HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT AUTEN ROAD INTERMEDIATE SCHOOL ART CURRICULUM

GRADE 5 ART

AUGUST 2019

Grade 5 Art Course Overview

This course provides students with a visual art experience that will take place daily for 45 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 and the National Core Arts Standards.

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 21st 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.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Ceramics	45 days	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation	How do artists depict and create form? What role does the use of clay take in the	1. Art is an apparent and integral part of the world we live in. 2. The	1. Plan for three- dimensional space on a two- dimensional plane	Sketches and pre-planning for projects will demonstrate an understanding of clay creation	8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a	9.1.8.A.1 Develop strategies to reinforce positive attitudes and
		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	history of humankind?	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.	2. Know the five stages of clay (plastic, leather hard, greenware, bisqueware, and glazeware) 3. Identify appropriate vocabulary relating to ceramics	rechniques. Proficiency in appropriate clay vocabulary will strengthen student's ability to create three-dimensional ceramic forms. Students will self-assess using critique	variety of tasks and to solve problems. 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	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
		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,		 3. Visual Art correlates with the history and varied cultures of humankind. 4. The creation and critique of works of art promotes critical thinking skills. 	(wedge, slab, texture, form, slip, score, secure, sculpt, plastic, leather hard, greenware, bisqueware, greenware, firing, kiln) 4. Critique works by the artist Maria Martinez.	guidelines within a rubric. Teacher observation will measure students understanding of clay concepts.	scientific investigations and model building. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies	group activities.

music, theate	r and	5. Evaluate the	T	T	
visual art.	1 and	importance of			
visuai ait.					
NICCCS CI	DT .	using correct			
NJCCCS CI		technique for			
1.1.5.D.1 Ide		quality			
elements of a		craftsmanship.			
principles of					
are evident in	n everyday				
life.					
1.1.5.D.2 Co	mpare and				
contrast work					
various medi					
use the same					
elements and	principles				
of design.					
1.2.5.A.1 Red	cognize				
works of visu					
reflection of					
values and be	eliefs.				
1.2.5.A.3 Det					
impact of sig					
contributions					
individual vis					
from diverse					
throughout h	istory.				
1.3.5.D.1 Wo					
individually a					
collaborative					
two- and thre					
dimensional					
art that make					
visual statem					
that employ t					
elements of a					
principles of	design				
1.3.5.D.4 Dif					
drawing, pair	nting,				

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.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Lines in Motion	45 days	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,	How do artists use the elements of art, line to depict the principle of design, movement?	1. Art is an apparent and integral part of the world we live in. 2. The purposeful application of the elements of art and principles of design within two-dimensional and three-dimensional works of art leads to a work of art. 4. Visual Art correlates with the history and varied cultures of humankind. 5. The creation and critique of works of art promotes critical thinking skills.	1. Observe and critique works of art by the artists- Frank Stella, Bridget Riley, 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.	Teacher observation of student's craftsmanship and neatness while creating a two-dimensional work of art. Students will self-assess using critique guidelines within a rubric.	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. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.	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.

visual art. NICCCS CPI 1.1.5.D.1 Identify clements 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	music, theater and			
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the creation of works of art using multiple art	1 3 5 D 5 Collaborate in			
art using multiple art				
modic and art modiums				
	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.			
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1.4.5.B.2 Use			
evaluative tools, such as			
rubrics, for self-			
assessment and to			
appraise the objectivity			
of critiques by peers.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Landscape	45 Days	1.1 The Creative	How do artists	1. Art is an	1. Apply a	Teacher	5.1.8.D.1 Engage	9.1.8.A.1
		Process: All students	use color in	apparent and	range of	observation will	in multiple forms	Develop
		will demonstrate an	realistic	integral part of	painting	measure	of discussion in	strategies to
		understanding of the	paintings to	the world we	techniques to	students	order to process,	reinforce
		elements and principles	illustrate the	live in.	create a two-	understanding	make sense of,	positive
		that govern the creation	nature of light?		dimensional	of painting	and learn from	attitudes and
		of works in visual art.		2. The	realistic work	techniques,	others' ideas,	productive
			How do artists	purposeful	of art.	color theory	observations, and	behaviors that
		1.2 History of the Arts	use color to	application of		applications and	experiences.	impact critical
		and Culture: All	show distance?	the elements of	2. Arrange a	concepts.		thinking and
		students will understand		art and	composition		5.1.8.D.2 Engage	problem-
		the role, development,		principles of	that depicts		in productive	solving skills.
		and influence of the arts		design within	distance in	Students will	scientific	
		throughout history and		two-dimensional	space using	self-assess	discussion	9.1.8.C.1
		across cultures.		and three-	one- point	using critique	practices during	Determine an
				dimensional	perspective.	guidelines	conversations	individual's
		1.3 Performance: All		works of art		within a rubric	with peers, both	responsibility
		students will synthesize		leads to an	3. Illustrate		face-to-face and	for personal
		those skills, media,		effective work	effective use of		virtually, in the	actions and
		methods, and		of art.	color theory		context of	contributions to
		technologies appropriate			principles.		scientific	group activities.
		to creating, performing		3. Art can be			investigations	
		and/or presenting works		engendered for	4. Observe and		and model	
		of art in visual art.		creative,	critique works		building.	
				expressive,	by George			
		1.4 Aesthetic Responses		and/or	Seurst, Vincent		5.1.8.D.3	
		and Critique		functional	Van Gogh, and		Demonstrate how	
		Methodologies: All		purposes.	Claude Monet		to safely use	
		students will					tools,	
		demonstrate and apply		4. Visual Art			instruments, and	
		and understanding of		correlates with			supplies.	
		arts philosophies,		the history and				
		judgment, and analysis		varied cultures			5.2.6.B.1	
		to works of art in dance,		of humankind.			Compare the	
		music, theater and					properties of	
		visual art.					reactants with the	

