



Grade 5 Curriculum Revised

Approved by the Board of Trustees - 9/13/2017

## **Mission Statement**

Pace Charter School of Hamilton, Department of Visual and Performing Arts is committed to increasing opportunities for all students K-6 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

## **Vision Statement**

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

## **Course Description**

This Elementary Art Education Curriculum Guide provides a description of information, objectives, procedures and materials. The guide is organized by grade levels kindergarten through sixth. All students will progress toward the basic literacy of the elements of art and principles of design. Students will learn

how to effectively use art media and materials, and experience techniques that are associated with each. Interdisciplinary connections are stated where applicable.

Areas of content include the Elements of art: Line, Shape, Form, Value, Color, Space, and Texture, and the Principles of Design: Balance, Harmony, Unity, Emphasis, Proportion, and Rhythm/Movement.

Differentiated learning generates the format to include appropriate educational links to all aspects of study at the elementary grade level. Art history and cultural connections, as well as work readiness skills, are documented in written plans. New Jersey Core Curriculum Standards are included, noted and up to date. Accommodations and modifications are made for special needs.

Students have exposure to famous works of art and themes throughout historical periods and world cultures. In addition to the suggested activities in this guide, teachers may choose to enforce artistic skills through the inclusion of special poster contests, exhibits or displays, and/or holiday projects.

Technology may be used for audio-visual education and/or research. Lessons may be enhanced with the use of computers, video cameras, CD/DVD programs, audio and video technology.

Unit 1: Art Production	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: Art, Grade 5</b>	
Summary and Rationale	
<p>In order to understand the artistic process, students are introduced to: generating ideas and invention, developing ideas and selection, using media and techniques of production, personal fulfillment and expression, and judging performance and evaluation.</p> <p>To produce works of art, students are introduced to: sources of ideas from the world around them; from inner feelings; from human needs; from fantasies; from experimentation; and from formal systems of order, changing and alternating habits of work, making appropriate choices, use and care of tools and material, considering functional ends and purposes, and applying standards of judgment.</p> <p>So that students can find pleasure and fulfillment in the artistic process, they are encouraged to: hold positive attitudes toward art and artists, be open-minded toward artistic experimentation, empathize with artists and the process of their work, participate in activities related to art, and value art as an important realm of human production.</p>	
Recommended Pacing	
10 Days	
State Standards	
<b>Visual and Performing Arts Standard 1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
CPI #	Cumulative Progress Indicator (CPI)
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
<b>Standard 1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.	
CPI #	Cumulative Progress Indicator (CPI)
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
<b>Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by

	the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
<b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Artists get ideas from the world around them.</li> <li>One way to get ideas for making art is to think about people, places, and things that have special meaning to you.</li> <li>Artists get ideas from manipulating and exploring different combinations of lines, shapes, colors, etc.</li> <li>Art encourages an awareness and appreciation of beauty and design.</li> <li>Art elicits personal meaning and emotional responses.</li> <li>Elements are the building blocks for the creation of art.</li> <li>The principles of art are the inspired arrangement of the elements.</li> <li>The manipulation of elements and principles allows the artist to create meaning.</li> <li>The elements and principles of design are everywhere.</li> <li>Art has the power to extend an individual's sense of history, personal frame of reference and the world around them.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do artists express their ideas?</li> <li>Should artists always know what their work will look like in the end?</li> <li>Is skill necessary to make successful artwork?</li> <li>How do the elements guide the creation of art?</li> <li>How do the principles guide the creation of art?</li> <li>How do the elements and principles of design help communicate ideas?</li> <li>How does knowing the elements and principles of design impact our visual experience?</li> <li>What can art tell us about ourselves and our surroundings?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>Artists make decisions and modify ideas as they work</li> <li>The use of warm, cool, analogous, or complementary colors in a composition</li> <li>Various three-dimensional techniques</li> <li>One thing to consider in making art is how certain qualities and combinations of lines, shapes, colors, etc. can express moods and feelings</li> <li>One thing to consider in expressing an idea is the appropriateness of the media and technique for the desired expressive ends</li> <li>Portrait, animal-nature, still life, or landscape drawing, concentrating on line, shape, and proportion</li> <li>Perceptual skills</li> <li>To achieve variety and individuality in their work</li> </ul> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use rough sketches and pre-planning to assist in making choices and improving ideas</li> <li>Mix colors by the use of warm, cool, analogous or complementary colors</li> </ul>	

- Use lines, shapes and colors to express moods, feelings and emotions
- Select media and techniques to achieve certain expressive ends
- Use the appropriate terms for art concepts
- Use proportion, line, and shape through portrait, animal, still life or landscape drawing skills
- Use contour drawing and spatial relationships to develop drawing skills
- Develop design skills by using detail, decoration, texture, and balance in their artwork
- Identify various art tools and their proper use

