

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: VISUAL ARTS - FIFTH GRADE

<b>SUPERVISOR:</b>	<b>CURRICULUM REVISION TEAM:</b>
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**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Revise and update to 2009 NJ Core Curriculum Content Standards

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

As scheduled on the five-year curriculum revision cycle

Other - All department courses reviewed and revised to 2009 NJCCCS

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

Yes

No (please explain)

**OTHER COMMENTS:**

**APPROVAL DATES:**

*Jma 4.24.13* Approved by Assistant Superintendent

*TL 4/11/13* Approved by Education Committee

Board of Education

Board of Educ. Approved  
4/22/13

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

VISUAL ARTS CURRICULUM

**FIFTH GRADE**

AUGUST 2012

Fine & Performing Arts Department

## Fifth Grade Art

### Course Overview

This course provides students with a visual art experience that will take place daily for 36 consecutive school days. Each class is 40 minutes long. The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21<sup>st</sup> Century Life and Careers.

Students will continue to be introduced to American, European and Asian artists' artworks and styles of visual art specific to art movements and various cultural art forms. Students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art in their aesthetic responses and critiques. Practical application and exploration of techniques in diverse media provide students with opportunity for creative expression. The study of the Elements of Art and the Principles of Design, in combination with the exploration of historical and cultural aspects of visual art will provide students with an enduring understanding of visual art as an integral part of human expression.

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<p><b>Enduring Understanding:</b></p>	<ol style="list-style-type: none"> <li>1. Art is an apparent and integral part of the world we live in.</li> <li>2. The purposeful application of the elements of art and principles of design within two-dimensional and three-dimensional works of art leads to an effective work of art.</li> <li>3. Art can be engendered for creative, expressive, and/or functional purposes.</li> <li>4. Visual Art correlates with the history and varied cultures of humankind.</li> <li>5. The creation and critique of works of art promotes critical thinking skills.</li> </ol>
<p><b>Unit/Skill: Ceramics</b></p>	
<p><b>Days</b></p>	<p>10 days</p>
<p><b>NJCCCS</b></p>	<ol style="list-style-type: none"> <li>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.</li> <li>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.</li> <li>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</li> </ol>
<p><b>NJCCCS CPI</b></p>	<ol style="list-style-type: none"> <li>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.</li> <li>1.2.5.A.3 Determine the impact of significant contributions of individual visual art from diverse cultures throughout history.</li> <li>1.3.5.D.1 Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design</li> <li>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</li> <li>1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</li> <li>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</li> <li>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> </ol>
<p><b>Essential Questions</b></p>	<p>How do artists depict and create form? What role does the use of clay take in the history of human kind?</p>
<p><b>Skills The Student Will...</b></p>	<ol style="list-style-type: none"> <li>1. Plan for three-dimensional space on a two-dimensional plane</li> <li>2. Know the five stages of clay (plastic, leather hard, greenware, bisqueware, and glazeware)</li> <li>3. Identify appropriate vocabulary relating to ceramics (wedge, slab, texture, form, slip, score, secure, sculpt, plastic, leather hard, greenware, bisqueware, firing, kiln)</li> <li>4. Evaluate the importance of using correct technique for quality craftsmanship</li> <li>5. Critique works by the artist Maria Martinez</li> </ol>
<p><b>Assessment</b></p>	<p>Sketches and pre-planning for projects will demonstrate basic understanding of clay creation techniques. Proficiency in appropriate clay vocabulary will strengthen student's ability to create three-dimensional ceramic forms. Students will self-assess using critique guidelines within a student designed rubric. Teacher observation will measure students understanding of clay concepts.</p>

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<b>Literacy Integration</b>	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>Science Integration</b>	5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model building. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies. 5.2.6.B.1 Compare the properties of reactants with the properties of the products when two or more substances are combined and react chemically.
<b>Social Studies Integration</b>	6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources.
<b>Technology Integration</b>	8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

<b>Unit/Skill: Color Theory</b>	
<b>Days</b>	6 days
<b>NJCCCS</b>	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art. 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.
<b>NJCCCS CPI</b>	1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
<b>Essential Questions</b>	How do artists use color? What are the scientific facts of color?
<b>Skills The Student Will...</b>	1. Observe how light travels through a prism. 2. Compare and contrast the facts about color in both art and science beginning with the creation of the color wheel by Sir Isaac Newton. 3. Examine and create a color wheel and create a list of color families (primary, secondary, intermediate/tertiary, neutral, analogous, complementary, warm, cool, tint, shade)

