

**Link Community Charter School  
Grade 5 Fine Arts Scope and Sequence**

|   | A                            | B  | C  | D  | E   | F  |
|---|------------------------------|--|--|--|---|--|
| 1 | <b>Time line</b>             | <b>CCSS: Anchor Standard/NJCCStandards</b>   | <b>Essential Questions</b>   | <b>Key Skills: What will students be able to do</b>  | <b>Content: What will students know</b>   | <b>Resources</b>   |
| 2 | week 1- Introduction to art. | CCSS- SL 6.2, RI 5.2, RI 5.7, R1 6.7, NJCCS- 1.1.5.D.1,1.2.5.A.1,1.2.5.A.2 ,1.2.5.A.3,1.3.5.D.1,1.3.5.D.2,1.3.5.D.3,1.3.5.D.4,1.3.5.D.5,1.4.5.A.1,1.4.5.A.2,1.4.5.A.3,1.4.5.B.1,1.4.5.B.4,1.4.5.B.5, | Introduction to Art at Link/ Art Room Rules and Procedures. What is your expectation for art class? What has your art class experience been in the past?   | Describe and identify expectations and overview of fine art class.   | Expectations and rules and procedures,systems for art room.   | Copy of syllabus, rules and procedures of art room, sample rubrics, explanation of systems in place for art class, do now- ice breaker exercise. Fine Arts Contract.   |
| 3 | weeks 1-2 Line               | CCSS- SL 6.2, RI 5.2, RI 5.7, R1 6.7, NJCCS- 1.1.5.D.1,1.2.5.A.1,1.2.5.A.2 ,1.2.5.A.3,1.3.5.D.1,1.3.5.D.2,1.3.5.D.3,1.3.5.D.4,1.3.5.D.5,1.4.5.A.1,1.4.5.A.2,1.4.5.A.3,1.4.5.B.1,1.4.5.B.4,1.4.5.B.5, | What is line and why is it important in art class? Where can you identify line in your environment -home, school, neighborhood, world? Is line important in all works of art? Is line an art element? Can you identify line in most works of art?  | Identify, describe, create a variety of lines in their work and the work of others, as well as in the environment. | Definitions of line, line quality, line variation, and how to create or describe them.  | Books highlighting Art Element Line.Art Magazines, reproductions, websites highlighting art elements, Art lessons Middle School:D.B.A.E. Curriculum. Handouts, self evaluation, read and respond document.   |
| 4 | weeks 2-3 Shape              | CCSS- SL 6.2, RI 5.2, RI 5.7, R1 6.7, NJCCS- 1.1.5.D.1,1.2.5.A.1,1.2.5.A.2 ,1.2.5.A.3,1.3.5.D.1,1.3.5.D.2,1.3.5.D.3,1.3.5.D.4,1.3.5.D.5,1.4.5.A.1,1.4.5.A.2,1.4.5.A.3,1.4.5.B.1,1.4.5.B.4,1.4.5.B.5, | Shape is everywhere, what shapes can you identify in your world? Your home, school, surroundings, environment. Why is shape important in art and beyond? Can you break most objects down into shapes? Can you identify a variety of shapes in famous works of art as well as your artwork and art of classmates. | Identify, describe, create a variety of shapes in their work and the work of others, as well as their environment. | Definitions of a variety of shapes and how to create or describe them, and apply them in works of art.                            | Books highlighting Art Element Shape .Art Magazines, reproductions, websites highlighting art elements, Art lessons Middle School:D.B.A.E. Curriculum. Handouts, self evaluation, read and respond document. Variety of artists supplies.  |
| 5 | weeks 3-4 Texture            | CCSS- SL 6.2, RI 5.2, RI 5.7, R1 6.7, NJCCS- 1.1.5.D.1,1.2.5.A.1,1.2.5.A.2 ,1.2.5.A.3,1.3.5.D.1,1.3.5.D.2,1.3.5.D.3,1.3.5.D.4,1.3.5.D.5,1.4.5.A.1,1.4.5.A.2,1.4.5.A.3,1.4.5.B.1,1.4.5.B.4,1.4.5.B.5, | Can you identify texture in your world, your home, your surroundings, your environments? Can you identify texture in works of art that you create, your classmates create, and works by famous artists. How can you incorporate texture in your works of art?  | Create a variety of textures using a variety of supplies and methods.  | Identify and describe different textures in various works of art including their own, that of fellow students and famous artists. | Books highlighting texture samples, art Magazines, reproductions, websites highlighting art elements, wall paper samples, examples from the environment, Art lessons Middle School:D.B.A.E. Curriculum. Handouts, self evaluation, read and respond document. Variety of art supplies. |

