

Everett Public Schools Guide to the ‘Adventures in Art’ Curriculum, Grade 5

Sequ ence	‘Adventures in Art’ Lesson	Learning Target/ Objectives and Key Vocabulary (in bold) by Assessment Strand	EALR	Art Media Recommendations
1	<p>(Not in the Text)</p> <p>Make a Sketchbook</p> <p><i>Papercrafts</i></p>	<p>Cr/ Tech:</p> <ul style="list-style-type: none"> • Paper craft skills <p>Cr Process:</p> <ul style="list-style-type: none"> • Sketching/ sketchbook use as part of the Creative Process. 	1.1, 1.2, 2.1	<p>Use a simple book form to create a sketchbook for every student, that contains 8-10 Pages for use over the course of the year. Use this project to review the steps of the ‘Creative Process’ (you can relate this to the writing process). Make sure students understand that artists use a sketchbook as part of the ‘creative process’ to help them plan their work and develop original ideas.</p> <p>Reproductions: Posters: (Level ¾) 6 & 21 Ohd: (Level ½) 14</p>
2	<p>Lesson 2: Page 10-11</p> <p>Why Artists Sketch</p> <p><i>Drawing</i></p>	<p>Cr / Tech:</p> <ul style="list-style-type: none"> • Review: Careful observation of forms to be drawn. <p>Cr Process:</p> <ul style="list-style-type: none"> • Review: Keeping a sketchbook record observations as part of the Creative Process. 	2.1, 1.1, 1.2	<p>Use the sketchbook made in the previous lesson for this activity. Have kids use pencils (artists refer to it as ‘graphite’) and erasers to complete sketches.</p> <p>Use trees or plants/ plant materials for these drawings. This could be done as a homework assignment, after instruction. Encourage them to record the details they see in their drawings.</p> <p>Reproductions: Posters: 6 & 15 Ohds: 3 & 19</p>

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3	<p>Lesson 3: Page 12-13</p> <p>Exploring Lines and Textures</p> <p><i>Drawing</i></p>	<p>Cr/ Tech:</p> <ul style="list-style-type: none"> • Review: Technique, defined as the way artists use their materials to create different visual effects. • Practice and refinement of shading/ texturing techniques. 	1.1, 1.2	<p>You can work from the drawings in the previous lesson, or have kids do new drawings from observation. Make sure the subject used for this activity has lots of detailed linear qualities.</p> <p>As they work on the etching, encourage them to fill their paper space.</p> <p>Reproductions: Posters: (Level 1/2/3) 11 & 19 Ohds: (Level ½) 5 & 15</p>
4	<p>Lesson 1 & 22: Page 8-9 and Page 54-55</p> <p>Composing Pictures/ Close-up Views</p> <p><i>Drawing</i></p>	<p>Composition:</p> <ul style="list-style-type: none"> • Review: Making and using viewfinders as an aid Composition. <p>Communication:</p> <ul style="list-style-type: none"> • Review: Using art elements for expressive purposes. <p>Cr/ Technique:</p> <ul style="list-style-type: none"> • Layers colors/ blends media 	1.1, 1.2, 3.1, 2.1	<p>Combine this lesson with the one that comes after it, (#22, Close-up Views). Emphasize and assess the use of the viewfinder to establish a composition, the use of expressive line, color, and texture in the use of the oil pastels. Large reproduction examples are #5, #6, and #7. It’s OK if the composition ‘runs’ off the page, as in 5. Have the students do several preliminary drawings in pencil, and then do the final drawings with Oil Pastel. Show students several ways to use the pastels, as described in 2 (Create) in the Teacher’s Edition. Have actual plant materials or detailed photos for students to work from. Sunflowers make an excellent subject.</p> <p>Reproductions: Posters: 1 & 5 Ohds: 5, 14, 23</p>

