



Semester Content Guide
Art Intermediate 5 (Grade 5): 5001060
Course Length: Year

CPALMS: [Course Description](#)

Updated 3/2016

Semester One

Big Ideas	Essential Standards	Course Standards					
C: Critical Thinking and Reflections	VA.5.S.1.3 VA.5.S.1.4						
S: Skills and Techniques	VA.5.O.1.1 VA.5.O.2.2	VA.5.S.1.1	VA.5.O.1.1	VA.5.F.2.1	VA.5.H.1.2		
O: Organizational Structure	VA.5.C.2.3 VA.5.C.3.1	VA.5.S.1.3	VA.5.O.2.2	VA.5.F.2.2	VA.5.H.1.3		
H: Historical and Global Connections	VA.5.F.2.3 VA.5.H.1.1 VA.5.H.1.2	VA.5.S.1.4	VA.5.C.2.1	VA.5.F.2.3	VA.5.H.1.4		
F: Innovation, Technology and the Future	VA.5.H.1.4 VA.5.H.3.1	VA.5.S.2.2	VA.5.C.2.3	VA.5.F.3.3	VA.5.H.2.2		
		VA.5.S.3.3	VA.5.C.3.1	VA.5.F.3.4	VA.5.H.2.3		
		VA.5.S.3.4	VA.5.C.3.3	VA.5.H.1.1	VA.5.H.3.1		

Semester Two

Big Ideas	Essential Standards	Course Standards					
C: Critical Thinking and Reflections		VA.5.S.1.2	VA.5.O.2.1	VA.5.C.3.1			
S: Skills and Techniques	VA.5.S.1.4 VA.5.O.1.1 VA.5.O.1.2	VA.5.S.1.4	VA.5.O.2.2	VA.5.C.3.2	VA.5.F.3.4		
O: Organizational Structure	VA.5.O.2.2 VA.5.C.2.3	VA.5.S.2.1	VA.5.O.3.1	VA.5.C.3.3	VA.5.H.1.2		
H: Historical and Global Connections	VA.5.F.2.2 VA.5.H.1.1 VA.5.H.2.1	VA.5.S.2.3	VA.5.C.1.1	VA.5.F.1.1	VA.5.H.1.3		
F: Innovation, Technology and the Future	VA.5.H.3.1	VA.5.S.3.1	VA.5.C.1.2	VA.5.F.1.2	VA.5.H.1.4		
		VA.5.S.3.2	VA.5.C.1.3	VA.5.F.2.2	VA.5.H.2.1		
		VA.5.O.1.1	VA.5.C.2.1	VA.5.F.3.1	VA.5.H.3.1		
		VA.5.O.1.2	VA.5.C.2.2	VA.5.F.3.2			
		VA.5.O.1.3	VA.5.C.2.3	VA.5.F.3.3			

Standards taught continuously throughout the year		
VA.5.S.1.4	VA.5.C.3.3	VA.5.H.1.2
VA.5.O.1.1	VA.5.F.2.2	VA.5.H.1.3
VA.5.O.2.2	VA.5.F.3.3	VA.5.H.1.4
VA.5.C.2.3	VA.5.F.3.4	VA.5.H.3.1
VA.5.C.3.1	VA.5.H.1.1	

Florida Standards		
LAFS.5.RL.3.7	LAFS.5.SL.1.2	LAFS.5.L.2.3
LAFS.5.SL.1.1	LAFS.5.SL.1.3	LAFS.5.W.1.2d



Semester: 1

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Big Ideas:

- C: Critical Thinking and Reflections
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- H: Historical and Global Connections
- F: Innovation, Technology and the Future

Standards & Benchmarks

Content Standards

Florida Standards

Essential Standards

Development of Skills, Techniques, and Processes

VA.5.S.1.3 Create artworks to depict personal, cultural, and/or historical themes. **Remarks/Examples:** e.g., woven mats, clay dolls, quilts

VA.5.S.1.4 Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

VA.5.O.1.1 Use structural elements of art and organizational principles of design to develop content in artwork.

