

# Fine Arts Scope and Sequence

## Art

### 5th Grade

Subject	Grade	9 Weeks	Estimated Time Frame
Art	5th		9 weeks
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
<p><b>Perception</b>  <i>develops and organizes ideas from the environment</i></p> <ol style="list-style-type: none"> <li>1. Communicate ideas about feelings, self, family, school and community, using sensory knowledge and life experiences. (TEKS 5.1A)</li> <li>2. Identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers. (TEKS 5.1B)</li> </ol> <p><b>Creative Expression/Performance</b>  expresses ideas through original artworks, using a variety of media with appropriate skills</p> <ol style="list-style-type: none"> <li>1. Combine information from direct observation, experience, and imagination to express ideas about self, family, and community. (TEKS 5.2A) <ul style="list-style-type: none"> <li>• Use with a variety of mediums, such as: pencil, paints and 3D forms, pen, printmaking and fibers.</li> </ul> </li> <li>2. Compare relationships between design and everyday life. (TEKS 5.2B)</li> <li>3. Create original artworks and explore photographic imagery, using a variety of art materials and media appropriately. (TEKS 5.2C)</li> </ol> <p><b>Historical/Cultural Heritage</b>  demonstrates an understanding of art history and culture as records of human achievement</p> <ol style="list-style-type: none"> <li>1. Compare artworks from several national periods, identifying similarities and differences. (TEKS 5.3A)</li> <li>2. Compare cultural themes honoring history and traditions in American and other artworks. (TEKS 5.3B)</li> <li>3. Identify the use of art skills in a variety of jobs. (TEKS 5.3C) <ul style="list-style-type: none"> <li>• Include graphic designers, illustrators, furniture, clothing designers and architects.</li> </ul> </li> </ol> <p><b>Response/Evaluation</b>  <i>makes informed judgments about personal artworks and the artworks of others</i></p> <ol style="list-style-type: none"> <li>1. Analyze personal artworks to interpret meaning. (TEKS 5.4A) <ul style="list-style-type: none"> <li>• Critique with the teacher and classmates.</li> </ul> </li> <li>2. Analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties. (TEKS 5.4B) <ul style="list-style-type: none"> <li>• Interpret and discuss using student’s response in class discussions.</li> <li>• Exhibit work at school and district art shows.</li> <li>• Participate in art contests (locally, statewide and nationally).</li> <li>• Select, with teacher, works to be included in class portfolio and themed exhibitions.</li> </ul> </li> </ol>		<p>Collage (self interest)</p> <p>Line “Hair Raising” (create a portrait character using a variety of lines)</p> <p>Value/texture/shape (create imaginary robot in value using geometric shapes and texture for the environment)</p> <p>Pattern/value painting in color</p> <p>Space (positive, negative) and picture plane (background, middle ground, foreground)</p> <p>Fantasy Animal</p>	

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<b>Language of Instruction:</b>	<b>Instructional Resources / Textbook Correlations:</b>
Elements of art: line, shape, value, color, form, space, texture Color wheel 6B pencil Symmetry Pattern/repetition Teacher demo	Computer Museum resources Take 5 prints
	<b>Weblinks / Other Resources:</b>
<b>External Assessment:</b>	<b>Local Assessment:</b>
<b>Best Instruction:</b>	