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5	<p>Lesson 18:</p> <p>Drawing a Still Life</p> <p><i>Drawing</i></p>	<p>Cr/ Technique:</p> <ul style="list-style-type: none"> • Refining Shading skills/ using value • Drawing from Observation. <p>Communication:</p> <ul style="list-style-type: none"> • Review: Still Life as a subject 	1.1, 1.2, 2.1	<p>Use this to continue building skills used in the previous lesson. They can use viewfinders to establish their composition. Have kids work in graphite and/or charcoal on good quality paper (60-80#) from a still life set-up. They could start in pencil to establish the contours (outlines) of the objects being drawn, and then add shadows. Be sure to turn off the classroom lights.</p> <p>Reproductions: Posters: 5, 6, 7 Ohds: 23</p>
6	<p>Lesson 19: Page 48-49</p> <p>Painting a Still Life</p> <p><i>Drawing/ Design</i></p>	<p>Comp:</p> <ul style="list-style-type: none"> • Review: Foreground, Middle Ground and Background <p>Cr/ Tech:</p> <ul style="list-style-type: none"> • Layering paint/ controlling bleeding • Painting from observation 	1.1, 1.2, 2.1	<p>Use tempera paint on white paper. Use drawings from the previous lesson to establish the composition. Work in stages, as shown in the text, letting each layer dry before starting the next to control bleeding. Establish large areas of color first, working with smaller brushes last to put in details. You may want to work in two or three sittings.</p> <p>Reproductions: Poster: 5 Ohds: 1 & 23</p>

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7	<p>Lesson 7,; page 20-21</p> <p>Designs Express Motions</p> <p>Drawing/ Design</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Review: Creating Expressive work using art elements. • ‘Non-objective’ Art <p>Composition:</p> <ul style="list-style-type: none"> • Identifying implied movement in an artwork. • Using advancing (warm) and receding (cool) colors 	1.1, 1.2, 3.1	<p>Felt tip pens or good quality colored pencils will work best for this assignment. If you use 9x12 or smaller paper, the work will go faster. Have kids work on 60 or 80# white drawing paper. It is important to have kids attach descriptive words /feelings to the designs they create. Have them title their work.</p> <p>Reproductions: Poster: 12 Ohd: 15</p>
8	<p>Lesson 23: pg 56-57</p> <p>Using Color for Expression</p> <p>Painting</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Review: Uses art elements for expressive purposes. • Works with Color Schemes • Expressionist art style 	1.1, 1.2, 2.1, 3.1	<p>Build on lesson 7. This could be a drawing, painting, or collage lesson. Photos of animals/ ZooBooks might be helpful when designing for this work. Use the color wheel to help kids identify a color scheme for this work.</p> <p>Reproductions: Ohds: 19 & 20</p>
9	<p>Lesson 10, page 26-27</p> <p>Patterns from Many lands</p> <p>Design</p>	<p>Cr/ Tech:</p> <ul style="list-style-type: none"> • Pattern vocabulary: Motif, scaffolding /network. • Review: Creating Pattern designs <p>Communication:</p> <ul style="list-style-type: none"> • Review: ‘Symbols’ • Using Organic/ Geometric Lines and shapes. 	1.1, 1.2, 1.3, 3.1	<p>I recommend NOT using modeling clay for this assignment . Eraser stamps or found objects will work better. Use square erasers carved in simple designs with linoleum block cutters. Stamp from office type stamp pads, available through KCDA. See the attached handout on pattern design.</p> <p>Reproductions: Posters: 13 & 16 Ohds: 18</p>

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10	<p>Lesson 41, Page 96-97</p> <p>Creative Designs</p> <p><i>Papercrafts/ Design</i></p>	<p>Composition: Understand and use Symmetrical/ Asymmetrical and Radial Balance in a design</p> <p>Communication: Review: Using a color scheme</p> <p>Cr/ Tech: Paper craft/ collage skills</p>	1.1, 1.2	<p>Use reproductions to show students the different types of balance (large reproductions 3 (asym), 19, and 22 (sym), plus overhead #12 for radial balance. Make sure they can identify all three. Have kids work in pencil/ sketch ideas for their design. Use Tru-ray colored construction papers and paste for the final collage.</p> <p>Reproductions: Posters: 13, 16, 17 Ohd: 4</p>
11	<p>Lesson 8: Page 22-23</p> <p>Portraits</p> <p><i>Drawing</i></p>	<p>Composition: Review: Using Proportion to make a realistic portrait</p> <p>Communication: Review: Portrait views: ‘full-face’ and profile</p> <p>Cr/ Tech: Drawing from observation</p>	1.1, 1.2,	<p>Use good quality drawing paper (60-80# white) and erasers. Emphasize the use of proportions and careful observation in creating their portrait. School photos (larger is better) can be helpful to work from.</p> <p>Reproductions: Posters: 11, 14, 20 Ohds: 2 & 9</p>
12	<p>Lesson 25: Page 60-61</p> <p>A Moody Portrait</p> <p><i>Drawing</i></p>	<p>Communication:</p> <ul style="list-style-type: none"> • Expressive use of Art Elements • Expression in Portraiture 	1.1,1.2, 3.1	<p>Have kids select the drawing media they want to use from one the following- Graphite, Charcoal, Oil Pastels, Soft (chalk) pastels, Felt Pens, Ink Pens.</p> <p>Reproductions: Posters: 14 & 20 Ohd: 5</p>