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	NICCOC CDI	5. The creation	properties of the
	NJCCCS CPI	and critique of	products when
	1.1.5.D.2 Compare and	works of art	two or more
	contrast works of art in	promotes critical	substances are
	various mediums that	thinking skills.	combined and
	use the same art		react chemically.
	elements and principles		
	of design.		5.2.6.C.1
			Describe how to
	1.3.5.D.1 Work		prisms can be
	individually and		used to
	collaboratively to create		demonstrate that
	two- and three-		visible light from
	dimensional works of		the Sun is made
	art that make cohesive		up of different
	visual statements and		colors.
	that employ the		
	elements of art and		SL.5.1 Engage
	principles of design		effectively in a
	principles of design		range of
	1.3.5.D.2 Identify		collaborative
	common and distinctive		discussions (one-
	characteristics of		on-one, in
	artworks from diverse		
			groups, and
	cultural and historical		teacher-led) with
	eras of visual art using		diverse partners
	age-appropriate stylistic		on grade 5 topics
	terminology (e.g.,		and texts,
	cubist, surreal, optic,		building on
	impressionistic), and		others' ideas and
	experiment with various		expressing their
	compositional		own clearly.
	approaches influenced		L.5.1
	by these styles.		Demonstrate
			command of the
	1.3.5.D.3 Identify		conventions of
	common and distinctive		standard English
	characteristics of genres		grammar and
	of visual artworks (e.g.,		usage when
	realism, surrealism,		writing or
	abstract/non objective		speaking.
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	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.				
	Grassi o sim				
	1 4 5 D 5 Distinguish				
	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.				
	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.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Art History	45 days	1.1 The Creative	How do we	1. Art is an	1. Use digital	Teacher	SL.5.1 Engage	9.1.8.A.1
		Process: All students	determine the	apparent and	media and	observation of	effectively in a	Develop
		will demonstrate an	impact of	integral part of	technology to	student's	range of	strategies to
		understanding of the	significant	the world we	identify artists	presentation and	collaborative	reinforce
		elements and principles	contributions of	live in.	and works of	artist	discussions (one-	positive
		that govern the creation	individual art		art.	information.	on-one, in	attitudes and
		of works in visual art.	from diverse	2. The	2. The students		groups, and	productive
			cultures	purposeful	will create a	Class records	teacher-led) with	behaviors that
		1.2 History of the Arts	throughout	application of	project on a	newly learned	diverse partners	impact critical
		and Culture: All	history?	the elements of	specific artist	information	on grade 5 topics	thinking and
		students will		art and	for	from the	and texts,	problem-
		understand the role,		principles of	presentation.	student's	building on	solving skills.
		development, and		design within		presentation for	others' ideas and	
		influence of the arts		two-dimensional	3. Students will	teacher	expressing their	9.1.8.C.1
		throughout history and		and three-	create their own	evaluation.	own clearly.	Determine an
		across cultures.		dimensional	research			individual's
				works of art	questions from	Teacher created	SL.5.5 Include	responsibility
		1.3 Performance: All		leads to an	a list of	rubric that	multimedia	for personal
		students will synthesize		effective work	guidelines	correlates to the	components (e.g.,	actions and
		those skills, media,		of art.	given by the	project's	graphics, sound)	contributions to
		methods, and			teacher.	guidelines.	and visual	group activities.
		technologies		3. Art can be			displays in	
		appropriate to creating,		engendered for			presentations	•
		performing and/or		creative,			when appropriate	
		presenting works of art		expressive,			to enhance the	
		in visual art.		and/or			development of	
				functional			main ideas or	
		1.4 Aesthetic		purposes.			themes.	
		Responses and Critique						
		Methodologies: All		4. Visual Art			L.5.1	
		students will		correlates with			Demonstrate	
		demonstrate and apply		the history and			command of the	
		and understanding of		varied cultures			conventions of	
		arts philosophies,		of humankind.			standard English	
		judgment, and analysis					grammar and	
		to works of art in					usage when	

