

Visual Arts Curriculum

Fourth and Fifth Grade

By the end of Fifth Grade students describe how different materials, techniques and processes cause different responses. They use different media techniques to communicate ideas and they can select and use subject matter, symbols and ideas to communicate meaning. At this level students are able to identify a variety of specific works of art belonging to particular cultures, times and places. They identify connections between visual arts and other disciplines in the curriculum, as well as celebrate their heritage through art reflective of Catholic traditions.

Archdiocese of Santa Fe Standard 1: Students understand and apply a variety of art materials, techniques and processes.

NSAE Visual Arts Standard 1. Understanding and applying media, techniques, and processes.

Critical for Mastery in Grades Four and Five

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students explore and demonstrate the differences between materials, techniques and processes.		
1. Identify the media used in art: <ul style="list-style-type: none"> • Drawing tools (crayon, marker, pencil, oil pastel, soft pastel, chalk, <i>charcoal</i>, template/stencil, straight edge) • Paint (water color, tempera) • Paper (drawing, construction, tracing, water color) • Clay or dough (modeling clay, air dry clay, <i>earthen clay</i>) 	<ul style="list-style-type: none"> • Students use art vocabulary. • Students look at and identify artwork made from various media. • Students identify each form of media. 	

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<ul style="list-style-type: none"> • Recyclable, natural and/or found objects 		
<p>2. Demonstrate techniques and processes:</p> <ul style="list-style-type: none"> • Drawing (guided drawing, drawing from memory, drawing from observation, <i>contour drawing</i>, <i>shading</i>, <i>stipple</i>, tracing) • Color mixing a variety of media • Painting (brush, <i>dry brush</i>, resist, wash) • Collage <i>multi media</i> (cutting, tearing, folding, pasting) • Clay (coils, ball, pinch, attaching, <i>slab</i>) • Printmaking (<i>create templates</i>) • Fibers (<i>radial</i> weaving, sewing) • Sculpture <i>using a variety of media</i> (<i>relief</i>) • Sketchbook 	<ul style="list-style-type: none"> • Each student uses a sketchbook. • Students use various media and techniques to explore differences in media and techniques. • Students draw an object with a permanent marker outline. They add a washable marker outline then with a wet brush spread the marker color. • The teacher introduces the qualities of acrylic paint as permanent once dry. • Each student uses a portfolio to reflect, review and assess growth. • Teacher sets up a still life in classroom so students can draw what they see. • Teacher places students in action poses so other students can practice drawing figures in action. • Students create templates for printmaking from Styrofoam sheets. 	
<p>B. Students use different media, techniques and processes to communicate.</p>		
<p>1. Using the media, techniques and processes from A1 and A2, students will communicate:</p> <ul style="list-style-type: none"> • Feelings • Ideas • Experiences • Personal expression • Stories • Memories • Family • Catholic faith • Cultural expression 	<ul style="list-style-type: none"> • Students look at the <i>Migration Series</i> by Jacob Lawrence and draw a visual narrative of an event. • Students reflect upon and discuss how media and process can communicate meaning (artist intent.) 	

<ul style="list-style-type: none"> <i>Collaborative expression</i> 		
C. Students use art materials and tools in a safe and responsible manner.		
1. Students use age and grade level art materials and tools in a safe and responsible manner.	<ul style="list-style-type: none"> Students demonstrate cleaning of brushes after using acrylic paint, etc. 	

Archdiocese of Santa Fe Standard 2: Students identify, understand and apply the elements of art and principles of design.

NSAE Standard 2: Using knowledge of structures and functions.

Critical for Mastery in Grades Four and Five

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students identify the elements of art and principles of design.		
1. Students identify, name and define the elements of art. <ul style="list-style-type: none"> Space Shape Form Line Color Texture Value 	<ul style="list-style-type: none"> Students use art vocabulary. Students look at PowerPoint, Prezi, slides or posters and discuss elements seen in the variety of artwork viewed. 	

<p>2. Students identify, name and define the principles of design.</p> <ul style="list-style-type: none"> ● Pattern (rhythm/movement) ● Variety and unity ● Emphasis ● Balance ● Proportion 	<ul style="list-style-type: none"> ● Students use art vocabulary. ● Students look at PowerPoint, Prezi, slides or posters and discuss principles seen in the variety of artwork viewed. 	
<p>B. Students understand and apply the elements of art.</p>		
<p>1. Space</p> <ul style="list-style-type: none"> ● Identify atmospheric perspective and point of view <ul style="list-style-type: none"> ○ Atmospheric ○ Positive/negative ○ Overlapping ○ Proportion ○ Create depth using value 	<ul style="list-style-type: none"> ● Students create the illusion of distance in an artwork (landscape, etc.). 	
<p>2. Shape</p> <ul style="list-style-type: none"> ● Recognize a complex design from simple shapes <ul style="list-style-type: none"> ○ Organic ○ Geometric ○ Complex shape 	<ul style="list-style-type: none"> ● Students practice drawing complex objects by breaking them down to their basic shapes. 	
<p>3. Form</p>		
<ul style="list-style-type: none"> ● Adding value to form <ul style="list-style-type: none"> ○ Three dimensional ○ Width, height, depth 	<ul style="list-style-type: none"> ● Students draw a still life using value to create form (shading techniques). ● Students engage in Box building activity-tracing simple box shapes with fold lines. Box patterns can be covered in original drawings, stamps, etc. ● Students work with clay building using slab techniques ● Students create Origami paper folding designs. ● Students create mobiles. (Alexander 	

