Fifth Grade Visual and Performing Arts

Fifth Grade DANCE

Fifth Grade MUSIC

Fifth Grade THEATRE

Fifth Grade VISUAL ART

Deeper Learning

Fifth Grade DANCE

Priority Standards	Vocabulary Bank (10-20 words)
Full First Grade Dance Standards ***Creating:*** *Where do choreographers get ideas for dances?* ● ***Performing:*** *How do dancers work with space, time, and energy to communicate artistic expression?* ● **Responding:** *How is a dance understood?* ● **Responding:** *What criteria are used to evaluate dance?* ● **Connecting:** *How does knowing about societal, cultural, historical, and community experiences expand dance literacy?* ●	**Elements of Dance Vocabulary** ● BODY: ○ Parts of body ● ACTION: ○ Locomotor movements: Run, hop, slide, gallop, roll, tip-toe, crawl, etc ○ Non-Locomotor (in-place) movements: Bend, twist, fold, stretch, curve, rise, sink, crouch, etc. ● SPACE: ○ Pathways: Straight, curved, zig-zag ○ Personal Space / General Space ○ Levels: high / middle / low ○ Directions: Forward, backward, sideways, diagonal, prepositional words, etc

	● TIME: ○ fast, slow, before, after, steady, uneven, etc. ● ENERGY: ○ tight/loose, strong/gentle, heavy/light, bursting, strong, carefully, sudden, sharply, smoothly, etc.
Objectives	**Lessons**
● I can create a dance with a beginning, middle, and end. ● I can change and modify my dance based on suggestions from peers or the teacher. ● I can identify and move the parts of my body. ● I can perform basic locomotor and non-locomotor movements. ● I can use Space, Time, and Energy to change the movements I am doing with my body. ● I can perform a dance in front of my peers ● I can watch a performed dance ● I can identify certain aspects of a dance that I watch ● I can make dances and movements based on my life and the things I know / have learned ● I know why and how people dance in other cultures and times.	**5th grade Dance and CCSS comparison (LAUSD)** **ELA:** ● **Maya Angelou** - Part 1: investigate how dancers and choreographers have used “And Still I Rise” to create choreography / identify movements that show a word/phrase/feeling from a poem. ● **Maya Angelou** - Part 2: students create a dance based on a poem selected by the teacher. ● **ADVERB EXPLORATION** - Students modify locomotor movements with adverbs and create their own adverb dance. ● **Jazz: Music, Dance, and Poetry** - Students explore Jazz music and dance, and then write a jazz-inspired Cinquain poem. **MATH:** ● **Geometry in Dance** - In this lesson, students observe symmetry, geometric shapes, and angles in two Early American dances, and then choreograph their own dance with symmetrical figures. ● **Graph a Dance** - In this lesson, students will choreograph a figure for a square dance, graph it, and perform it. ● **Dance Space** - In this lesson, students explore locomotor and non-locomotor movement and calculate the area needed to perform the African-American dance Zudio. ● **Dance Activities: Fractional Thinking** - Activities that infuse movement and dance with fractions.
Materials	

	SCIENCE: ● Earth's Rotation Dance - Students use movement to understand how the earth rotates, how long it takes to rotate, and why the stars appear to rise and set just like the sun. ● Chemical and Physical Changes - Students will dance about and understand how chemical and physical changes occur in matter. They will also understand the meaning of "weight" and "dissolve". ● Water Cycle Dance - Students use movement to deepen understanding of evaporation, condensation, and create a dance piece to demonstrate the water cycle. ● RAINFOREST ECOSYSTEM DANCE MACHINE - Students explore creating a Dance Machine to represent the interdependence of the organisms in the Costa Rican Rainforest (directly tied to Amplify Science unit). **SOCIAL STUDIES:** ● Native American Round Dance - Explore the traditional Native American Round Dance. Invite a Native American to share proper Round Dance steps. Compare and contrast beats of various Round Dance songs. ● Iron Horses - Explore the basic locomotor movement of galloping. Read the book Iron Horses. Work in groups to create original movements inspired by the book. Perform, reflect, and connect. ● Maya Angelou - Part 1: investigate how dancers and choreographers have used "And Still I Rise" to create choreography / identify movements that show a word/phrase/feeling from a poem. ● Maya Angelou - Part 2: students create a dance based on a poem selected by the teacher.

