

## GRADE 5 – Unit 4: Critique: Reading a Work of Art

<b>Mission Statement</b>

<b>Unit Overview</b>
<p>In unit 4, students will learn to:</p> <ul style="list-style-type: none"> <li>● review how to describe, analyze, interpret, and evaluate a work of art using the Art Critique method.</li> <li>● make connections with a piece of artwork through visual, written, and/or verbal responses.</li> <li>● apply art criticism skills to self-evaluation.</li> </ul>

<b>Year Long Pacing Guide</b>				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 - Drawing: Line and Shape	8 - 10 class periods	1.5.5.Cr1a, 1.5.5.Cr1b, 1.5.5.Cr2a, 1.5.5.Cr2b, 1.5.5.Cr2c, 1.5.5.Cr3a, 1.5.5.Re7a, 1.5.5.Re7b, 1.5.5.Cn10a	<ul style="list-style-type: none"> <li>● We will learn about observational drawing using different types of basic and expressive lines.</li> </ul>	<ul style="list-style-type: none"> <li>● improve observational drawing by finding the basic underlying shapes and refining with details.</li> <li>● create interest in a line drawing by using expressive lines and differing line qualities.</li> <li>● use negative space in a still-life arrangement to measure the correct placement of objects in a drawing.</li> </ul>
Unit 2 - Color: Theory and Painting	8 - 10 class periods	1.5.5.Cr1a, 1.5.5.Cr1b, 1.5.5.Cr2a, 1.5.5.Cr2b, 1.5.5.Cr2c, 1.5.5.Cr3a, 1.5.5.Re7a, 1.5.5.Re7b,	<ul style="list-style-type: none"> <li>● We will review Color Theory.</li> <li>● We will explore basic and intermediate</li> </ul>	<ul style="list-style-type: none"> <li>● paint a Color Triangle of Primary, Secondary and Tertiary Colors using only the Primary Colors.</li> <li>● use and follow proper painting procedures</li> </ul>

		1.5.5.Cn10a	painting techniques.	<ul style="list-style-type: none"> <li>including the cleaning and care of art tools.</li> <li>use of blending techniques for colored pencils.</li> </ul>
Unit 3 - Space and Texture: Depth and Interest	7 - 9 class periods	1.5.5.Cr1a, 1.5.5.Cr1b, 1.5.5.Cr2a, 1.5.5.Cr2b, 1.5.5.Cr2c, 1.5.5.Cr3a, 1.5.5.Re7a, 1.5.5.Re7b, 1.5.5.Cn10a	<ul style="list-style-type: none"> <li>We will learn how to draw different levels of space so that it appears as if you could walk back through a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>create three levels of space in a landscape.</li> <li>use positive and negative space.</li> <li>explore different techniques for creating texture in artwork.</li> </ul>
Unit 4 - Critique: Reading a Work of Art	2 - 3 class periods	1.5.5.Re7a, 1.5.5.Re7b, 1.5.5.Re8a, 1.5.5.Re9a, 1.5.5.Cn11a, 1.5.5.Cn11b	<ul style="list-style-type: none"> <li>We will use verbal and/or written responses to deconstruct a work of art to discover the mood, art elements used, content, story and eventually evaluate it.</li> </ul>	<ul style="list-style-type: none"> <li>use the process of critique to describe, analyze, interpret and evaluate artwork either verbally or in writing.</li> <li>discuss, question, and give constructive criticism in whole and small groups.</li> <li>use art criticism to self evaluate.</li> </ul>
Unit 5 - Sculpture: 3D Form	2 - 3 class periods	1.5.5.Cr1a, 1.5.5.Cr1b, 1.5.5.Cr2a, 1.5.5.Cr2b, 1.5.5.Cr2c, 1.5.5.Cr3a, 1.5.5.Re7a, 1.5.5.Re7b, 1.5.5.Cn10a	<ul style="list-style-type: none"> <li>We will learn how to identify and create three dimensional form.</li> </ul>	<ul style="list-style-type: none"> <li>learn the difference between two dimensions and three dimensions.</li> <li>create a work of art that can be viewed from all sides.</li> </ul>

