



**SMMUSD VAPA CURRICULUM for THIRD through FIFTH Grade**

<b>VISUAL ARTS</b> 	<b>CONTENT GOAL</b>	<b>ACTIVITIES/SKILLS</b>	<b>MATERIALS/RESOURCES</b>	<b>ASSESSMENTS</b>
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**STANDARD 1: ARTISTIC PERCEPTION:** Processing, analyzing, and responding to sensory information through the language and skills unique to visual arts.

<b>ARTISTIC PERCEPTION</b>	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary. Analyze Art Elements and Principles of Design</i></p> <p><b>3<sup>rd</sup> Gr.</b> - 1.1 Perceive and describe rhythm and movement in works of art and in the environment</p> <p>1.2 Describe how artists use tints and shades in painting</p> <p>1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space</p> <p>1.4 Compare &amp; contrast two works of art made with different art tools and media (e.g., watercolor, tempera, computer)</p> <p>1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value</p>	<p>Display and explore art reproductions focusing on elements of art: rhythm and movement; contrast and emphasis; unity and harmony. Discuss how the elements affect the meaning</p> <p>Examine an art reproduction in order to discover how the artist used tints and shades</p> <p>Look carefully at examples of artworks created in various media. Discuss how different media influence the elements of art</p> <p>Study two artists: one who creates representational art and one who creates abstract art. Explore the characteristics of each style</p> <p>Research images to find art works that use pairs of complementary colors. Discuss the mood expressed in these works</p> <p>Share paintings that have a distinct foreground, middle ground and background. Investigate how the illusion was created</p>	<p>Art images (posters, reproductions, slides).</p> <p>Internet</p> <p>Vocabulary list</p> <p>Permanent posters of elements of art and principles of design.</p> <p>Background handouts on artists illustrating specific concepts.</p> <p>Background handouts on artists.</p> <p>Appropriate art supplies.</p>	<p>Teacher observation of class discussion</p> <p>Ability to: Use art vocabulary in discussions of artwork</p> <p>Use art vocabulary in critiques of student work</p> <p>Locate and describe elements of art and principles of design in student artworks and reproductions</p> <p>Write descriptions of artworks using elements of art and principles of design vocabulary</p>
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	<p><b>4<sup>th</sup> Gr.</b> - 1.1 Perceive &amp; describe contrast &amp; emphasis in works of art &amp; the environment</p> <p>1.2 Describe how negative shapes/forms &amp; positive shapes/forms are used in a work of art</p> <p>1.3 Identify pairs of complementary colors and discuss how artists use them to communicate an idea or mood</p> <p>1.4 Describe the concept of proportion (in face, figure) as used in works of art</p> <p>1.5 Describe and analyze the elements of art emphasizing form, as they are used in works of art and found in the environment</p>			
	<p><b>5<sup>th</sup> Gr.</b> - 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony</p> <p>1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art</p> <p>1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment</p>			


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**STANDARD 2: CREATIVE EXPRESSION: Creating, Performing and Participating in Visual Arts**

<b>CREATIVE EXPRESSION</b>	<p><i>Skills, Processes, Materials, and Tools. Communication and Expression Through Original Works of Art</i></p> <p><b>3<sup>rd</sup> Gr. -</b> 2.1 Explore art ideas art in a sketchbook</p> <p>2.2 Mix and apply tempera paints to create tints, shades, and neutral colors</p> <p>2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space</p> <p>2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes</p> <p>2.5 Create an imaginative clay sculpture based on an organic form</p> <p>2.6 Create work of art emphasizing rhythm and movement, using a selected printing process</p>	<p>Use a sketchbook create daily sketches, record vocabulary and brainstorm visual ideas.</p> <p>Create a portrait painting using tints and shades of one hue.</p> <p>Create a clay bust of the same subject.</p> <p>Use patterns to express rhythm and movement in a series of foam board, one color prints.</p> <p>Create a drawing of an outdoor scene at a site outside the classroom. Explore pencil techniques for line and shade.</p> <p>Use wire to create an original sculpture using organic shapes.</p> <p>Use a sketchbook to practice drawing simple, shaded 3D forms.</p> <p>Using student models, set up and sketch gesture drawings from consecutive quick poses.</p> <p>Explore art reproductions and identify how various media assist the artist's expression.</p>	<p>Art images (posters, reproductions, slides).</p> <p>Internet</p> <p>Vocabulary list</p> <p>Permanent posters of elements of art and principles of design.</p> <p>Background handouts on artists and techniques.</p> <p>Appropriate art supplies (paper, pencils, clay, wire, foam board, printing inks, tempera paint, digital camera, image software, etc.).</p> <p>Sketchbook for each student.</p>	<p>Teacher assessment on process, creativity and craftsmanship.</p> <p>Student, teacher portfolio review.</p> <p>Ability to:</p> <p>Describe the expressive qualities and media of student and professional art works.</p> <p>Demonstrate grade appropriate skills in use of tools and techniques in art making.</p> <p>Express a specific mood, feeling or idea in student art works.</p> <p>Create works which show an understanding and incorporation of particular elements of art.</p>
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<b>CREATIVE EXPRESSION</b>	<p><b>4<sup>th</sup> Gr.</b> - 2.1 Use shading (value) to transform a 2D shape into what appears to be a 3D form (e.g., circle to sphere)</p> <p>2.2 Use the conventions of facial and figure proportions in a figure study</p> <p>2.3 Use additive &amp; subtractive processes in making simple sculptural forms</p> <p>2.4 Use fibers to create a simple weaving</p> <p>2.5 Use accurate proportions to create an expressive portrait, figure drawing or painting</p> <p>2.6 Use the interaction between positive and negative space expressively in a work of art</p> <p>2.7 Use contrast (light and dark) expressively in an original work of art</p> <p>2.8 Use complementary colors in an original composition to show contrast and emphasis</p>	<p>Use a sketchbook to practice simple one-point perspective.</p> <p>Manipulate a digital image of neighborhood or home to express personal point of view about the location.</p>		