Fifth Grade MUSIC

Priority Standards

Standards:
Music
Through both integrated activities and stand-alone lessons, teachers provide students with opportunities to engage in creative music making.

Creating: How do musicians generate creative ideas?

- Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
- Present the final version of personal created music to others that demonstrates craftsmanship and explain connection to expressive intent.

Performing: How do musicians interpret musical works?

- Explain how context (such as personal, social, cultural, and historical) informs performances.
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Responding: How do we perceive the meaning and intent of a musical piece?

- Demonstrate and explain how expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' personal interpretations to reflect creators' expressive intent.
- Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Connecting: How do musicians make meaningful connections to societal, cultural, and historical contexts when creating, performing, and responding?

Vocabulary Bank (10-20 words)

- Meter
- Syncopation
- Dotted Note Rhythms
- Descant
- Sharps/Flats
- Improvise
- Accidentals
- Dynamics
- Musical Style
- String Family
- Symphony Orchestra
- Poetry
- Fractions
- Pitch
- Frequency

• Explain and demonstrate how personal interests, experiences, ideas, and knowledge relate to creating, performing, and responding to music. • Explain and demonstrate connections between music and societal, cultural, and historical contexts.	
Objectives	**Lessons**
"I can:" • Analyze the use of music elements in aural examples from various genres and cultures. • Identify vocal and instrumental ensembles from a variety of genres and cultures. • Identify and describe music forms, including theme and variations and twelve-bar blues. • Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others. • Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others. • Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments. • Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances). • Identify different or similar uses of musical elements in music from diverse cultures. • Sing and play music from diverse cultures and time periods. • Describe the influence of various cultures and historical events on musical forms and styles. • Describe the influences of various cultures on the music of the United States. • Identify and analyze differences in tempo and dynamics in contrasting music selections. • Develop and apply appropriate criteria to support personal preferences for specific musical works.	• 1: Music Tells Our Story • 2: Cumbia with Gregorio • 3: Armenian Folk with Zulal • 4: Hip Hop with Soul Science Lab **ELA:** • 1: Writing Your Own Love Song • 2: Predicates and Music • 3: Catch Me if You Can • 4: Music and Poetry **MATH:** • 1: Music and Fractions • 2: 12 Bar Rules • 3: Creating Patterns • 4: Equal Rhythms **SCIENCE:** • 1: Pitch and Frequency • 2: Human Body Music • 3: Drum Size and Pitch • 4: 15 Minutes of Fame: The Body **SOCIAL STUDIES:** • 1: Social Studies/Music Arts Integration Lesson Plan • 2: Patchwork Flag • 3: Jay-z's Fife and Drum • 4: Cultural Fire

- Explain the role of music in community events.
- Identify ways in which the music professions are similar to or different from one another.

Materials

- ***Specific lessons will call for additional materials - see the individual lesson plans for more info.***
- A space clear of furniture / obstacles where students can move freely and safely
- *Speakers for Audio*
- *Scarves*
- *Designated presentation space in the classroom and the school (display case, bulletin board, theater/stage, website, social media) to make learning visible*
- Speaker / CD player
- Projector / Whiteboard / Smartboard
- Hand Drum
- Instrumental music tracks for movement
- Chiffon Scarves
- Ribbon sticks
- Chart paper / index cards
- Markers, pencils
- Painters' tape (optional)
- Any song! (Melody, Lyrics)
- Tubanos, Hand Drums and/or Rhythm Sticks
- Classroom object for hiding (e.g., ball, stuffed animal, etc.)
- Classroom percussion/rhythm instruments (shaker, bell, hand drum)/found sound sources
- rubber bands, speaker, media player.
- Known poems, nursery rhymes, songs
- Various classroom instruments (if available)
- Picture cards of non-pitched instruments with the names of instruments written below the picture.
- Big book stand, music stand, board-anything to arrange cards in sequence from left to right.

• Rhythm cards, manipulatives to represent note values (e.g., popsicle sticks, paper cutouts, etc.)	