	Calder)	
<p>4. Line</p> <ul style="list-style-type: none"> • Direction and quality • Create value and texture <ul style="list-style-type: none"> ○ Hatching ○ Cross hatching ○ Contour line ○ Blind contour line ○ Stippling 	<ul style="list-style-type: none"> • Students practice drawing contour lines using observation. • Students create self-portraits in contour/blind contour lines (marker or pen). • Students create still life drawings of intricate items with much detail—contour line. • Students create still life drawings using lamps to produce strong contrasts and shadows for hatching and cross hatching (suggestions—bowl of eggs). 	
<p>5. Color</p> <ul style="list-style-type: none"> • Use color wheel, color mixing (primaries/secondaries) <ul style="list-style-type: none"> ○ Primary ○ Secondary ○ Neutral ○ Warm/Cool ○ Tints/Shades ○ Opaque/Transparent ○ Pigment 	<ul style="list-style-type: none"> • Students use art vocabulary. • Students paint with a monochromatic color scheme to practice tints and shades. • Students create a series of (three) color wheels—using tempera paint—pure color (from bottle), another wheel adding white for tints, another wheel adding black for shades. 	
<p>6. Texture</p> <ul style="list-style-type: none"> • Use line to create texture 	<ul style="list-style-type: none"> • Students simulate texture with drawn line and patterns. • “Textured animals”—students create a simple outline of an animal (inspired by close up photos). Divide up animal in large spaces. Fill in those spaces with patterns in each section (using lines and repeated lines to produce texture). 	
<p>7. Value</p> <ul style="list-style-type: none"> • Use value to create space <ul style="list-style-type: none"> ○ Gradation ○ Tints/tomes ○ Shades 	<ul style="list-style-type: none"> • Teacher introduces students to graphite pencils and they create a value scale. • Students draw an object with shading using soft and hard graphite pencils. 	

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	<ul style="list-style-type: none"> Students create “Huichol” or “yarn paintings” –using various values of particular colors of yarn to produce value within the subject or background (traditionally, animals and cultural stories). 	
C. Students understand and apply the principles of design.		
1. Pattern (rhythm/movement) <ul style="list-style-type: none"> Recognize and create pattern <ul style="list-style-type: none"> Repeating, alternating and <i>random</i> patterns using a combination of elements Use pattern to create rhythm and/or movement 	<ul style="list-style-type: none"> Students create textured papers with acrylic paint that includes patterns to emulate textures. Students draw a still life inspired by Henri Matisse and include patterns throughout the image. Students create weavings using yarn or different materials (such as burlap---strands can easily be removed and added to this type of fabric) to vary the pattern, as well as add other elements (found objects, beads, etc.). They can also produce jewelry with weaving techniques that include developing specific patterns (i.e., “friendship bracelets”). 	
2. Variety and Unity <ul style="list-style-type: none"> Recognize and create variety and unity <ul style="list-style-type: none"> Recognize same and different Identify things that go together Bring parts together into a whole within an artwork <i>See and describe unity and variety in a work of art</i> 	<ul style="list-style-type: none"> Students draw a still life that uses a variety of patterns that come together as a whole in the artwork. Storybook making—students illustrate a story (best if student written) or poetry, working on several pages to be contained in a book. 	
3. Emphasis <ul style="list-style-type: none"> Recognize and create emphasis <ul style="list-style-type: none"> Identify center of interest/focal point 	<ul style="list-style-type: none"> When creating a collage landscape, students use large and small objects as well as placement on paper to bring attention to certain elements of the 	

