

Curriculum Map: Scope and Sequence

Nicole Rocheteau

GRADE LEVEL: 5th Grade

What are my Core Commitments as an Art Teacher?

I am committed to:

- Providing diverse and contemporary artists and artworks as the basis for my art provocations
- Providing proper support to all my students
- Encouraging a culture of respect and empathy in my classroom
- Incorporating student-led learning in my classroom
- Incorporating Universal Design Learning into my classroom
- Being open-minded to new ideas and suggestions from my students
- Fostering an appreciation for creativity and the creative process
- Linking my teaching with my own artistic practice and inquiries

What goals do I have for my 5th grade students by the end of the school year?

Students will be able to:

- **Combine ideas to make new ideas**
- **Analyze cultural associations in imagery**
- **Apply art and design vocabulary**
- **Identify how art can inform or change beliefs and values of individuals or society**
- **Visually document objects of personal significance**
- **Compare one's own interpretation of art with someone else's**
- **Create an artist statement to describe personal choices**
- **Experiment with a variety of mediums**
- **Understand how an exhibition presents ideas and information**

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TENTATIVE SCHOOL YEAR PLAN

	August	September	October	November	December
GRADE LEVEL	5th	5th	5th	5th	5th
<i>Big Idea/Theme/Topic for Inquiry</i>	Identity Expressed Through Art: Identity Expressed Through Figurative Art	Identity Expressed Through Art: Identity Expressed through Culture	Identity Expressed Through Art: How to Express Identity through Abstraction	Narrative Storytelling	Animal “pals” as a reflection of self-expression
<i>Essential Question</i>	What conditions, attitudes, and behaviors support creativity and innovative thinking?	How do images influence our views of the world?	How does making art attune people to their surroundings?	How does art preserve aspects of life?	How do artists and designers learn from trial and error?
<i>Enduring Understanding(s)</i>	Creativity and innovative thinking are essential life skills that can be developed.	Visual imagery influences understanding of and responses to the world.	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
<i>Artists</i>	Deborah Roberts, Kehinde Wiley, Camila Salinas	Kevin Cole, Mandy El-Sayegh, Marina Savashynskaya Dunbar	Jiha Moon, Amir H. Fallah, Grey Cohoe	Kara Walker and Caroline Borderies	Normal Bridwell (historical); H.A. Rey and Margaret Rey (historical); Kat Flint (contemporary); Lou Tonkin (contemporary)
<i>NVAS (Standards)</i>	VA:Cr1.1.5a : Combine ideas to generate an innovative idea for art-making.	VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.	VA:Cn10.1.5a: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking	VA:Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.
<i>Objectives</i>	-Understand what figurative art is -Combine ideas to create innovative art -Be able to express their identity with art	-Understand their individual culture -Be able to express their culture in conjunction with identity	-Understand what abstract and non-objective art is -Know art vocabulary words that pertain to the lesson -be able to express identity in an abstract way	- Understand how artists use their medium to tell a story (historic, myth, or fiction) - Be able to transform a narrative into a visual piece of art	Understand how a print is made -Understand the role of pet pals in media

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		-Analyze cultural visual imagery		- Develop different ways of storytelling - Be able to communicate their ideas through art - Be able to collaborate to create a story together	
Performance task(s)	-Create a work of art based on identity expressed with figurative art -Incorporate figures into their work	- Create a work of art based on identity and culture - Incorporate cultural imagery into their artwork	- Create a work of art based on identity and expressed in abstract terms - -use abstract and non-objective elements	- Create shadow puppets - Give a short performance for the class in small groups	- Create multiple prints - Create an animal pal design - Carve onto a foam block

	January	February	March	April	May
GRADE LEVEL	5th	5th	5th	5th	5th
Big Idea/Theme/Topic for Inquiry	Inheritance: Combine a modern object with personal symbols to create a piece of inheritance	Inheritance: Turn a myth that has meaning to you into a piece of art	Inheritance: Make a piece of art that tells a story about your inheritance	Nature Treehouse inspired by nature	Curation
Essential Question	How do objects, places, and design shape lives and communities?	How does collaboratively reflecting on a work help us experience it more completely?	How does art help us understand the lives of people of different times, places, and cultures?	How do artists work?	How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
Enduring Understanding(s)	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the

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					cultivating of appreciation and understanding.
<i>Artists</i>	Chase Kahwinhut Earles	Jason Elliot Clark	Christi Belcourt	Terunobu Funjitori Caroline Ross	Rebecca Lamarche-Vadel Ashley James
<i>NVAS (Standards)</i>	VA:Cr2.3.5a : Identify, describe, and visually document places and/or objects of personal significance. VA:Re.7.1.5a : Compare one's own interpretation of a work of art with the interpretation of others.	VA:Cr3.1.5a: Create artist statements using art vocabulary to describe personal choices in artmaking.	VA:Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.	VA:Pr6.1.5a : Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
<i>Objectives</i>	<ul style="list-style-type: none"> -Understand how objects can have personal significance -Connect objects to the idea of inheritance -Develop personal patterns and symbols -Be able to compare interpretations of artwork 	<ul style="list-style-type: none"> -Learn about preserving culture and stories -Incorporate family history and cultural mythology into art 	<ul style="list-style-type: none"> -Create a Native American beading inspired piece of work -Create a pattern based on personal symbols and inspiration -Understand how art is used to inform and change beliefs 	<ul style="list-style-type: none"> - Understand how contemporary artists have combined nature and their art -How to use nature as a medium -How to connect nature from their local surroundings and environment to art -How to mix media and incorporate found objects 	<ul style="list-style-type: none"> -Understand how exhibitions choose to display work -Understand the thought process behind curation
<i>Performance task(s)</i>	<ul style="list-style-type: none"> -Create a ceramic piece -Use the coil pot method 	<ul style="list-style-type: none"> -Create a printmaking piece -Create an artist statement 	<ul style="list-style-type: none"> -Create a piece of art inspired by beading -Create a piece of art with personal symbols 	<ul style="list-style-type: none"> -Going outdoors to find and trace the shadow of a tree branch to use as the base of their project. -Going outdoors and collecting natural materials using the ethical sourcing guidelines 	<ul style="list-style-type: none"> -Students will choose three of their past works and curate a display for them. -Students will choose what information to display with it

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				<p>-Illustrating the treehouse with a pencil and filling it in with the natural watercolors given to them.</p> <p>-Attaching ethically sourced materials to treehouse illustration</p>	
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