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	<p><b>5<sup>th</sup> Gr.</b> - 2.1 Use one-point perspective to create the illusion of space</p> <p>2.2 Create gesture and contour drawings</p> <p>2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, photography, or videography)</p> <p>2.4 Create an expressive abstract composition based on real objects</p> <p>2.5 Assemble a found object sculpture or a mixed media 2D composition that reflects unity &amp; harmony and communicates a theme</p> <p>2.6 Use perspective in an original work of art to create a real or imaginary scene</p> <p>2.7 Communicate values, opinions, or personal insights through an original work of art</p>	<p>Create an assemblage that expresses facts and feelings about an early memory</p>		


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**STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding The Historical Contributions And Cultural Dimensions Of Visual Arts**

<b>HISTORICAL AND CULTURAL CONTEXT</b>	<p><i>Role and Development of the Visual Arts. Diversity of the Visual Arts.</i></p> <p><b>3<sup>rd</sup> Gr.</b> - 3.1 Compare and describe various works of art that have a similar theme but were created at different time periods</p> <p>3.2 Identify artists from students' community, county, or state and discuss local or regional art traditions</p> <p>3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art</p> <p>3.4 Identify and describe objects of art from different parts of the world observed in museum or gallery visits</p> <p>3.5 Write about a work of art that reflects a student's own cultural background</p>	<p>Compare an interior scene from the Dutch Baroque with an interior scene painted by a contemporary artist. Discuss similarities and differences</p> <p>Visit a local art gallery or museum. View and discuss art created by California artists</p> <p>Visit a local gallery or art museum that displays art from other parts of the world. Describe viewed works with art vocabulary</p> <p>View works of art from California's native American, Spanish and pioneer past. Explore how these works shape the image of our state</p> <p>Examine folk art objects from other cultures. Compare them to folk arts of America</p> <p>Write about an art form unique to an individual's cultural background</p> <p>Choose a western or eastern culture. Look at examples of art created over centuries. Write about how the art evolved over time</p>	<p>Art images (posters, reproductions, slides)</p> <p>Internet</p> <p>Vocabulary list</p> <p>Permanent posters of elements of art and principles of design</p> <p>Background handouts on artists</p> <p>Books about California, American and world art and artists</p> <p>Materials from local art museums and organizations</p>	<p>Teacher observation of class discussion</p> <p>Written reflections</p> <p>Ability to: Compare art works from different time periods</p> <p>Identify and describe abstract, representational and non-representational artworks</p> <p>Describe the appearance and uses of art in the history of California</p> <p>Identify qualities of folk art both American and International</p>
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	<p><b>4<sup>th</sup> Gr.</b> - 3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture)</p> <p>3.2 Identify &amp; discuss the content of works of art in the past &amp; present, focusing on the different cultures that have contributed to California's history and art heritage</p> <p>3.3 Research and describe the influence of religious groups on art and architecture, focusing on buildings in California both past and present</p> <p><b>5<sup>th</sup> Gr.</b> - 3.1 Describe how local and national art galleries and museums contribute to the conservation of art</p> <p>3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide</p> <p>3.3 Identify and compare works of art from various regions of the United States</p> <p>3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time</p>			


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**STANDARD 4: AESTHETIC VALUING: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.**