Fifth Grade THEATRE

Priority Standards	Vocabulary Bank (10-20 words)
Creating: What happens when theatre artists use their culture, imaginations, and/or learned theatre skills while engaging in creative exploration and inquiry? • **Performing:** What happens when theatre artists and audiences share a creative experience? • **Responding:** How can the same work of art communicate different messages to different people? • **Connecting:**What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	**Acting-** the Art and process by which an actor creates a character or reads on from a script, transforms himself or herself into that character and attempts to convince an audience that he or she is that character in real life. **Actor-** A person who engages in the Art of acting. **Character:** A person that an actor pretends to be. **Character traits**: Observable embodied actions that illustrate a character's personality, physicality, values, beliefs, and history. **Costumes-** a set of clothes worn by an actor or other performer for a particular character. **Conflict:** The problem, confrontation, or struggle in a scene or play. A conflict can be inside a character or outside a character. **Dialogue:** Speaking in between two or more people. **Empathy**: the ability to understand and share the feelings of another. **Ensemble** – a group of people who work or perform together.

	Gesture- a movement that conveys meaning with a beginning, middle, end. **Intention (or Objective) -** What the character wants. **Levels** – body shapes that are either classified as being high, medium, or low. This helps to create tableaus that are visually interesting and ensure that the audience can see all of the action. **Physicality-** How an actor shows who a character is physically. **Play:** A performance done on a stage or another performance space. Tells a story through language and movement. **Props-** Objects used in acting out a scene or play. **Projection**- making your voice louder. **Stage** – A designated open space for students to share ideas. In a theatre, the stage is where an actor performs. In the classroom, a stage can be an open space in the front of the classroom. It gives students a focal point for classroom presentations. **Stage directions-** (Upstage, Downstage, Stage Left, Stage Right) directions on the stage to communicate where to move people or objects. **Tableau** – (frozen picture) A group of statues come together to form a tableau. In a tableau, participants make still images with their bodies to represent a scene. A tableau can be used to quickly explore a particular moment in a story or to replicate a photograph or artwork for deeper analysis. **Tongue Twister**- Used for vocal warm-ups to practice articulation and enunciation. **Warn-up-** A series of vocal and physical exercises to warm up the body and

	voice of the actor.
Objectives	**Lessons**
"I can…" ● Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work. ● Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work. ● Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work. ● Revise and refine an improvised or scripted drama/ theatre work through rehearsal, collaborative review, and reflection. ● Describe the underlying thoughts and emotions that create dialogue and action in a drama/ theatre work. ● Present drama/ theatre work to an audience. ■	● Theatre Warm-up ● Obstacle Course ● Everybody Do ● Columbian Hypnosis **ELA:** ● Voices in the Head ● Tour of a Space ● Public Service Announcement ● Show Us **MATH:** ● Lights, Camera, Division! ● Show me the Money! ● Multi-lingual Counting ● Buzzz **SCIENCE:** ● Forces in Motion ● What is Shaking in your neck of the woods ● Global Patterns ● Head in the Clouds **SOCIAL STUDIES:** ● Unscramble the Preamble ● Pass the Picture ● Machine ● Public Speaking/Oratory
Materials	

Fifth Grade VISUAL ART

Priority Standards

Creating: Students will shape artistic work through the art-making process by imagining, experimenting, combining to generate innovative ideas. They can identify and demonstrate a variety of methods to artmaking, and choose an approach to beginning their work of art. They can identify and demonstrate quality craftsmanship.

Presenting: Students develop and refine their artistic techniques, while demonstrating effective and safe use of materials and techniques for constructing and presenting artworks.

Responding: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator. They can compare, critically analyze and discuss one's own interpretation of a work of art with the interpretation of others.

Connecting: Students observe, discuss, and infer information about time, place, and culture when viewing works of art. They identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Vocabulary Bank (10-20 words)

- **Blind contour** - carefully observing the outline and shapes of a subject while slowly drawing its contours in a continuous line without looking at the paper
- **Accordion** - folding like a fan, or the bellows of an accordion instrument
- **Zine** - a mini "magazine"
- **Elaborate** - detailed design
- **Spatial illusion** -representation of space using visual clues
- **System** - a set of things working together
- **Foreground** - the part of a view that is nearest to the observer
- **Midground** - the part of a view that is between foreground and background to the observer
- **Background** - the part of a view that is furthest from the observer
- **Composition** - a work made up of putting things together; formation or construction
- **Anatomical** - relating to bodily structure:
- **Genre painting** - The term genre painting refers to paintings that depict situations and scenes from everyday life. These themes include different everyday scenes like mealtimes, various celebrations, concerts, or crowded markets and streets

Resources:

- Art Vocabulary Glossary
- Visual Art Standards
- Stages of Artistic Development
- Artists' Studio Habits
- Elements of Art: Lines, vertical diagonal, horizontal, straight, curved, zigzag (angled)
- Critical Thinking
- Susan Striker ideas for art