<b>Assessment</b>	Students will self-assess using the four point system rubric as it applies to the application of color theory in given project. Teacher observation will measure students understanding of color theory applications and concepts.
<b>Literacy Integration</b>	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<b>Science Integration</b>	5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model building. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies. 5.2.6.B.1 Compare the properties of reactants with the properties of the products when two or more substances are combined and react chemically. 5.2.6.C.1 Describe how to prisms can be used to demonstrate that visible light from the Sun is made up of different colors.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

<b>Days</b>	10 days
<b>NJCCCS</b>	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art. 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.
<b>NJCCCS CPI</b>	1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design. 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art. 1.3.5.D.1 Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design (impressionistic), and experiment with various compositional approaches influenced by these styles. 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
<b>Essential Questions</b>	How do artists use color in realistic paintings to illustrate the nature of light? How do artists use color to show distance?
<b>Skills The Student Will...</b>	1. Apply a range of painting techniques to create a two-dimensional realistic work of art. 2. Arrange a composition that depicts distance in space. 3. Illustrate effective use of color theory principles. 4. Observe and critique works by Vincent Van Gogh, Claude Monet and Katsushika Hokusai
<b>Assessment</b>	Students sketch and pre-plan for the use of color. Individual student critique of the use of color theory

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	Teacher observation will measure students understanding of painting techniques, color theory applications and concepts. Gallery Walk
<b>Literacy Integration</b>	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Science Integration</b>	5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model building. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies. 5.2.6.B.1 Compare the properties of reactants with the properties of the products when two or more substances are combined and react chemically. 5.2.6.C.1 Describe how to prisms can be used to demonstrate that visible light from the Sun is made up of different colors. 8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
<b>Technology Integration</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

<b>Unit/Skill: Lines in Motion</b>	
<b>Days</b>	5 days
<b>NJCCCS</b>	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art. 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.
<b>NJCCCS CPI</b>	1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design. 1.2.5.A.3 Determine the impact of significant contributions of individual visual art from diverse cultures throughout history. 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
<b>Essential Questions</b>	How do artists use the element of art, line to depict the principle of design, movement?

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<p><b>Skills The Student Will...</b></p>	<p>1. Observe and critique works of art by the artists- Bridget Riley, Andrew Goldsworthy, and Alma Thomas 2. Practice creating lines using various drawing techniques to ensure quality craftsmanship 3. Arrange the elements of art, line and space and vary line's thickness to evoke the idea or feeling of movement, pattern, and rhythm 4. Create a short story about a character who travels along and through the moving lines of the two-dimensional drawing created by the student</p>
<p><b>Assessment</b></p>	<p>Students read written stories and attempt to identify the artwork from a group of work on display.</p>
<p><b>Literacy Integration</b></p>	<p>Teacher observation of student's craftsmanship and neatness while creating a two-dimensional work of art. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p><b>Science Integration</b></p>	<p>5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p>
<p><b>Technology Integration</b></p>	<p>8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>
<p><b>21<sup>st</sup> Century Life &amp; Careers</b></p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>
<p style="text-align: center;"><b>Unit/Skill: Art History</b></p>	
<p><b>Days</b></p>	<p>5 days</p>
<p><b>NJCCCS</b></p>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art. 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<p><b>NJCCCS CPI</b></p>	<p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design. 1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs. 1.2.5.A.3 Determine the impact of significant contributions of individual visual art from diverse cultures throughout history. 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>



<b>Essential Questions</b>	<p>How do we information about the works and lives of artists? How do we determine the impact of significant contributions of individual art from diverse cultures throughout history?</p>
<b>Skills The Student Will...</b>	<ol style="list-style-type: none"> <li>1. Use digital media and technology to identify artists and works of art.</li> <li>2. The students will create a project on a specific artist for presentation.</li> <li>3. Students will create their own research questions from a list of guidelines given by teacher.</li> </ol>
<b>Assessment</b>	<p>Teacher observation of student's presentation and artist information. Class records newly learned information from the student's presentation for teacher evaluation. Teacher created rubric that correlates to the project's guidelines.</p>
<b>Literacy Integration</b>	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<b>Social Studies Integration</b>	<p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration. 6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>
<b>Technology Integration</b>	<p>8.1.A.8.3 Create multimedia presentation including sound and images. 8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>
<b>Unit/Skill: Elements of Art &amp; Principles of Design</b>	
<b>Days</b>	<p>Ongoing through each class and unit</p>
<b>NJCCCS</b>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art. 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design. 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art. 1.3.5.D.1 Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>