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13	Lesson 26: Page 62-63 Painting a Portrait <i>Painting</i>	Cr/ Tech: <ul style="list-style-type: none"> • Review: Paints using value/ mixing tints and shades • Mixes flesh tones • Controls bleeding/ layers paint • Blends paint for realistic effects. 	1.1, 1.2, 1.3, 3.1	Have kids work from photos, if possible, or drawings they did in the previous lessons.. School pictures would work well- the larger the better. Use tempera paint and 80# drawing paper. Remind kids to control the wetness of the paint to achieve effects- letting an area dry before adding more paint is helpful. Reproductions: Posters: 11 & 20 Ohds: 2 & 4
14	Lesson 27: Page 64-64 Capturing Moods of People <i>Painting</i>	Cr/ Tech: <ul style="list-style-type: none"> • Introduction to figure drawing Composition: <ul style="list-style-type: none"> • Review: Creates a path of Implied Movement in a composition. (see lesson 7) • Using positive and negative space in planning a composition. 	1.1, 1.2, 1.3, 3.1	Have kids practice drawing the figure as described in ‘engage’ using pencils and erasers. For a final drawing, have kids use their choice of drawing media, sketching out their final design first. Emphasize the role of +/- space in their design. Reproductions: Poster: 15 Ohd: 5
15	Lesson 12: Page 30-31 Creating Illusions of Space <i>Drawing</i>	Composition: <ul style="list-style-type: none"> • Introduction to Perspective drawing: Horizon Line/ Vanishing Point • Review: Using overlap to show space 	1.1, 1.2, 1.3,2.1, 3.1	Use pencils, rulers and good quality drawing paper (9x12”) as dictated in the lesson. Reproductions: Posters: 2, 3, 4 Ohds: 17, 21, 22
16	Lesson 15: Page 36-37	Composition:	1.1. 1.2,	This project may require two sittings to

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	<p>A View Out the Window</p> <p><i>Drawing</i></p>	<ul style="list-style-type: none"> • Review: Warm and Cool Colors • Review: Use of Foreground Middle Ground and Background to define space <p>Communication:</p> <ul style="list-style-type: none"> • Review: Art Styles: Expressionism/ Impressionism 	1.3, 2.1	<p>develop and complete. You can have kids use their sketchbooks to develop their image and their composition. List the design elements and Principles as in “Creative Thinking” on the board and refer to them as kids work.</p> <p>Use oil pastels and good quality paper to complete the drawing. To begin, have them define their foreground, middle ground and background in pencil. Color with oil pastels, using a warm/ cool color scheme.</p> <p>Reproductions: Poster: 2 Ohd: 14</p>
17	<p>R1: Page 38-39</p> <p>Discussing Artworks</p> <p><i>Discussion</i></p>	<p>Communication:</p> <ul style="list-style-type: none"> • Practicing the Art Criticism Process: Description, Analysis, Interpretation, Judgement 	1.1, 3.3	<p>Use the detailed guidelines established for this lesson in the text. This lesson directly correlates to State/District Standard 3.3. Assessment Masters 18-23 may be helpful in teaching and assessing this lesson.</p>
18	<p>R2: Page 72-73</p> <p>Exploring Subjects and Themes</p> <p><i>Discussion/ Drawing</i></p>	<p>Communication:</p> <ul style="list-style-type: none"> • Review: Developing criteria for evaluating/ selecting artwork • Identifying and describing design elements in an artwork 	1.1, 2.1, 3.1, 3.3	<p>This lesson and activities are a preparation for the following/ final activity, R4. Review that lesson before proceeding, so you can combine and coordinate these activities. You can use the related Davis worksheets, if desired. If you don’t have these, contact the Curriculum Specialist for copies.</p>

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19	<p>R4: Page 140-141</p> <p>Mounting and Labeling Artworks</p> <p><i>Dicussion/ Display</i></p>	<p>Communication:</p> <ul style="list-style-type: none"> • Developing criteria for selecting artwork to go into the show. <p>Creative Process:</p> <ul style="list-style-type: none"> • Presentation of work as part of the Creative Process. <p>Cr/ Tech:</p> <ul style="list-style-type: none"> • Mounting and labeling artwork 	<p>1.1, 1.2, 2.1 3.1, 3.2, 3.3, 4.3, 4.6</p>	<p>See ‘Guidelines for Mounting and Displaying Artwork’ supplement.</p>