- Focus in Art Activities
- Short Art Activities
- Thinking Routines: SEE THINK WONDER, Gallery Walk, What makes you say that, Think Puzzle Explore

Objectives

I can…

- I can organize, develop and execute an artistic idea & artwork.
- Explore and invent art-making techniques and approaches.
- Brainstorm different approaches to a creative art or design problem.
- Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- Elaborate visual information by adding details in an artwork, in written and verbal discussions, to enhance emerging meaning.
- Use primary and secondary resources to inform artmaking.
- Engaging in the process of art analysis and art criticism
- Effectively create a composition using color, patterns, and use a variety of shapes.

Materials

- *Projector with speakers or large screen with Apple TV*
- *Materials for drawing in black and white: Pencils, Pens, Black felt-tip markers*
- *Materials for drawing in color: Colored Pencils, Crayons, Markers*
- *Paints: Watercolors, tempera paint, or paint crayons*
- *White drawing paper - 9x12, 12x18, or 18x24*
- *Color papers: Color cover stock and copy paper, construction paper*
- *Scissors*
- *Tape*
- *Ruler*
- *White glue, Glue Sticks*

Lessons

- My 3-minute self-portrait Follow along with Comic writer, Lynda Barry to create a unique selfie in 3 minutes!
- Accordion Book of Parts Students create a short accordion book, decide on a system, object or big idea to research and illustrate the parts of something.
- Fancy Hair Day Students get a quick lesson on the proportion of the face, then draw an imaginative, colorful hairstyle on the head.
- Hidden Names Radial Drawing - students watch a video and create a radial design using their names in this follow along video. Pause as needed
- Interviewing and Fostering Respect portraits- In pairs, students interview each other and pose the question to their partner, “What makes you laugh?” After the interviews they use a thin black marker or pen to draw ‘a blind contour’ line portrait (draw while not looking at the paper). This usually ushers in fun, laughter and release. Use colors to elaborate on it.
- Linear Perspective - Slides explore various representations of perspective in different styles. The Activity: Easy Perspective drawing where students get a worksheet, or project it, and learn how to make block letters look 3D.

ELA:

- Is it Art? This lesson explores Visual Thinking Strategies while looking at 4 different artist’s artwork which were considered controversial when it was exhibited. Groups make a claim, research and debate! Class takes a poll. (Connected to Persuasive writing standards)

- *Any type of clay (Model Magic, Airdry clay, or modeling) and plastic utensils, toothpicks, etc. for clay tools*
- *Cardboard*
- *Objects to draw: shells, leaves, seed pods, rocks, blocks, toys, etc.*
- *Odds and ends craft supplies: beads, pipe cleaners, jewels, fabric, yarn, etc.*

- Kerry James Marshall- Students will view and discuss paintings by Kerry James Marshall, one of the most famous American painters today, then sketch everyday genre scenes from their cultural events, neighborhood, family, or community. With **DETAIL**!
- Idiom Sculptures -After experiencing an idiom tableau, students brainstorm and create a sculpture that represents an idiom!

MATH and Perspective

- Numbers in Nature
- 5th and 6th Grade Art: Radial Symmetrical Name Design- this is a really fun project, using a name or a word to create a colorful radial design. Follow along with a Youtube video.
- Choose from variety of Perspective short lessons to draw a scene.
- Drawing a City Scene in Linear Perspective; Template for starting
- In-depth Linear Street Drawing video - Use Pencil and ruler, follow along, pause when needed; add details, creatures, nature.
- Squares and Colors Using graph paper and colored papers, students will create colorful square designs.

SCIENCE:

- 3D Swirl - Optical Illusion Art for Upper Elementary- Students follow a video showing how to create a really cool optical illusion swirling drawing. 8x8 or larger.
- Super Power Seeds - Students observe and sculpt a seed out of clay from their imagination, or from observation and reference pictures. Next, they create a flyer with a drawing and description of the seed, and how to take care of it.

SOCIAL STUDIES:

- Human Rights Poster - Students learn about and use available supplies to create a human rights poster.
- Biography Study Origami Book - Students research an artist or other historical biography, and create an Origami book about them. This is a really fun book, and any content would be

	satisfying. ● What's My Profile? - Students reflect on their own description and identity to create a "Profile," exploring different fonts, size, proportions, color, and placement of the words to depict themself. If you're into architecture, this is fun.