VA.5.O.2.2 Use a variety of sources for ideas to resolve challenges in creating original works.

VA.5.C.2.3 Apply established criteria to the art-making process to measure artistic growth.

VA.5.C.3.1 Use the structural elements of art and organizational principles of design when engaged in art criticism.

VA.5.F.2.3 Discuss contributions that artists make to society.

VA.5.H.1.1 Examine historical and cultural influences that inspire artists and their work.

VA.5.H.1.2 Use suitable behavior as a member of an art audience.

LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

VA.5.H.1.4 Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

VA.5.H.3.1 Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

Remarks/Examples: e.g., identify facts, ideas, solutions

VA.5.S.2.2 Identify sequential procedures to engage in art production.

Remarks/Examples: e.g., safety procedures, media processes, organizational procedures

VA.5.S.3.3 Use tools, media, techniques, and processes in a safe and responsible manner.

VA.5.S.3.4 Use ethical standards, including copyright laws, when producing works of art. Remarks/Examples: e.g., ethics, plagiarism, appropriation from the Internet and other sources

VA.5.S.1.1 Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.

Remarks/Examples: e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture

VA.5.C.2.1 Revise artwork as a necessary part of the creative process to achieve an artistic goal.

VA.5.F.2.1 Describe the knowledge and skills necessary for art-making and art-related careers.

VA.5.H.2.2 Describe the ways in which artworks and utilitarian objects impact everyday life.

VA.5.H.2.3 Discuss artworks found in public venues to identify the significance of the work within the community.

Standards taught continuously throughout the year

VA.5.S.1.4 Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

VA.5.C.3.3 Critique works of art to understand the content and make connections with other content areas. Remarks/Examples: e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology

VA.5.H.1.2 Use suitable behavior as a member of an art audience.

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

LAFS.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

MAFS.K12.MP.5.1 Use appropriate tools strategically.

MAFS.K12.MP.6.1 Attend to precision.

MAFS.K12.MP.7.1 Look for and make use of structure.

MAFS.5.OA.2 Analyze patterns and relationships.

MAFS.5.G.2 Classify two-dimensional figures into categories based on their properties.

<p>VA.5.O.1.1 Use structural elements of art and organizational principles of design to develop content in artwork.</p> <p>VA.5.F.2.2 Explore careers in which artworks and utilitarian designs are created.</p> <p>VA.5.H.1.3 Identify and describe the importance a selected group or culture places on specific works of art.</p> <p>VA.5.O.2.2 Use a variety of sources for ideas to resolve challenges in creating original works.</p> <p>VA.5.F.3.3 Work collaboratively with others to complete a task in art and show leadership skills.</p> <p>VA.5.H.1.4 Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.</p> <p>VA.5.C.2.3 Apply established criteria to the art-making process to measure artistic growth.</p> <p>VA.5.F.3.4 Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills. Remarks/Examples: e.g., reasonable timeframe established by teacher, adjusted as needed</p> <p>VA.5.H.3.1 Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas. Remarks/Examples: e.g., identify facts, ideas, solutions</p> <p>VA.5.C.3.1 Use the structural elements of art and organizational principles of design when engaged in art criticism.</p> <p>VA.5.H.1.1 Examine historical and cultural influences that inspire artists and their work.</p>	
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Essential Outcome Questions

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Aligned Learning Goals (Content Statements)	Resources	CPALMS	<i>Strategies for Differentiation</i>
<ul style="list-style-type: none"> • Create a drawing using shading, blending, and perspective • Create a painting using color theory to demonstrate ... 			