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<ul style="list-style-type: none"> ○ Use size, color and placement to create emphasis ○ <i>Create emphasis using a variety of elements of art</i> 	<p>landscape.</p>	
<p>4. Balance</p> <ul style="list-style-type: none"> ● Recognize and create balance <ul style="list-style-type: none"> ○ Recognize symmetry and <i>asymmetry</i> ○ Create symmetry and <i>asymmetry</i> using size and color 	<ul style="list-style-type: none"> ● Students draw a Mandala with emphasis on radial symmetry. ● Students create a metal mask from aluminum tooling foil. ● Students create symmetrical balance with features and patterns. ● Students create Native American abstract designs (that are used for borders). 	
<p>5. Proportion</p> <ul style="list-style-type: none"> ● Recognize and create proportion <ul style="list-style-type: none"> ○ Large, <i>medium</i> and small ○ <i>Correct</i> placement <i>and size</i> of facial features and body parts ○ <i>Explore altered proportions</i> ○ Use proportion to show distance (space) 	<ul style="list-style-type: none"> ● Students look at Picasso's <i>Girl Before a Mirror</i> and create a portrait with altered proportions and different views of facial features. ● Students draw a human body from live models or small wooden manikins, using mirrors, round glass ornaments, etc. (for altered proportions of face). ● Teacher introduces use of grids (applied to an original) and used to reproduce/ Renaissance technique. 	

Archdiocese of Santa Fe Standard 3: Students communicate through the creative process.

NSAE Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Critical for Mastery in Grades Four and Five

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
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A. Students identify and describe content and ideas in works of art.		
1. Look at works of art and describe what they see.	<ul style="list-style-type: none"> • Students view PowerPoint, Prezi, books, posters, their own artwork and the artwork of other students and describe what they see. 	
2. Make connections between what they see and multiple meanings, i.e.: <ul style="list-style-type: none"> • Personal • Community • Cultural • Catholic Tradition 	<ul style="list-style-type: none"> • Students explore their personal connections to what they see. <ul style="list-style-type: none"> ○ i.e., Patriotic art ○ Study “Patriotic” art—produced during important celebrations of our nation (centennial, bicentennial) or war support, most recently post 9/11. 	
3. Recognize and describe content, symbols and ideas in works of art to create meaning.	<ul style="list-style-type: none"> • Students view art and describe content, symbols and ideas as they prepare for lifelong appreciation of art. 	
B. Students apply content and ideas to communicate through art.		
1. Create artworks that express personal ideas and experiences/connections.	<ul style="list-style-type: none"> • Students create a visual narrative of an event in their lives. • “Art tells a Story”—students create art in the style of Native American ledger drawings of a family story or personal event. They can use wrinkled, softened brown paper to simulate buffalo or deer skin or regular lined white paper to simulate the ledger paper that was used later. 	
2. Plan and develop ideas in the creation of their own artwork.	<ul style="list-style-type: none"> • Students use their sketchbook to make preliminary draft ideas for final artwork. 	
3. Make conscious decisions/intentional choices regarding content and meaning.	<ul style="list-style-type: none"> • When making a collage landscape, students make conscious choices regarding color/texture to best create the illusion of depth. • Students choose a deceased artist, 	

	research that artist and make an artwork that is dedicated to that artist’s style. (i.e., El día de los Muertos).	
4. Develop problem-solving skills in the creation of artwork.	<ul style="list-style-type: none"> • Encourage students to see a new idea when they feel they have made a mistake. 	

Archdiocese of Santa Fe Standard 4: Students explore the visual arts in relation to history, cultures and Catholic tradition.

NSAE Standard 4: Understanding the visual arts in relation to history and cultures.

Critical for Mastery in Grades Four and Five

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students explore the relationship between history and culture in the visual arts.		
1. Explore works of art in New Mexico (4 th) <ul style="list-style-type: none"> • Cultural • Catholic faith 	<ul style="list-style-type: none"> • Students look at the influence of Native American and Hispanic culture through the visual arts, i.e., Santeros, pottery, weaving, sand painting, tin crosses, etc. • Students create and explain cultural works (i.e., Retablos, icons, bultos). 	
2. Explore how art reflects life in early America (5 th) <ul style="list-style-type: none"> • Colonial • Native American 	<ul style="list-style-type: none"> • Students look at quilt making from colonial times and petroglyphs from the early Native Americans and discuss. • Students look at Native American buffalo skin art and “ledger drawings” (roughly before, during and after Civil war) and discuss. 	
B. Students identify specific works of art as belonging to various periods, styles and		

