

National:

5th Grade Scope and Sequence

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5th Grade Course Overview

Course Description

5th grade students will continue to explore, experiment with, and demonstrate increasing skill over a wide variety of art media. They will be introduced to new media as well as engage with familiar media through new techniques and processes. Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, space, value, and texture, as well as principles of design that include rhythm, balance, contrast, and proportion. Students will explore diverse concepts such as personal symbols, abstraction, art and math, and social change. They will identify how art is used to inform and influence beliefs and values of communities and cultures. They will evaluate artwork across a variety of criteria and analyze artwork for intention, context, messages, and mood. Students will present their artwork, explain their artistic decisions in writing and in critiques, and provide feedback to others with increased depth and intentionality.

Demonstration Time

8 hours

Student Work Time

52 hours

Elements of Art:

Line, Shape, Color, Form, Texture, Space, Value

Principles of Design:

Contrast, Balance, Rhythm, Proportion





















Media:

Drawing, Painting, Collage, Printmaking, Sculpture, Ceramics, Mixed Media, Photography, Fibers, Digital

Course Notes:























UNIT 1: Investigating Identity and Personal Symbols

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>2.1 Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Essential Questions: 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 from trial and error?</p> <p>2.2 Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Questions: 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?</p> <p>2.3 Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Questions: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	<p>Students will explore how artists investigate new materials, methods, and applications for works of art and design that express personal identity. Students will apply their understanding by creating three original artworks that express different aspects of their identity.</p>		
	Theme	Processes & Skills	Anticipatory Set
	<ul style="list-style-type: none"> Identity Personal Symbols 	Investigate	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> Drawing (colored pencils, markers) Fibers 	<ul style="list-style-type: none"> Color Line 	<ul style="list-style-type: none"> Shape 	
Demonstration Time	Student Work Time		
1 hour	9 hours		
Focus Standards	Unit Essential Questions		
VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.	How do artists gain new skills and refine their techniques?		
VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	How do artists demonstrate craftsmanship?		
VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.	What role does personal identity play in artwork?		

Anchor Resources		
VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.	 SMART Goals and Practice Plan	
VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	 Craftsmanship Brochures	
VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.	 Personal People, Places, & Things	
Lessons	Key Resources	Artist Connections
 My Identity Letter	 All About Me Survey	 Five Artists Who Explore Identity
 Design Your Own Drawstring Bag	 Symbol and Pattern Planning	 10 Functional Designers
 Micrography Self-Portrait	 What Makes You, YOU?	 What is Micrography?
Anchor Charts	Videos	Suggested Assessments
 Colored Pencil Techniques	 Embroidery Stitches	 Identity Artist Statement
 Sewing Safety	 The Emotion of Color	 Hand Sewing Self-Evaluation
 Hand Sewing Supplies	 The Emotion of Line	
Notes and Adjustments		
Reflections on Instruction		

UNIT 2: Reimagining Still Life and Objects

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>1.1 Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Questions: 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?</p> <p>1.2 Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Essential Questions: How does knowing the contexts, histories, and traditions of art forms help us 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?</p>	<p>Students will demonstrate planning and creativity while exploring still life artwork and painting techniques. Students will apply their learning to consider composition and create two original still life paintings.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> • Still Lifes • Objects in Art 	Imagine, Make, Plan	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
	<ul style="list-style-type: none"> • Painting (acrylic, tempera) 	<ul style="list-style-type: none"> • Color • Proportion • Value 	<ul style="list-style-type: none"> Pattern Space
Demonstration Time	Student Work Time		
1 hour	6 hours		
Focus Standards	Unit Essential Questions		
VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.	<p>In what ways do artists innovate? How can multiple ideas be combined into one idea for an artwork?</p>		
VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	<p>How do artists approach the initial phases of creation in different ways?</p>		
VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.	<p>How does knowing and using art vocabulary help to understand artwork?</p>		
Anchor Resources			
VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.	🔗 Evolving and Combining Ideas		
VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	🔗 My Own Artistic Investigation		

Lessons	Key Resources	Artist Connections	
 Warm and Cool Color Still Life	 5 Steps to an Interesting Still Life	 Janet Fish	
 No Paintbrush Paintings	 Characteristics of Impressionism	 Claude Monet	
 Mono Object	 Planning a Colorful Value Scale  5th Grade Vocabulary	 Pop Art Timeline	
Anchor Charts		Videos	Suggested Assessments
 10 Subjects for an Interesting Still Life	 Brush Chart	 What is Impressionism?	 4 3 2 1 Reflection
 Expanded Color Wheel	 Basic Painting Vocabulary  All About Value	 What is Still Life?  What is Value? (Beginner)	 Paint Palette Critique  Artist Statement Checklist  Museum Label Reflection
Notes and Adjustments			
Reflections on Instruction			

UNIT 3: Presenting Portraits

NCAS Anchor Standards, Enduring Understandings, and Essential Questions

Anchor Standard 4:

Select, analyze, and interpret artistic work for presentation.

