



Unit Planner: Line

Art 5

*Archdiocesan Essential Curriculum > 2020-2021 > Grade 5 > Visual & Performing Arts > Art 5 (BP) > Week 8 - Week 15

Stage 1: Desired Results

General Information	Essential Question(s)
<p>In this unit, students will use line to create value, show movement and depth in their artwork and refine drawing skills.</p>	<ul style="list-style-type: none">• How do artists imply movement through the use of line in their work?• How do artists convey depth and dimension through line?• How do artists create variations in value and texture through the use of line?
Enduring Understandings and Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• how to vary lines to show value.• lines can be used to create the illusion of depth and perspective. <p>Students will understand...</p> <ul style="list-style-type: none">• lines are used to show direction and movement.• artists vary the quality of lines using various artistic media.• artists design, sketch and evaluate their work to refine their skills.	<ul style="list-style-type: none">• refine drawing skills.• use a variety of lines to create texture/value.• shade to show value with various drawing techniques.• show depth and dimension in their art.• use implied or gestural lines to create movement.
Connections to Catholic Identity / Other Subjects	Vocabulary
<p><u>Math</u></p> <ul style="list-style-type: none">• line, direction, perspective, proportion <p><u>Religion</u></p> <ul style="list-style-type: none">• the role of line in religious works <p><u>ELA</u></p> <ul style="list-style-type: none">• illustrations	<p>cross-hatching depth dimension direction freehand lines mechanical lines continuous lines broken lines gestural lines hatching horizon line implied lines lines (thick, thin, horizontal, vertical, diagonal, zigzag, curvy, spiral, etc.) contour line painterly parallel perspective proportion stippling texture value shading vanishing point</p>

Standards & Frameworks Addressed

MD: Fine Arts: Visual Art (2017)

MD: Grades 3-5

Creating

Anchor Standard 1 Generate and conceptualize artistic ideas and work.

Enduring Understanding:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.

Essential Question:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts of histories and traditions of forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

E:3-5:2: Analyze and demonstrate diverse methods of artistic investigation to choose an approach for making an artwork.

Anchor Standard 2 Organize and develop artistic ideas and work.

Enduring Understanding:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives.

Essential Question:

- How do artists work?
- How do artists and designers learn from trial and error in a safe and healthy environment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

E:3-5:1: Through guided practice, experiment and develop skills in multiple art-making methods to demonstrate quality craftsmanship.

Anchor Standard 3 Refine and complete artistic work.

Enduring Understanding:

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.

Essential Question:

- What role does persistence play in revising, refining and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

E:3-5:1: Independently, collaboratively and persistently critique and refine artwork in search of progress for emerging meaning.

E:3-5:2: Use art vocabulary to create an artist statement that supports artistic decisions and meaning.

Responding

Anchor Standard 7 Perceive and analyze artistic work.

Enduring Understanding:

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.

Essential Question:

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is an image?
- Where and how do we encounter images in our world?
- How do images influence our views of the world?

I:3-5:1: Analyze similarities and differences between the elements of art in observed form.

I:3-5:2: Act on Creative ideas to support which artworks represent what people see, know, feel, and imagine.

I:3-5:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful in our world. Expectations

E:3-5:1: Analyze components in visual imagery that convey messages and compare personal interpretations.

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