Suggested Activities:

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Teacher Created Assessments - Guidelines

DOK Level 1	Recall or Reproduction
DOK Level 2	Skills and Basic Reasoning
DOK Level 3	Strategic Thinking and Complex Reasoning
DOK Level 4	Extended Thinking and Reasoning



Semester: 2

Semester Content Guide
Art Intermediate 5 (Grade 5): 5001060
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Big Ideas:

- C: Critical Thinking and Reflections
- S: Skills and Techniques
- O: Organizational Structure
- H: Historical and Global Connections
- F: Innovation, Technology and the Future

Standards & Benchmarks

Content Standards

Florida Standards

Essential Standards

- VA.5.S.1.4** Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
- VA.5.O.1.1** Use structural elements of art and organizational principles of design to develop content in artwork.
- VA.5.O.1.2** Organize the structural elements of art to achieve visual unity.
- VA.5.O.2.2** Use a variety of sources for ideas to resolve challenges in creating original works
- VA.5.C.2.3** Apply established criteria to the art-making process to measure artistic growth.
- VA.5.F.2.2** Explore careers in which artworks and utilitarian designs are created.
- VA.5.H.1.1** Examine historical and cultural influences that inspire artists and their work.
- VA.5.H.2.1** Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
- VA.5.H.3.1** Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
Remarks/Examples: e.g., identify facts, ideas, solutions

- LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
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 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

VA.5.S.1.2 Use media, technology, and other resources to inspire personal art-making decisions. Remarks/Examples: e.g., books, magazines, Internet, cameras, art visuals

VA.5.O.3.1 Create meaningful and unique works of art to effectively communicate and document a personal voice.

VA.5.C.1.1 Develop a range of interests in the art-making process to influence personal decision-making.

VA.5.C.1.2 Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

VA.5.C.1.3 Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

VA.5.C.2.2 Analyze personal artworks to articulate the motivations and intentions in creating personal works of art. Remarks/Examples: e.g., criteria set by teacher, student, or both

VA.5.C.3.2 Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects. Remarks/Examples: e.g., inference from color, line, shape, form

VA.5.S.2.1 Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.

VA.5.S.2.3 Visualize the end product to justify artistic choices of tools, techniques, and processes.

VA.5.O.1.2 Organize the structural elements of art to achieve visual unity.

VA.5.S.3.1 Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

VA.5.S.3.2 Use craftsmanship and technical ability in personal works to show refinement of skills over time.

VA.5.O.1.3 Explain how creative and technical ability is used to produce a work of art

VA.5.O.2.1 Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. Remarks/Examples: e.g., knowledge, empathy, technique, artistic choices, symbolic choices

VA.5.C.2.1 Revise artwork as a necessary part of the creative process to achieve an artistic goal.

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MAFS.5.OA.2 Analyze patterns and relationships.

MAFS.5.G.2 Classify two-dimensional figures into categories based on their properties.

VA.5.F.1.1 Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.

VA.5.F.1.2 Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.

VA.5.F.3.1 Create artwork to promote public awareness of community and/or global concerns.

VA.5.F.3.2 Create artwork that shows procedural and analytical thinking to communicate ideas.

Standards taught continuously throughout the year

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Essential Outcome Question

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Aligned Learning Goals (Content Statements)	Resources	CPALMS	<i>Strategies for Differentiation</i>
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		<table border="1"> <tr> <th colspan="2" style="text-align: left;">Teacher Created Assessments - Guidelines</th> </tr> <tr> <td style="width: 20%;">DOK Level 1</td> <td>Recall or Reproduction</td> </tr> <tr> <td>DOK Level 2</td> <td>Skills and Basic Reasoning</td> </tr> <tr> <td>DOK Level 3</td> <td>Strategic Thinking and Complex Reasoning</td> </tr> <tr> <td>DOK Level 4</td> <td>Extended Thinking and Reasoning</td> </tr> </table>	Teacher Created Assessments - Guidelines		DOK Level 1	Recall or Reproduction	DOK Level 2	Skills and Basic Reasoning	DOK Level 3	Strategic Thinking and Complex Reasoning	DOK Level 4	Extended Thinking and Reasoning
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