Enduring Understanding:

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Questions:

How are artworks cared for and by whom?
 What criteria, methods, and processes are used to select work for preservation or presentation?
 Why do people value objects, artifacts, and artworks, and select them for presentation?

Anchor Standard 5:

Develop and refine artistic techniques and work for presentation.

Enduring Understanding:

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Questions:

What methods and processes are considered when preparing artwork for presentation or preservation?
 How does refining artwork affect its meaning to the viewer?
 What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Anchor Standard 6:

Convey meaning through the presentation of artistic work.

Enduring Understanding:

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 cultivating of appreciation and understanding.


















Essential Questions:

What is an art museum?
 How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
 How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?



Description


























Students will analyze how artists and museums select artwork for a collection and the methods for preparing artwork for presentation. Students will apply their understanding by creating a digital self-portrait to present in a digital gallery.

Theme	Processes and Skills	Anticipatory Set
<ul style="list-style-type: none"> • Portraits 	Select, Analyze, Prepare, and Present	Anticipatory Sets With FLEX
Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> • Digital 	<ul style="list-style-type: none"> • Color 	
Demonstration Time	Student Work Time	
30 minutes	4 hours	








Focus Standards		Unit Essential Questions	
VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.		What should an artist consider before presenting digital artwork?	
VA:Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.		What might artists consider when preparing artwork for presentation?	
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.		In what ways do museums and other arts exhibition spaces share information about artwork with viewers?	
Anchor Resources			
VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.		 Defining Art Careers: Curator	
VA:Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.		 Sharing Knowledge With Apprentice Artists	
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.		 How Do Museums Present Concepts	
Lessons	Key Resources	Artist Connections	
 Digitally Designed Self-Portrait	 A Mona Lisa Case Study	 Leonardo da Vinci	
 Monochromatic Animal Portraits	 How to Curate a Virtual Art Show	 30 Art Museums to Explore Online	
Anchor Charts		Video	Suggested Assessments
 Design Keyboard Shortcuts	 Guide to Digital Citizenship	 What is Digital Art?	 Artist Statement Template
 Tints, Tones, and Shades	 Color Schemes	 What is Portraiture?	 Exit Ticket
Notes and Adjustments			
Reflections on Instruction			











UNIT 4: Examining Balance and Rhythm

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>7.1 Enduring Understanding: 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.</p> <p>Essential Questions: 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?</p> <p>7.2 Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Questions: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p>Students will analyze ways artists use the principles of balance and rhythm and reflect on how cultural context influences the artwork. Students will apply their understanding to create three original works of art using balance and rhythm.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> Balance and Rhythm 	Perceive, Analyze, and Relate	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
	<ul style="list-style-type: none"> Painting (watercolor, tempera) Drawing (crayons, colored pencils, markers) 	<ul style="list-style-type: none"> Line Color 	<ul style="list-style-type: none"> Rhythm Balance
Demonstration Time	Student Work Time		
1 hour	6 hours		
Focus Standards	Unit Essential Questions		
VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.	How can interpretation of the same artwork vary from viewer to viewer?		
VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.	How do images influence understanding of culture? How does learning about art impact how we perceive the world?		
VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.	In what ways do artists innovate? How can multiple ideas be combined into one idea for an artwork?		
Anchor Resources			
VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.	 Comparing Interpretations		
VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.	 Visual Imagery and Cultural Associations		
















Lessons	Key Resources	Artist Connections	
 Rhythm: The Sound of Repetition	 Analyzing Symbols and Messages	 Tara Donovan	
 All About Me Hex Sign	 Hex Signs Practice	 Pennsylvania Dutch Hex Signs	
 Mythology Columns	 Greek Column Study	 Greek Mythology Imagery	
Anchor Charts		Video	Suggested Assessments
 The Emotion of Color	 Basic Drawing Vocabulary	 What is Rhythm?	 Name That Catchphrase
 A Simple Way to Transfer Your Design	 Basic Painting Vocabulary	 What is Painting?	 Exit Ticket
 Using Oil Pastels	 Basic Printmaking Vocabulary		 4 3 2 1 Reflection
 How to Make a Gelatin Printing Plate	 How Is Repetition Used To Create Movement?		 Artist Statement Template
 Types Of Balance	 The Principles of Design		
Notes and Adjustments			
Reflections on Instruction			