**Grade 5 – Unit 4: Critique: Reading a Work of Art, 2 - 3 class periods**

**Unit Vocabulary**

observation	describe	analyze	interpret	evaluate
critique	constructive criticism	relate	opinion	mood


Preparation for College, Careers, and Beyond	
Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Cross-Curricular Connections					
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law
<ul style="list-style-type: none"> <li>Literature connections</li> </ul>	<i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

**Possible Assessment and Instructional Modifications**

Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>● Extra time on assessments</li> <li>● Use of a graphic organizer</li> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Agenda book and checklists</li> <li>● Adjusted assignment timelines</li> <li>● Varied reinforcement procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment projects</li> <li>● Higher-level cooperative learning activities</li> <li>● Provide higher-order questioning and discussion opportunities</li> <li>● Tiered centers</li> <li>● Tiered assignments</li> <li>● Alternate assignments/ enrichment assignments</li> <li>● Provide texts at higher reading level</li> <li>● Extension activities</li> <li>● Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>● Continue practicing vocabulary</li> <li>● Choice of test format (multiple-choice, essay, true-false)</li> <li>● Vary test formats</li> <li>● Read directions to student</li> <li>● Provide study guides prior to tests</li> <li>● Clarify test directions, read test questions</li> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>

- Work in progress check
- Personalized examples
- No penalty for spelling errors or sloppy handwriting

**Individualized Learning Opportunities**

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

**Possible Assessments**

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>• Anecdotal notes during whole group, small group and individual conferences</li> <li>• Sharing strategies</li> <li>• Turn and talk</li> <li>• Stop and Jots</li> <li>• Graphic organizers</li> <li>• Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Art Museum Written Critique: Following small group discussions, was the student able to describe, analyze, interpret, and evaluate an artwork accurately?</li> <li>• Hamburger self evaluation: Was the student able to authentically evaluate his/her own work?</li> </ul>	<ul style="list-style-type: none"> <li>• Art Museum Written Critique</li> <li>• Hamburger self evaluation</li> </ul>

**Grade 5 – Unit 4: Critique: Reading a Work of Art, 2 - 3 class periods**

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>Written Critique - 2 - 3 days</p> <p>Self Evaluation - 1 day</p>	<ul style="list-style-type: none"> <li>• 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>• 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>• 1.5.5.Re8a: Interpret ideas and mood in artworks by</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Think about the content and meaning of works of art through the process of critique to make personal, historical, and cultural connections.</li> <li>• Analyze the formal aspects of the work and practice using art specific vocabulary.</li> <li>• Talk and interact in a small group, discussing the artwork intelligently.</li> <li>• Strengthen art criticism skills for self evaluation.</li> </ul> <p><b>Anchor Standards:</b></p>	<ul style="list-style-type: none"> <li>• Activities <ul style="list-style-type: none"> <li>○ Art Museum Written Critique</li> <li>○ Hamburger self evaluation</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Famous works of Art for critique</li> <li>○ Prezi of examples and short videos on How To</li> </ul> </li> </ul>

	<p>analyzing form, structure, context, subject, and visual elements.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>	<ul style="list-style-type: none"> <li>● Perceiving and analyzing products.</li> <li>● Interpreting intent and meaning.</li> <li>● Applying criteria to evaluate products.</li> <li>● Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>● Responding</li> <li>● Connecting</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</li> <li>● People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>● People evaluate art based on various criteria.</li> <li>● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?</li> <li>● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</li> <li>● How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> <li>● How does art help us understand the lives of people of different times, places and cultures? How is art</li> </ul>	
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		<p>used to impact the views of a society? How does art preserve aspects of life?</p> <p><b>Practices:</b></p> <ul style="list-style-type: none"><li>● Analyze</li><li>● Perceive</li><li>● Interpret</li><li>● Synthesize</li><li>● Relate</li></ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"><li>● Art Criticism Exit Tickets</li><li>● Anecdotal notes during the whole group, small group and individual Critique Process.</li><li>● Art Critique Process Think, Pair &amp; Share.</li></ul>	
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