

Elementary Visual Arts Instructional Guide

Lesson Sequence

Module 1 Different Cultures Have Various Purposes for Creating Art**Sample Performance Task**

Based upon the culture you studied, choose 3 artworks and identify the purpose of each one (e.g. utilitarian, celebratory, religious, etc).

Sample SCORING TOOL: 5th grade module 1 checklist

Student identified the purposes of the artwork in their culture of study.
 Student compared the various purposes of artwork in their culture of study.
 Student described intent in an original artwork.

Title	Type/Duration	Skills	Comments
<u>5th grade review</u> <u>SYMBOLIC NAME</u> <u>PROJECT</u>	4-6 sessions	<ul style="list-style-type: none"> •develop a variety of different techniques to create Value, Line Shape Form and Texture •identify negative and positive space and the different categories of colors 	<p>this is a Pre-Module 1 'review' unit to supplement module 1</p> <p>Utilize if needed to introduce module 1</p>
<u>5th module 1</u> <u>Purposes of Art</u>	4 lessons	<ul style="list-style-type: none"> • use of appropriate media to explore purposes of art • create personal symbol/logo • explain use of harmony and unity in artwork • describe artwork using appropriate art vocabulary • create artwork that demonstrates an art purpose 	<p>engages students in learning groups</p> <p>purpose explored - murals</p> <p>could be extended with additional lessons that explore additional purposes of art</p>

Module 2 Artists Make Choices Based on Values, Opinions and Personal Insights**Sample PERFORMANCE TASK**

Artists make choices based on their values, opinions, and personal insights.

Sample SCORING TOOL: 5th grade module 2 rubric

4 Student is able to thoughtfully express what they communicated in their artwork.

Student shares well-developed criteria.
 Student displays an insightful reflection on the success of their criteria.

3 Student is able to express what they communicated in their artwork.
 Student shares developed criteria.
 Student displays a reflection on the success of their criteria.

2 Student attempts to express what they communicated in their artwork.
 Student attempts to develop some criteria and may share or not.
 Student displays a developing reflection on the success of their criteria.

1 Student is not able to express what they communicated in their artwork.
 Student does not develop any criteria.
 Student does not display any reflection on any criteria.

Title	Type/Duration	Skills	Comments
<u>5th grade review</u> <u>SYMBOLIC NAME</u> <u>PROJECT</u>	4-6 sessions	<ul style="list-style-type: none"> •develop a variety of different techniques to create Value, Line Shape Form and Texture •identify negative and positive space and the different categories of colors 	<p>this is a Pre-Module 2 'review' unit to supplement module 2</p> <p>Utilize if needed to introduce module 2</p>
<u>5th module 2</u> <u>Designing Culture</u>	2 lessons	<ul style="list-style-type: none"> •Describe how original artwork can be improved •Describe how original artwork can be assessed •Use media and tools to communicate ideas, insights, opinions 	Needs additional lessons to augment cultural and personal insights connection