn how to use the digital tools on Google Drawing</p> <p>Week 3 Students create a digital or paper pattern to use as a template for geometric art work of choice</p> <p>Week 4 Students choose fabric, drawing, painting, collage or digital tools to create geometric symbol</p> <p>Week 5 Students review collage center techniques and identify the difference between photomontage, mixed media, and assemblage. Choose a process and plan a collage.</p> <p>Week 6 Students work on collage of choice</p> | <p>Video Coded Quilts of the Underground Railroad</p> <p>Teacher made tutorial</p> <p>Teacher demonstration art choice board presentation</p> <p>Tate Art and Met Kids presentation on collage techniques</p> <p>Teacher demonstration</p> | <p>chromebooks</p> <p>Paper, pencils, rulers, geometric templates</p> <p>felt, needles, thread, collage papers, paint drawing supplies, chromebook</p> <p>paper, collage papers, adhesives, tape, string, cardboard, magazines,</p> | <ul style="list-style-type: none"> • Smart Board Applications • Google Applications |

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**Quinton Township School District
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|------------------------|---|--------------------|-------------------------|----------------|----------|
| Marking Period: | 4 | Unit Title: | Painting and Still Life | Pacing: | 10 weeks |
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Unit Summary: Tempera painting techniques, still life genre, representational, abstract art

Objectives

- Week 1** SWBAT Mix primary colors to make secondary colors, tints and shades
- Week 2** SWBAT cut a symmetrical form from paper for use in a painting or collage
- Week 3** SWBAT define a Still Life as an art genre and identify some of the objects used in a still life.
- Week 4** SWBAT use studio habit “Envision” to plan a Still Life using art materials of choice.
- Week 5** SWBAT work independently to create a Still life picture
- Week 6** SWBAT use prior knowledge of implied texture in a Still Life picture
- Week 7** SWBAT distinguish between representational and abstract art
- Week 8** SWBAT use art tools of choice to create abstract artwork
- Week 9** SWBAT demonstrate studio habit Observe by drawing from observation to create representational art
- Week 10** SWBAT mat artwork ready for presentation and display. Organize work for take home.

Essential Questions: What is a Still Life? What is the difference between Representational and Abstract art work? How do artists use technology to create art?

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| <p>representational and abstract art</p> <p>Week 8 Students use art materials of choice to create abstract art</p> <p>Week 9 Students draw from observation object of choice</p> <p>Week 10 Students choose artwork to mat and organize work to take home.</p> | <p>Teacher demonstration</p> <p>Video on observational drawing</p> | <p>paint, paper, collage papers, printmaking supplies, glue scissors, drawing center supplies</p> <p>paper for matting, glue stapler.</p> | |
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| Formative Assessment Plan | Summative Assessment Plan |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: completed Still Life, completed abstract or representational artwork Suggested skills to be assessed: <i>color mixing , tempera paint techniques, navigating google Arts and Culture</i></p> |

Differentiation

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