## Resources

### **Core Text:**

### **Suggested Resources:**

- Clay projects, slab pots, etc.
- Watercolor painting, landscapes, seascapes, birds, fish, etc.
- Abstract drawing and painting; mobiles, stabiles, etc.
- Portrait, still-life drawing and painting

Unit 2: Art History	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: Art, Grade 5</b>	
Summary and Rationale	
<p>In order to understand the history of art, students are introduced to art works from the six continents of the world: Asia, Africa, Central and South America, Oceania, North America and Europe. Also, students are presented with a simplified chronological history of western art, focusing on the following periods and styles: Egypt, Greece and Rome, The Middle Ages, The Renaissance and Baroque, Nineteenth Century Europe and America, and Late Nineteenth Century and Twentieth Century. In order to engage in art historical inquiry, students are introduced to five skills of art historical inquiry: imagine restoration, description, attribution, historical interpretation and historical explanation of change.</p>	
Recommended Pacing	
10 Days	
State Standards	
<b>Visual and Performing Arts Standard 1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
CPI #	Cumulative Progress Indicator (CPI)
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
<b>Standard 1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.	
CPI #	Cumulative Progress Indicator (CPI)
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
<b>Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
<b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Artists get ideas from the world around them</li> <li>One way to get ideas for making art is to think about people, places, and things that have special meaning to you</li> <li>Artists get ideas from manipulating and exploring different combinations of lines, shapes, colors, etc.</li> <li>Art encourages an awareness and appreciation of beauty and design.</li> <li>Art elicits personal meaning and emotional responses.</li> <li>Elements are the building blocks for the creation of art.</li> <li>The principles of art are the inspired arrangement of the elements.</li> <li>The manipulation of elements and principles allows the artist to create meaning.</li> <li>The elements and principles of design are everywhere.</li> <li>Art has the power to extend an individual's sense of history, personal frame of reference and the world around them.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do artists express their ideas?</li> <li>Should artists always know what their work will look like in the end?</li> <li>Is skill necessary to make successful artwork?</li> <li>How do the elements guide the creation of art?</li> <li>How do the principles guide the creation of art?</li> <li>How do the elements and principles of design help communicate ideas?</li> <li>How does knowing the elements and principles of design impact our visual experience?</li> <li>What can art tell us about ourselves and our surroundings?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>The appearance of art works is affected by where and when they were produced</li> <li>Art historians attribute works of art by studying other art works and historical information</li> <li>Art historians describe works of art in specific detail and that description takes into account size, location, visual qualities and any other significant features that serve to identify a work of art</li> <li>A defining attribute of cultures is that they all make art. Specifically, the Renaissance was a period of great renewed interest in learning and exploration which was reflected in art.</li> <li>Attribution is a process of determining when artifacts were made and by whom</li> <li>Art works have been produced for thousands of years and have been produced all over the world</li> <li>How cultures use symbols in their art</li> <li>One thing to consider when making art is how to use the materials and take care of the tools</li> <li>One way to change ideas when making art is to try different ways of combining and repeating lines, shapes, and colors</li> <li>Articulate basic art terms</li> </ul>	



**Students will be able to:**

- Identify change within their own lifetime (art history “readiness”)
- Describe visual artifacts or artworks from the past
- Produce an art work using the style of a particular artist or period
- Identify the source and describe the significance of an idea for one of their own art works
- Use appropriate media for specific purposes
- Repeat lines, shapes and colors to create a pattern
- Discover color mixing
- Value the art historical process as a way of coming to know another time and place
- Appreciate art as a way of understanding the point of view of persons of other cultures or other times
- Appreciate historical preservations as efforts to maintain a community’s visual heritage
- Value one’s own capacities to make sense of one’s own artistic development (both as artists and as perceivers)
- Value art as an important realm of human accomplishments which can inform us about how we have come to be who we are

**Resources****Core Text:****Suggested Resources:**

Unit 3: Art Criticism	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: Art, Grade 5</b>	
Summary and Rationale	
Students will understand the visual aspects of art, engage in the process of art criticism, and appreciate the value of discussing art. Supplementary goals will include: communication skills, critical and analytical thinking, self-esteem, and understanding and respecting others in the art process. In order to understand art, students are given the opportunity to talk about: sensory, expressive, formal, and technical qualities.	
Recommended Pacing	
10 Days	
State Standards	
<b>Visual and Performing Arts Standard 1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
CPI #	Cumulative Progress Indicator (CPI)
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
<b>Standard 1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.	
CPI #	Cumulative Progress Indicator (CPI)
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
<b>Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
<b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an	

understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</li> <li>The critique process establishes a relationship between viewer and artist.</li> <li>Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.</li> <li>Understanding art is an informed and critical process. The artistic process is not complete when the process is finished, and that there are also processes involved in looking at art</li> <li>Elements are the building blocks for the creation of art.</li> <li>The principles of art are the inspired arrangement of the elements.</li> <li>The manipulation of elements and principles allows the artist to create meaning.</li> <li>The elements and principles of design are everywhere.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>Why critique art?</li> <li>Can art really be evaluated?</li> <li>Is art objective or subjective?</li> <li>Can it be both objective and subjective?</li> <li>Which is more important, the artist's intention or the viewer's response?</li> <li>Whose view is more important?</li> <li>Why is specific vocabulary necessary in order to successfully evaluate art?</li> <li>What does a viewer need to know in order to understand an artwork?</li> <li>Do some viewpoints have more merit than others? Why?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>One way to look at art is to focus on formal structure including focal points</li> <li>One way to look at art is to focus on expressive qualities such as moods and feelings</li> <li>Critics describe, analyze, interpret, and judge works of art</li> <li>Personal preferences are affected by many factors such as age, gender, ethnic heritage, and fashion</li> <li>How to evaluate their artwork critically</li> <li>Critics explain works of art so we can understand them better</li> <li>How people view artwork is based on their own life experiences</li> <li>How to build on previous learning of formal structure</li> <li>Response to art can be both objective and subjective</li> <li>One way to look at art is to focus on sensory elements including tactility (physical texture)</li> <li>One way to look at art is to focus on sensory elements including mass and space</li> <li>One way to look at art is to focus on formal structure including contrast and value</li> </ul>	

**Students will be able to:**

- Analyze why they personally like certain artwork
- Identify expressive qualities in works of art
- Describe the sensory elements of mass and space in a work of art
- Analyze the way the elements are contrasted in a work of art
- How to describe sensory elements including tactility
- How to make an objective statement about a work of art
- How to make a subjective statement about a work of art
- Describe line, shape, and color in art works
- Analyze how lines, shapes, and colors are repeated in a work of art
- Speculate about how an art work was made
- Describe the subject matter in works of art
- Appreciate art as a way of understanding the point of view of persons of other cultures or other times
- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks.
- Apply the principles of positive critique in giving and receiving responses to performances.
- Recognize the making subject or theme in visual art.

**Resources****Core Text:****Suggested Resources:**

Unit 4: Philosophy of Art	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: Art, Grade 5</b>	
Summary and Rationale	
<p>In order to understand the philosophy of art, students are introduced to some of the things that concern philosophers of art: diverse questions about the nature and significance of art, aesthetic experience, and art criticism; appropriate use of words and statements to think and talk about these questions; appropriate use of definitions; reasons to support what they say; and theories of art, aesthetic experience and art criticism. In order to engage in aesthetic inquiry, students are introduced to skills in philosophical reasoning: listening carefully to others' points of views; making general statements; selecting and evaluating use of words; presenting and evaluating use of statements; presenting and evaluating use of definitions; presenting and evaluating reason in support of positions; and recognizing philosophical issues. In coming to appreciate the value of aesthetic inquiry, students are encouraged to: inquire into the nature and significance of art and into the presuppositions of art history and art criticism; appreciate the enterprise of giving and assessing reasons; realize that there are alternative answers to questions that give rise to inquiry into the nature and significance of art and into the presuppositions of art history and art criticism; and respect alternative answers so long as they are backed by reason.</p>	
Recommended Pacing	
10 Days	
State Standards	
<b>Visual and Performing Arts Standard 1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
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<b>Standard 1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.	
CPI #	Cumulative Progress Indicator (CPI)
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
<b>Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
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1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
<b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Art encourages an awareness and appreciation of beauty and design.</li> <li>• Art elicits personal meaning and emotional responses.</li> <li>• There are multiple aesthetic philosophies that leaves art open to interpretation.</li> <li>• Art is a language for personal expression and communication that helps create meaning.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do the visual arts foster an appreciation for beauty and design?</li> <li>• In what ways can people respond to artwork?</li> <li>• How are connections made between the viewer and artwork?</li> <li>• How does a viewer's personal experience affect their response?</li> <li>• What makes a piece of art valuable?</li> <li>• How do artists express their ideas?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• One question in the philosophy of art is "What kinds of things in the world are beautiful?"</li> <li>• One question in the philosophy of art is "Does art reflect societies?"</li> <li>• There are varied reasons to support statements about art.</li> <li>• One question in the philosophy of art is "To what extent can viewers be objective about works of art?"</li> <li>• One complicated question in the philosophy of art is "What purposes do art works serve?"</li> <li>• One complicated question in the philosophy of art is "How do art works express feelings?"</li> <li>• One complicated question in the philosophy of art is "How the visual art is similar to and different from other arts?"</li> <li>• Definitions help us use words more carefully</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Select words carefully in order to communicate effectively</li> <li>• Make general statements as well as be able to identify and evaluate reasons offered to support statements about art</li> <li>• Identify aesthetic qualities of exemplary works of art and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</li> </ul>	

- Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.
- Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through visual art.

### Resources

**Core Text:**

**Suggested Resources:**