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<p><b>Essential Questions</b></p>	<p>How do we view our world through the knowledge of art? How are the elements of art and principles of design used in specific works of art? When discussing works of art, why is it essential to use the appropriate language of art?</p>
<p><b>Skills The Student Will...</b></p>	<ol style="list-style-type: none"> <li>1. Identify the elements of art as "parts" or "pieces" that can be combined or used individually to create an artwork.</li> <li>2. Identify the principles of design as an "idea" or "concept" created by manipulating the elements of art.</li> <li>3. Use specific visual arts vocabulary and terminology.</li> <li>4. Observe and critique artworks of a variety of master artists in a wide range of disciplines.</li> </ol>
<p><b>Assessment</b></p>	<p>Students critique works of art using vocabulary from the elements of art and principles of design.</p>
<p><b>Literacy Integration</b></p>	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p><b>21<sup>st</sup> Century Life &amp; Careers</b></p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>

## Grade 5 Curriculum Resources

### Books

A World of Images by Laura H. Chapman  
Published by Davis Publications

Drawing on the Right Side of the Brain by Betty Edwards  
Published by Jeremy P. Tarcher/Putnam

Assessment in Art Education by Donna Kay Beattie  
Published by Davis Publications, MA

Keys to Drawing with Imagination by Bert Dodson, Published by North Light Books

The Art Book for Children by Alan Fletcher and Jason Ribeiro, Published by Phaidon Press Inc.

### Web Pages

Google Art Project

[www.googleartproject.com](http://www.googleartproject.com)

Getting to Know, Inc.

<http://www.gettingtoknow.com>

CBS Sunday Morning

<http://www.cbsnews.com/video/sunday>

Art 21 (PBS)

<http://www.pbs.org/art21>

Brain Pop

[www.brainpop.com](http://www.brainpop.com)

Watch, Know, Learn

[www.watchknow.org](http://www.watchknow.org)

### Periodicals

Arts & Activities

Scholastic Art

### DVDs

*Getting to Know the World's Greatest Artists: Vincent van Gogh* by Mike Venezia

*Getting to Know the World's Greatest Artists: Monet* by Mike Venezia

This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (\*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

### ELEMENTS OF DESIGN

<b>LINE*</b>	1. a connection of two points in space 2. an edge 3. one dimension, length
<b>SHAPE*</b>	1. a two dimensional object having length and width 2. any <i>flat</i> area with inside and outside spaces defined by an edge (circle, square, etc.)
<b>FORM*</b>	A three dimensional object having length and width and depth
<b>TEXTURE*</b>	The way something feels by actual touch or by sight
<b>VALUE</b>	The lightness to darkness of a color
<b>SPACE*</b>	The area around, above, below (negative space) and within an object (positive space)
<b>COLOR* or HUE</b>	The way an object appears when light is reflected off of it, or emitted by it
	Primary                      red, blue yellow
	Secondary                  orange, green violet
	Intermediate or Tertiary   red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green
	Tint                          any color plus white
	Shade                        any color plus black
	Tone                         any color plus white and black
	Warm colors                orange, red and yellow
	Cool colors                 green, violet and blue
	Intensity                    the brightness or dullness of a color
	Analogous                 colors next to each other on the color wheel
	Complementary            colors opposite each other on the color wheel

### PRINCIPLES OF DESIGN

<b>BALANCE*</b>	An equilibrium within the design area (deals with weight distribution); two kinds: 1. symmetry: formal balance; weight is equal side to side, items are similar or identical 2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
<b>HARMONY</b>	The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
<b>CONTRAST</b>	The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
<b>DOMINANCE or EMPHASIS*</b>	The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
<b>MOVEMENT</b>	Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
<b>GRADATION</b>	Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
<b>RHYTHM*</b>	Repeated elements that create a visual tempo or beat
<b>PROPORTION*</b>	The relationship of certain elements to the whole and to each other
<b>UNITY*</b>	Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the <i>balance of harmony and contrast</i> (an equal weight distribution of similarities and differences of the elements within the artwork)