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dance, music, theater	5. The creation	writing or
and visual art.	and critique of	speaking.
	works of art	
NJCCCS CPI	promotes critical	6.1.8.C.1.a
1.1.5.D.1 Identify	thinking skills.	Evaluate the
elements of art and		impact of
principles of design that		science, religion,
are evident in everyday		and technology
life.		innovations on
		European
1.1.5.D.2 Compare and		exploration.
contrast works of art in		
various mediums that		6.2.8.D.3.f
use the same art		Determine the
elements and principles		extent to which
of design.		religions,
		mythologies, and
1.2.5.A.1 Recognize		other belief
works of visual art as a		systems shaped
reflection of societal		the values of
values and beliefs.		classical
		societies.
1.2.5.A.3 Determine the		
impact of significant		8.1.A.8.3 Create
contributions of		multimedia
individual visual art		presentation
from diverse cultures		including sound
throughout history.		and images.
1.4.5.A.2 Make		8.1.A.8.5 Select
informed aesthetic		and use
responses to artworks		appropriate tools
based on structural		and digital
arrangement and		resources to
personal, cultural, and		accomplish a
historical points of		variety of tasks
view.		and to solve
		problems.
1.4.5.A.3 Demonstrate		F
how art communicates		
ideas about personal		
racus 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.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Elements of Art and Principles of Design	45 days	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,	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?	1. Art is an apparent and integral part of the world we live in. 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. 3. Art can be engendered for creative, expressive, and/or functional purposes. 4. Visual Art correlates with	1. Identify the elements of art as "parts" that can be combined or used individually to create an artwork. 2. Identify the principles of design as an "idea" or "concept" created by manipulating the elements of art. 3. Use specific visual arts vocabulary and terminology. 4. Observe and critique artworks of a variety of master artists in a wide range of disciplines.	Students critique works of art using vocabulary from the elements of art and principles of design. Teacher observation of the student's application of elements of art and principles of design when creating a two- dimensional or a three- 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.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problemsolving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

		1		
judgment, and analysis	the history and			
to works of art in	varied cultures			
dance, music, theater	of humankind.			
and visual art.				
NI COCC ON	5. The creation			
NJCCCS CPI	and critique of			
1.1.5.D.1 Identify	works of art			
elements of art and				
principles of design that are evident in	promotes critical			
everyday life.	thinking skills.			
everyday me.				
1.1.5.D.2 Compare and				
contrast works of art in				
various mediums that				
use the same art				
elements and				
principles of design.				
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				
elements of art and				
principles of design				
145415				
1.4.5.A.1 Employ				
basic, discipline-				
specific arts				
terminology to				
categorize works of				

1	1	 		
	dance, music, theatre,			
	and visual art			
	according to			
	established			
	classifications.			
	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.			
	01 4051811.			

BIBLIOGRAPHY

"Discovering Great Artists" MaryAnn F Kohl and Kim Solga

"Art Connections" Kimberly Thompson

"The Art Book for Children" Phaidon

"Hand Building Techniques" Joaquim Chavarria

WEBLIOGRAPHY

Color With Leo- https://www.colorwithleo.com/game_paintdrip.php

District Apps: Voicethread, Hapara, Brainpop, Youtube

$2019\ HTPS\ Visual\ Arts\ Curriculum\ Map-Grade\ 5\ Art$

ASSOCIATED JOBS LIST BY UNIT

Unit 1 Lines	Commercial Artist Animator Interior Designer Graphic Designer
Unit 2 Landscape	Fine Artist Interior Designer Landscape Architect
Unit 3 Ceramics	Ceramicist Fine Artist Potter
Unit 4 Elements of Art and Principles of Design	Graphic designer Illustrator Fashion Designer Industrial Designer Animator Landscape Architect Architect
Unit 5 Art History	Art Restoration Art Historian Museum/Gallery Curator.

COMMON ASSESSMENT #1

		Lines in N	Motion			
Teacher		Cour	Course			
	Matthews, Karen	5410/1 - /	ART 5			
	Mastery Value: 50.0	Developing Value: 45.0	Emerging Value: 40.0	Undeveloped Value: 35.0	Points	
Design Layout	Student used the elements of line, shape and color to create a detailed pattern in each space. Patterns are different in each space.	Student used the elements of line, shape and color to create a simplistic pattern in each space.	Student attempted to use the elements of line, shape and color to create patterns. Color was used in each space.	Student didn't use any patterns or color in each space, however, drew some lines in each space.		
Craftmanship	Student consistently used a ruler for straight lines in each space. All lines are within the space and drawn with a ruler correctly. Curved lines are drawn parallel to repeat the pattern.	Student used a ruler for most of the straight lines and/or zigzag lines in each space. Most lines are within the space. Curved lines are mostly parallel to repeat the pattern.	Student attempted to use a ruler for few of the straight lines and/or zigzag lines in each space. Some lines are within the space.	Student did not use a ruler for straight lines and/or zigzag lines in each space.		

COMMON ASSESSMENT #2

Pottery Teacher Course Student Matthews, Karen 5410/1 - ART 5

	Matthews, Karen	J410/1-7	ARTS			
	Mastered Value: 50.0	Proficient Value: 45.0	Developing Value: 40.0	Emerging Value: 35.0	Points	
Design and Creativity	Students included spirals, a rope, spheres or an original design.	Students included designs such as spirals,rope or spheres.	Students attempted to create designs such as spirals,rope or spheres.	Students did not create any designs such as spirals,rope or spheres.		
Craftsmanship	Students included a base, one to two coils. It was leveled, smooth inside and outside and glazed evenly. Clay was joined together correctly using slip.	Students included a base, one to two coils. It was mostly leveled, smooth inside and outside and/or glazed evenly.Clay was joined together correctly using slip.	Students included a base and one to two coils. It was not leveled, smooth and/or glazed evenly.Clay was joined together using slip but had some difficulty keeping it to hold.	Students included a base and one to two coils. It was glazed inside and outside.		

COMMON ASSESSMENT #3

Landscape with One-Point Perspective Teacher Course Student Matthews, Karen 5410/1 - ART 5 Mastered Proficient Developing Emerging **Points** Value: 50.0 Value: 45.0 Value: 40.0 Value: 35.0 Landscape contains land and Landscape contains land and Landscape contains land and water/sky. Color wheel is water/sky. Color wheel is water/sky. Color wheel is Landscape contains land and Design and incorporated into the landscape incorporated into the landscape incorporated into the landscape water/sky. Color wheel is Creativity with all 12 colors painted in with all 12 colors mostly painted in with some of the 12 colors painted incorporated into the landscape. sequence. sequence. in sequence. Landscape is clearly visible. Most Landscape is clearly visible. secondary and tertiary colors are Landscape is mostly visible. Some Landscape is mostly visible. Secondary and tertiary colors are Secondary and tertiary colors are not mixed together correctly. Onemixed together correctly. One-point secondary and tertiary colors are mixed together correctly. One-point Craftsmanship mixed together correctly. One-point perspective is approximately perspective is clearly ending at the ending at the vanishing point on perspective is not clear. point perspective is not clear. vanishing point on the horizon line. the horizon line.

COMMON ASSESSMENT #4

		Landso	cape					
	Teacher	Cour	se	Student				
	Matthews, Karen 5410/1 - ART 5							
	Mastered Value: 50.0	Proficient Value: 45.0	Developing Value: 40.0	Emerging Value: 35.0	Points			
Design and Creativity	Landscape contains land and water/sky. Color wheel is incorporated into the landscape with all 12 colors painted in sequence.	Landscape contains land and water/sky. Color wheel is incorporated into the landscape with all 12 colors mostly painted in sequence.	Landscape contains land and water/sky. Color wheel is incorporated into the landscape with some of the 12 colors painted in sequence.	Landscape contains land and water/sky. Color wheel is incorporated into the landscape.				
Craftsmanship	Landscape is clearly visible. Secondary and tertiary colors are mixed together correctly.	Landscape is clearly visible. Most secondary and tertiary colors are mixed together correctly.	Landscape is mostly visible. Some secondary and tertiary colors are mixed together correctly.	Landscape is mostly visible. Secondary and tertiary colors are not mixed together correctly.				