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cultures.		
1. Identify and describe works of art from New Mexico (4 th) <ul style="list-style-type: none"> • Cultural • Catholic faith 	<ul style="list-style-type: none"> • Using a variety of images, students describe the work of Hispanic artists who created Santeros, and tin crosses and Native American artists who created pottery, sand painting and weaving. • Students describe the work of modern artists, i.e., Margaret Bagshaw, Charlie Carillo and Edward Gonzales. 	
2. Identify and describe works of art from life in early America (5 th) <ul style="list-style-type: none"> • Colonial • Native American 	<ul style="list-style-type: none"> • Students describe quilts from colonial times. • Students take a field trip or virtual tour to see the petroglyphs of the ancient Native Americans. • Students describe the works of selected folk artists. 	
C. Students create works of art that demonstrate a variety of periods, styles and cultures.		
1. Create works of art influenced by New Mexico history and traditions (4 th) <ul style="list-style-type: none"> • Cultural • Catholic faith 	<ul style="list-style-type: none"> • Students design and create a cross, inspired by Hispanic tin crosses with aluminum tooling foil. (Press into foil to create textures. Add color with permanent markers.) • Students create a retablos that depicts a saint or Biblical scene. 	
2. Create works of art from life in early America (5 th) <ul style="list-style-type: none"> • Colonial • Native American 	<ul style="list-style-type: none"> • Students design and make quilt blocks. • Students make a sand painting. • Students weave on a cardboard loom. • Students create a painting inspired by the folk paintings of Edward Hicks. 	
D. Students create works of art inspired by Catholic identity, tradition, and culture to contribute to the community of faith.		
1. Explore, identify and create signs and	<ul style="list-style-type: none"> • Students look at and identify depictions of 	

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symbols of the Catholic faith in works of art.	Mary and baby Jesus throughout history.	
2. Explore, identify and create works of art relating to Scripture.	<ul style="list-style-type: none"> Inspired by images in D.1, students create an image of Mary and baby Jesus. 	
3. Explore, identify and create Church architecture including New Mexico.	<ul style="list-style-type: none"> Using PowerPoint, photos, etc., students look at images of New Mexico churches. Students compare New Mexican and European cathedrals, California mission style, New Mexico missions, stained glass, etc. 	
4. Create works of art that reflect Catholic heritage, tradition and culture. <ul style="list-style-type: none"> Art as a reflection of Scripture quotes Santeros Church architecture (New Mexico) Life in Christ 	<ul style="list-style-type: none"> Using oil pastels, students draw a New Mexico Church with bright vibrant colors, tints and shades. 	
E. Students develop relationships between the visual arts and their communities (parish, local, global).		
1. Identify and discuss public artworks (local and global).	<ul style="list-style-type: none"> Students view and discuss public artwork using PowerPoint, slides, virtual tours, field trips, DVDs, vimeo online and/or Albuquerque One Percent for Art. 	
2. Repurpose materials in creating art.	<ul style="list-style-type: none"> Students create a sculpture inspired by Louise Nevelson with old objects and scrap wood. Students replicate Hatian Folk Art. 	
3. Exhibit works of art in school and local community.	<ul style="list-style-type: none"> Students participate in school-wide art show. Students display artwork in local art shows. 	
4. Incorporate art in to service projects.	<ul style="list-style-type: none"> Students participate in local art contests to promote public awareness of specific issues. Students make and send cards for 	

	hospitals, retirement homes, services over seas.	
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Archdiocese of Santa Fe Standard 5: Students observe, reflect upon and critique works of art.

NSAE Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Critical for Mastery in Grades Four and Five

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students observe, discuss, reflect upon, and critique own artwork and works of others.		
1. Look closely at works of art and discuss what they see.	Using PowerPoint, Prezi, slides, books and posters students look closely at a variety of artwork.	
2. Use appropriate art vocabulary in discussion.	When looking at a landscape, students use terms like tint, shade, foreground, overlapping, atmospheric perspective, and contrast to describe how the artist achieved depth.	
3. Explore personal response and artist intent.		
a. Develop pride and confidence in their own work.	<ul style="list-style-type: none"> Students share their own artwork with the class and describe their thoughts and feelings. 	
b. Develop and/or identify and express thoughts, beliefs, feelings, values, and meanings in works of art.	<ul style="list-style-type: none"> Students critique works of art expressing their own feelings. 	
c. Analyze, interpret and express preferences using the characteristics,	<ul style="list-style-type: none"> Teachers encourage students to explain their feelings about a work of art with 	

merits and meanings of works of art.	specific vocabulary and reasons.	
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Archdiocese of Santa Fe Standard 6: Students integrate visual arts across the curriculum.

NSAE Standard 6: Making connections between visual arts and other disciplines.

Critical for Mastery in Grades Four and Five

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students make connections between the visual arts and other fine arts disciplines. <i>(Art teachers are encouraged to consult and dialogue with classroom and other fine arts teachers).</i>	<i>Teachers integrate Common Core Standards</i>	
1. Develop connections between the visual arts and other fine arts: <ul style="list-style-type: none"> • Music • Dance (Movement) • Drama (Theater) 	<ul style="list-style-type: none"> • Students create puppets with a stage and perform a play incorporating music, dance and drama. 	
B. Students make connections between the visual arts and other academic disciplines. <i>(Art teachers are encouraged to collaborate with classroom teachers).</i>	<i>Teachers integrate Common Core Standards</i>	
1. Develop connections between the visual arts and other academic disciplines.	<ul style="list-style-type: none"> • Students write dialogue for a play with puppets. 	