<b>AESTHETIC VALUING</b>	<p><i>Derive Meaning. Make Informed Judgments.</i></p> <p><b>3<sup>rd</sup> Gr.</b> - 4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art</p> <p>4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them</p> <p>4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities</p>	<p>Display two abstract paintings. Compare and contrast their compositions, color palettes and expressive qualities</p> <p>Critique a painting project. Examine composition and expression and discuss ways to strengthen these qualities</p> <p>Display several works by one artist. Examine the design of the pictures and the elements used to communicate feelings and ideas</p> <p>Pretend to be museum directors. Draft a list of the qualities used to judge art for your museum: monetary value, fame, difficulty, originality etc. Assign qualities to a set of postcard reproductions of artworks and create a collection</p> <p>Compare works by Native Americans to works created by new American settlers. Discuss the differences in world views</p>	<p>Art images (posters, reproductions, slides, postcards)</p> <p>Internet</p> <p>Vocabulary list</p> <p>Permanent posters of elements of art and principles of design</p> <p>Background handouts on artists</p> <p>Background handouts on art of other cultures</p> <p>Art books on artists and works of art from different historical periods and different cultures</p>	<p>Teacher observation of class discussion</p> <p>Written reflections</p> <p>Ability to: Discuss student art and art of other cultures using elements of art and principles of design vocabulary</p> <p>Identify the medium of a work of art and describe its contribution</p> <p>Compare art work from different areas of the world and different cultures with art vocabulary</p> <p>Identify qualities of composition and expression in a work of art</p>
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<b>AESTHETIC VALUING</b>	<p><b>4<sup>th</sup> Gr. - 4.1</b> Describe how using visual arts language helps clarify personal responses to works of art</p> <p>4.2 Identify and describe how a person's own cultural context influences individual responses to works of art</p> <p>4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art</p> <p>4.4 Identify and describe how various cultures define and value art differently</p> <p>4.5 Describe how the individual experiences of an artist may influence the development of specific works</p>	<p>Write a paragraph explaining how knowledge of the elements of art helps illuminate a work of art</p> <p>Compare two sculptures that express different themes but are created in the same medium</p> <p>Visit a local museum and learn about conservation</p>		
	<p><b>5<sup>th</sup> Gr. - 4.1</b> Describe how local and national art galleries and museums contribute to the conservation of art</p> <p>4.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide</p> <p>4.3 Identify and compare works of art from various regions of the United States</p> <p>4.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time</p>			


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**STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS:** Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers.

<b>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>	<p><i>Connections and Applications. Visual Literacy. Careers and Career-Related Skills</i></p> <p><b>3<sup>rd</sup> Gr.</b> - 5.1 Describe how costumes contribute to the meaning of a dance’</p> <p>5.2 Write a poem or story inspired by his or her own works of art</p> <p>5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas</p> <p>5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives</p>	<p>View an excerpt of a dance performance. Imagine entirely different costumes and how they would impact the dance</p> <p>Select a sketchbook figure study. Write a story about that person</p> <p>Identify major designed objects in the city and surrounding region (buildings, parks, fountains, murals, etc.). Discuss how they affect the life of the city</p> <p>View an excerpt from a favorite film. Discuss the visual elements of film – describe the skills and personnel needed to realize all its visual aspects</p> <p>Choose a well-known artist or art professional. Write a short report on the personal qualities and training needed to become a successful artist</p> <p>Research an artist who’s work demonstrates strong symmetry. Create a work inspired by their compositions</p> <p>Create maps and drawings of sites along the Camino Real</p> <p>Explore linear perspective by creating drawings of a fantasy settlement on the Santa Monica beach</p>	<p>Art images (posters, reproductions, slides)</p> <p>Internet</p> <p>Vocabulary list</p> <p>Permanent posters of elements of art and principles of design</p> <p>Background handouts on artists.</p> <p>Appropriate art supplies (paper, markers, paint, pencils, etc.)</p> <p>Examples of materials created/designed by artists: illustrated books, magazine ads, personal electronics, labels, book covers, etc.</p>	<p>Teacher observation of class discussion</p> <p>Written reflections</p> <p>Ability to: Discuss and connect various art disciplines</p> <p>Written report on arts profession</p> <p>Describe how artist’s work reflect the time and place in which they live</p> <p>Create a new work of art based on an artwork in another medium</p> <p>Imagine and create a story inspired by the scene in a representational work of art</p> <p>Create graphics and illustrations to illuminate a historical event</p>
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	<p><b>4<sup>th</sup> Gr. - 5.1</b> Select a nonobjective painting, work in small groups to interpret it through dance/movement. Write a paragraph reporting on the arts experience</p> <p>5.2 Identify &amp; research twentieth-century artists who have incorporated symmetry as a part of their work. Create a work of art, using bilateral or radial symmetry</p> <p>5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event</p> <p>5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture</p>			
	<p><b>5<sup>th</sup> Gr. - 5.1</b> Use linear perspective to depict geometric objects in space</p> <p>5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information</p> <p>5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment</p>			