

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.

2019 HTPS Visual Arts Curriculum Map – Grade 5 Art

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

		<p>music, theater and visual art.</p> <p>NJCCCS CPI</p> <p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual visual art from diverse cultures throughout history.</p> <p>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</p> <p>1.3.5.D.4 Differentiate drawing, painting,</p>			<p>5. Evaluate the importance of using correct technique for quality craftsmanship.</p>			
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		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.						
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2019 HTPS Visual Arts Curriculum Map – Grade 5 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	<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.</p> <p>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.</p> <p>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.</p> <p>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,</p>	How do artists use the elements of art, line to depict the principle of design, movement?	<p>1. Art is an apparent and integral part of the world we live in.</p> <p>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.</p> <p>4. Visual Art correlates with the history and varied cultures of humankind.</p> <p>5. The creation and critique of works of art promotes critical thinking skills.</p>	<p>1. Observe and critique works of art by the artists- Frank Stella, Bridget Riley, and Alma Thomas</p> <p>2. Practice creating lines using various drawing techniques to ensure quality craftsmanship</p> <p>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.</p>	<p>Teacher observation of student's craftsmanship and neatness while creating a two-dimensional work of art.</p> <p>Students will self-assess using critique guidelines within a rubric.</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.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>

music, theater and visual art.

NJCCCS CPI

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

		<p>and present the completed works in exhibition areas inside and outside the classroom.</p> <p>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).</p> <p>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.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>						
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2019 HTPS Visual Arts Curriculum Map – Grade 5 Art

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	<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.</p> <p>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.</p> <p>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.</p> <p>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>How do artists use color in realistic paintings to illustrate the nature of light?</p> <p>How do artists use color to show distance?</p>	<p>1. Art is an apparent and integral part of the world we live in.</p> <p>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.</p> <p>3. Art can be engendered for creative, expressive, and/or functional purposes.</p> <p>4. Visual Art correlates with the history and varied cultures of humankind.</p>	<p>1. Apply a range of painting techniques to create a two-dimensional realistic work of art.</p> <p>2. Arrange a composition that depicts distance in space using one- point perspective.</p> <p>3. Illustrate effective use of color theory principles.</p> <p>4. Observe and critique works by George Seurst, Vincent Van Gogh, and Claude Monet</p>	<p>Teacher observation will measure students understanding of painting techniques, color theory applications and concepts.</p> <p>Students will self-assess using critique guidelines within a rubric</p>	<p>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.</p> <p>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.</p> <p>5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p> <p>5.2.6.B.1 Compare the properties of reactants with the</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</p>

		<p>NJCCCS CPI</p> <p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>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</p> <p>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.</p> <p>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective</p>		<p>5. The creation and critique of works of art promotes critical thinking skills.</p>			<p>properties of the products when two or more substances are combined and react chemically.</p> <p>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.</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.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
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		<p>art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>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.</p> <p>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> <p>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.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks</p>						
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		based on structural arrangement and personal, cultural, and historical points of view.						
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2019 HTPS Visual Arts Curriculum Map – Grade 5 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Art History	45 days	<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.</p> <p>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.</p> <p>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.</p> <p>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</p>	How do we determine the impact of significant contributions of individual art from diverse cultures throughout history?	<p>1. Art is an apparent and integral part of the world we live in.</p> <p>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.</p> <p>3. Art can be engendered for creative, expressive, and/or functional purposes.</p> <p>4. Visual Art correlates with the history and varied cultures of humankind.</p>	<p>1. Use digital media and technology to identify artists and works of art.</p> <p>2. The students will create a project on a specific artist for presentation.</p> <p>3. Students will create their own research questions from a list of guidelines given by the teacher.</p>	<p>Teacher observation of student's presentation and artist information.</p> <p>Class records newly learned information from the student's presentation for teacher evaluation.</p> <p>Teacher created rubric that correlates to the project's guidelines.</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.</p> <p>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.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>

		<p>dance, music, theater and visual art.</p> <p>NJCCCS CPI</p> <p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual visual art from diverse cultures throughout history.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal</p>		<p>5. The creation and critique of works of art promotes critical thinking skills.</p>			<p>writing or speaking.</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p> <p>8.1.A.8.3 Create multimedia presentation including sound and images.</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>	
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		<p>and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>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>						
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2019 HTPS Visual Arts Curriculum Map – Grade 5 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Elements of Art and Principles of Design	45 days	<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.</p> <p>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.</p> <p>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.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies,</p>	<p>How are the elements of art and principles of design used in specific works of art?</p> <p>When discussing works of art, why is it essential to use the appropriate language of art?</p>	<p>1. Art is an apparent and integral part of the world we live in.</p> <p>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.</p> <p>3. Art can be engendered for creative, expressive, and/or functional purposes.</p> <p>4. Visual Art correlates with</p>	<p>1. Identify the elements of art as “parts” that can be combined or used individually to create an artwork.</p> <p>2. Identify the principles of design as an “idea” or “concept” created by manipulating the elements of art.</p> <p>3. Use specific visual arts vocabulary and terminology.</p> <p>4. Observe and critique artworks of a variety of master artists in a wide range of disciplines.</p>	<p>Students critique works of art using vocabulary from the elements of art and principles of design.</p> <p>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.</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.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities</p>

		<p>judgment, and analysis to works of art in dance, music, theater and visual art.</p> <p>NJCCCS CPI</p> <p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.</p> <p>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</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of</p>		<p>the history and varied cultures of humankind.</p> <p>5. The creation and critique of works of art promotes critical thinking skills.</p>					
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		<p>dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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.</p> <p>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.</p> <p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>						
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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

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.

2019 HTPS Visual Arts Curriculum Map – Grade 5 Art

COMMON ASSESSMENT #1

Lines in Motion					
Teacher		Course		Student	
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.	

Total Points:

2019 HTPS Visual Arts Curriculum Map – Grade 5 Art

COMMON ASSESSMENT #2

Pottery					
Teacher		Course		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	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.	

Total Points:

2019 HTPS Visual Arts Curriculum Map – Grade 5 Art

COMMON ASSESSMENT #3

Landscape with One-Point Perspective

Teacher		Course			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. One-point perspective is clearly ending at the vanishing point on the horizon line.	Landscape is clearly visible. Most secondary and tertiary colors are mixed together correctly. One-point perspective is approximately ending at the vanishing point on the horizon line.	Landscape is mostly visible. Some secondary and tertiary colors are mixed together correctly. One-point perspective is not clear.	Landscape is mostly visible. Secondary and tertiary colors are not mixed together correctly. One-point perspective is not clear.	

Total Points:

2019 HTPS Visual Arts Curriculum Map – Grade 5 Art

COMMON ASSESSMENT #4

Landscape					
Teacher		Course		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.	

Total Points: