

## GRADE 5 – Unit 3: Space and Texture: Depth and Interest

### Mission Statement

### Unit Overview

In unit 3, students will learn to:

- create three levels of space in a landscape.
- use positive and negative space in artwork.
- explore different techniques for creating texture in artwork.

### Year Long Pacing Guide

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 painting</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	techniques.	including the cleaning and care of art tools. <ul style="list-style-type: none"> <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 3: Space and Texture: Depth and Interest, 7 - 9 class periods**

Unit Vocabulary				
space	negative space	value	texture	foreground
midground	positive space	background	contrast	emphasis
depth	interest	surrealism		

### 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
<i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate</i>	The possible list of modifications/accommodations	<ul style="list-style-type: none"> <li>Enrichment projects</li> <li>Higher-level cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>Continue practicing vocabulary</li> <li>Choice of test format (multiple-choice,</li> </ul>

<p><i>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>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> <li>• Work in progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> </ul>	<p>activities</p> <ul style="list-style-type: none"> <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>	<p>essay, true-false)</p> <ul style="list-style-type: none"> <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>
<p><b>Individualized Learning Opportunities</b></p>			

- 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>• Rousseau’s Jungle Paintings: Did the student successfully use the three levels of space in his/her painting?</li> <li>• What’s on Your Mind?: Was the student able to use positive and negative space successfully in the artwork?</li> <li>• African Masks with Raffia: Did the student use value and texture effectively in the artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Rousseau’s Jungle Paintings</li> <li>• What’s on Your Mind?</li> <li>• African Masks with Raffia</li> </ul>

Grade 5 – Unit 3: Space and Texture: Depth and Interest, 7 - 9 class periods			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
3 Levels of Space - 5-6 days  Positive and Negative Space - 7 - 8 days  Texture and	<ul style="list-style-type: none"> <li>• 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</li> <li>• 1.5.5Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• explore and use basic drawing and painting techniques inspired by different cultures, art styles throughout history, and/or work of famous artists.</li> <li>• use the three levels of space in a landscape.</li> <li>• use positive and negative space in designing an artwork.</li> <li>• use the Elements and Principles of Design in artwork.</li> <li>• use various techniques for creating texture in an artwork.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>• Generating and conceptualizing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities               <ul style="list-style-type: none"> <li>○ Rousseau’s Jungle Paintings</li> <li>○ What’s on Your Mind?</li> <li>○ African Masks with Raffia</li> </ul> </li> <li>• Materials               <ul style="list-style-type: none"> <li>○ Former students’ artwork as examples</li> <li>○ Prezi of examples and short videos on How To</li> <li>○ Examples of famous artwork relating to the topic</li> </ul> </li> </ul>

Value - 3 - 4 days	<p>approaches to art-making that is meaningful to the makers.</p> <ul style="list-style-type: none"> <li>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <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.Cn10a: Create works of art that reflect community cultural traditions. Discuss</li> </ul>	<ul style="list-style-type: none"> <li>Organizing and developing ideas.</li> <li>Refining and completing products.</li> <li>Developing and refining techniques and models or steps needed to create products.</li> <li>Synthesizing and relating knowledge and personal experiences to create products.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Creating</li> <li>Responding</li> <li>Connecting</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <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>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn</li> </ul>	
--------------------	---	---	--

	<p>using formal and conceptual vocabulary.</p>	<p>from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing and redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us to create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</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 engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> </ul> <p><b>Practices:</b></p>	
--	--	--	--

		<ul style="list-style-type: none"> <li>• Explore</li> <li>• Investigate</li> <li>• Reflect, Refine, Continue</li> <li>• Perceive</li> <li>• Synthesize</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Think, Pair, Share</li> <li>• Reflections</li> <li>• Interviews/Conferences</li> <li>• Journals</li> <li>• Conversations</li> <li>• Peer and Self-assessments</li> </ul>	
--	--	--	--