UNIT 5: Analyzing Characteristics of Form and Mood

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Essential Questions: 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 vocabularies help us understand and interpret works of art?</p>		<p>Students will explore and interpret the ways artists use the elements and principles to create artwork that communicates ideas and moods. Students will apply their understanding to create two original works of art that utilize characteristics of form to convey moods.</p>		
		Theme	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> Characteristics of Form and Mood 	Perceive and Interpret	Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design	
		<ul style="list-style-type: none"> Fibers Painting (acrylic) 	<ul style="list-style-type: none"> Form Texture 	<ul style="list-style-type: none"> Balance
Demonstration Time	Student Work Time			
1 hour	6 hours			
Focus Standards		Unit Essential Questions		
<p>VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p>		<p>How can an artist communicate ideas and moods? What can we learn from a viewer's response to an artwork?</p>		
<p>VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p>		<p>How do artists demonstrate craftsmanship?</p>		
Anchor Resources				
<p>VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p>		<p> Visual Elements</p>		
Lessons	Key Resources	Artist Connections		
<p> Warm Fuzzies</p>	<p> Give Someone a Warm Fuzzy</p>	<p> Stephanie Metz</p>		
<p> Balance the Dots</p>	<p> Balance Your Design</p>	<p> George Seurat</p>		

Anchor Charts	Video	Suggested Assessments
<ul style="list-style-type: none">  Types Of Balance  How Is Repetition Used To Create Movement?  The Elements of Art 	<ul style="list-style-type: none">  The Principles of Design  How to Needle Felt a Sphere  Needle Felting Safety  Needle Felting Tools and Materials 	<ul style="list-style-type: none">  What are Fiber Arts?  What is Drawing?  What Is Texture? (Beginner)
Notes and Adjustments		
Reflections on Instruction		











UNIT 6: Evaluating Abstraction












NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Questions: 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?</p>		<p>Students will recognize and explain how artwork can be evaluated. Students will apply their understanding to create and evaluate two original abstract artworks.</p>	
		Theme	Processes and Skills
		<ul style="list-style-type: none"> Abstraction 	<p>Evaluate</p>
		Anticipatory Set	
		<p>Anticipatory Sets With FLEX</p>	
		Media	Elements of Art and Principles of Design
		<ul style="list-style-type: none"> Digital Choice of Media 	<ul style="list-style-type: none"> Color Value Line
		Demonstration Time	Student Work Time
		30 minutes	3 hours
Focus Standards		Unit Essential Questions	
<p>VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p>		<p>How is personal preference different from evaluation? What different kinds of criteria can be applied to artwork?</p>	
<p>VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.</p>		<p>How can interpretation of the same artwork vary from viewer to viewer?</p>	
Anchor Resources			
<p>VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p>		<p> Criteria Affecting Evaluation: A Case Study</p>	
Lessons	Key Resources	Artist Connections	
<p> Abstract Digital Explorations</p>	<p> Abstract vs. Non-Objective Art</p>	<p> Alma Thomas</p>	
<p> Presidential Details</p>	<p> What Is Abstract Art?</p>	<p> Kehinde Wiley</p>	
Anchor Charts		Videos	Suggested Assessments
<p> The Elements of Art</p>	<p> The Emotion of Color</p>	<p> What is Line? (Beginner)</p>	<p> Artist Statement Checklist</p>
<p> Basic Drawing Vocabulary</p>	<p> The Emotion of Line</p>	<p> What is Color? (Beginner)</p>	<p> Talking About My Decisions</p>

Notes and Adjustments


Reflections on Instruction
























UNIT 7: Integrating Art and Math

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Essential Questions: 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?</p>		<p>Students will explore the way artists integrate concepts from math, art, and engineering. Students will also investigate the process of communicating artistic choices using art vocabulary. Students will apply their understanding to create three original artworks and articulate artistic intentions and creative choices in their artist statements.</p>	
		Theme	Processes & Skills
		<ul style="list-style-type: none"> Integrating Art and Math 	Reflect, Refine, Revise
		Anticipatory Set	
		Anticipatory Sets With FLEX	
		Media	Elements of Art and Principles of Design
		<ul style="list-style-type: none"> Collage Mixed Media Sculpture 	<ul style="list-style-type: none"> Proportion Rhythm Repetition Form
		Demonstration Time	Student Work Time
		1 hour	5 hours
Focus Standards		Unit Essential Questions	
<p>VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.</p>		<p>Why do artists create artists' statements to accompany their work? What role does vocabulary play in explaining and expressing meaning about an artwork?</p>	
<p>VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.</p>		<p>How can individual interpretation vary between the same artwork?</p>	
Anchor Resources			
<p>VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.</p>		 Artist Statement Flow Chart	
Lessons	Key Resources	Artist Connections	
 The Golden Ratio	 The Golden Ratio: Rule of Thirds	 Paul Cezanne	
 Tessellation Puzzles	 Tessellations and Geometry	 M.C. Escher	
 I've Got My Eye on You	 The Geodesic Dome	 Pamela Sunday	


Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none"> The Elements of Art The Principles of Design Basic Drawing Vocabulary	<ul style="list-style-type: none"> Basic Painting Vocabulary Basic Sculpture Vocabulary Basic Collage Vocabulary	<ul style="list-style-type: none"> What is Collage? What is Sculpture? What is Form? (Beginner) <ul style="list-style-type: none"> Artist Statement Checklist Artist Statement Template
Notes and Adjustments		
Reflections on Instruction		






















UNIT 8: Synthesizing Architecture and Community

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Essential Questions: 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 art-making?</p>	<p>Students will generate a collection of ideas and consider how to synthesize them into works of art. Students will apply their understanding by creating two original drawings that incorporate the collection of ideas.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> • Architecture • Community 	<p>Synthesize</p>	<p>Anticipatory Sets With FLEX</p>
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> • Photography • Digital • Mixed Media • Drawing (markers, crayons) • Ceramics 	<ul style="list-style-type: none"> • Texture • Line 		
	Demonstration Time	Student Work Time	
	<p>1 hour</p>	<p>6 hours</p>	
Focus Standards	Unit Essential Questions		
<p>VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</p>	<p>How does knowing and using art vocabulary help to understand artwork?</p>		
<p>VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.</p>	<p>How do artists gain new skills and refine their techniques?</p>		
Anchor Resources			
<p>VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</p>	<p> Formal and Conceptual Vocabulary</p>		

Lessons	Key Resources	Artist Connections	
<ul style="list-style-type: none">  One Town, Many Views 	<ul style="list-style-type: none">  Perspectives in Photography  Describing Your Surroundings 	<ul style="list-style-type: none">  Carrie Mae Weems 	
<ul style="list-style-type: none">  Looking Out at Your Community 	<ul style="list-style-type: none">  All About Community  5th Grade Vocabulary 	<ul style="list-style-type: none">  Romare Bearden 	
<ul style="list-style-type: none">  Slab Ceramic Homes 	<ul style="list-style-type: none">  Mishima 	<ul style="list-style-type: none">  Beverly Buchanan 	
Anchor Charts		Videos	Suggested Assessments
<ul style="list-style-type: none">  Architectural Design of Homes  Basic Photography Tips  How to Join Clay  The 6 Stages of Clay 	<ul style="list-style-type: none">  Making Texture in Clay  What Is Texture?  Basic Ceramics Vocabulary 	<ul style="list-style-type: none">  What is Architecture?  What is Photography? 	<ul style="list-style-type: none">  4 3 2 1 Reflection  Artist Statement Template  Gallery Walk Guide
Notes and Adjustments			
Reflections on Instruction			

UNIT 9: Creating Social Change

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	Students will identify how artwork impacts behaviors and beliefs and can be a catalyst for social change. They will create two original works of art advocating for causes that are important to them.		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> • Social Change • Mindfulness 	Relate	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
	<ul style="list-style-type: none"> • Drawing (colored pencils, markers) • Printmaking • Mixed Media 	<ul style="list-style-type: none"> • Line • Contrast • Color 	<ul style="list-style-type: none"> Texture Pattern
Demonstration Time	Student Work Time		
1 hour	7 hours		
Focus Standards	Unit Essential Questions		
VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	How do everyday works of art influence our beliefs or behaviors? How can an artist inspire social change?		
VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.	Why do artists create artists' statements to accompany their work? What role does vocabulary play in explaining and expressing meaning about an artwork?		
Anchor Resources			
VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	 Artists Who Influence Others		

Lessons	Key Resources	Artist Connections	
<ul style="list-style-type: none">  Freedom Cover Stories 	<ul style="list-style-type: none">  Brainstorming Freedom 	<ul style="list-style-type: none">  Kadir Nelson  Norman Rockwell 	
<ul style="list-style-type: none">  Social Change Relief Prints 	<ul style="list-style-type: none">  10 Printmakers Who Advocate 	<ul style="list-style-type: none">  Shepard Fairey 	
<ul style="list-style-type: none">  Growing and Grounding in Nature 	<ul style="list-style-type: none">  Growth and Grounding Guide 	<ul style="list-style-type: none">  Ten Environmental Artists 	
Anchor Charts		Videos	Suggested Assessments
<ul style="list-style-type: none">  How To Create a Relief Print  Linoleum Block Safety  The Elements of Art 	<ul style="list-style-type: none">  Basic Drawing Vocabulary  Basic Printmaking Vocabulary 	<ul style="list-style-type: none">  What is Printmaking?  What is Color? (Beginner)  What is Drawing? 	<ul style="list-style-type: none">  Artist Statement Flow Chart  Identify the Message  4. 3. 2. 1 Reflection
		Notes and Adjustments	
		Reflections on Instruction	