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| 6 | weeks 4-5<br>Color                                | CCSS- SL 6.2, RI 5.2, RI 5.7, R1 6.7, NJCCS- 1.1.5.D.1,1.2.5.A.1,1.2.5.A.2 ,1.2.5.A.3,1.3.5.D.1,1.3.5.D.2,1.3.5.D.3,1.3.5.D.4,1.3.5.D.5,1.4.5.A.1,1.4.5.A.2,1.4.5.A.3,1.4.5.B.1,1.4.5.B.4,1.4.5.B.5, | Color is everywhere, how does color impact your world? Can you imagine a day without color? Using your color vocabulary can you describe the different colors used in a work of art? Is color an art element?How does working with color allow you to express yourself? | create works of art that describe the different colors on the universal color wheel. Mix specific colors based on their color theory handouts and color vocabulary. Relate color theory to their art production. | Identify and describe different colors in various works of art including their own, that of fellow students and famous artists. Define color vocabulary and identify that vocabulary in their own original works of art. Identify and describe values of those colors. | <b>Books highlighting color vocabulary, samples, examples, art Magazines, reproductions, websites highlighting art elements, wall paper samples, examples from the enviornment, Art lessons Middle School:D.B.A.E. Color wheel samples, handouts, self evaluation, read and respond document. Variety of art supplies.</b>                    |
| 7 | weeks 5-6<br>Form                                 | CCSS- SL 6.2, RI 5.2, RI 5.7, R1 6.7, NJCCS- 1.1.5.D.1,1.2.5.A.1,1.2.5.A.2 ,1.2.5.A.3,1.3.5.D.1,1.3.5.D.2,1.3.5.D.3,1.3.5.D.4,1.3.5.D.5,1.4.5.A.1,1.4.5.A.2,1.4.5.A.3,1.4.5.B.1,1.4.5.B.4,1.4.5.B.5, | What are examples of different forms you can identify from your world, your surroundings, your enviornment? What makes an object three dimensional? Can you draw an object to show height, width, and depth? Have you ever created a 3 dimensional object?              | create a three dimensional object. Applying the art elements explored throughout the quarter.  | Identify and describe all the art elements found in the 3 dimensional object they create. Relate new art vocabulary to 2 and 3 d objects they create.  | Books highlighting form , samples of form- objects, masks, statues, vases, jugs,bowls, etc , examples, art Magazines, reproductions, websites highlighting art elements, wall paper samples, examples from the enviornment, Art lessons Middle School:D.B.A.E. Handouts, self evaluation, read and respond document. Variety of art supplies. |
| 8 | weeks 7-8<br>Art history and activity connection. | CCSS- SL 6.2, RI 5.2, RI 5.7, R1 6.7, NJCCS- 1.1.5.D.1,1.2.5.A.1,1.2.5.A.2 ,1.2.5.A.3,1.3.5.D.1,1.3.5.D.2,1.3.5.D.3,1.3.5.D.4,1.3.5.D.5,1.4.5.A.1,1.4.5.A.2,1.4.5.A.3,1.4.5.B.1,1.4.5.B.4,1.4.5.B.5, | Looking at the work of Famous Artists can teach us what about art, the world in which the artists lived, and ourselves? Is there a particular artist you would like to explore more in depth? What can you share about an artist you studied in the past?               | Create a work of art based on that of a famous artist that they choose to research. Present about that artist to their class and prepare a written document to accompany the presentation.                       | Identify and describe the art elements described in the artist of their choice and their own interpretation of that artists work.  | Books Magazines, reproductions, websites highlighting artists from different time periods and different countries, cultures, etc. Reproduction samples, examples from the internet, Art lessons Middle School:D.B.A.E. handouts, self evaluation, read and respond document. Computer Lab.  |