

**New Paltz Central School District
ART
Fifth Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><u>Life Drawing-Drawing Trees</u></p> <ul style="list-style-type: none"> • How do we draw what we see, not what we know? • How can life study (observation) drawing help you to see better and appreciate nature at a deeper level? • Why do people draw? • Do we learn from drawing? • What are the oldest living things on earth? • How are trees our partners on this planet? 	<ul style="list-style-type: none"> • Ability to draw requires five basic component skills: the perception of edges, spaces, relationships, light and shadows, and the whole (Gestalt) – Betty Edward – <i>Drawing on the Artist Within</i> and <i>Drawing From the Right Side of the Brain</i>. • Shading techniques. • Ability to see. • Texture, detail, • Value (light and dark shades of the gray graphite. • Resemblance of tree. 	<ul style="list-style-type: none"> • Andrew Wyeth • Van Gogh • Mandrian • Arbor Day (last Friday in April – plant trees). • Tree facts: <ul style="list-style-type: none"> ○ 20,000 different kinds of trees on earth. ○ Products that come from trees – spices, lumber, paper, plastics, chocolate, medicines, fuel, and rubber. ○ Influence our climate. ○ Tree leaves absorb carbon dioxide from the air and release oxygen to make our air more breathable.
<p><u>Sky Tree Paintings</u></p> <ul style="list-style-type: none"> • What is your favorite sky? • What type of tree is your favorite? 	<ul style="list-style-type: none"> • Paint a sky using color blending and a variety of brush techniques. • Paint a tree showing a gradation from thick to thin branches using a paint brush. • Using more than one color of paint on paint brush – create bark texture. • Paint clouds using brush, cotton, and sponge techniques. 	<ul style="list-style-type: none"> • Language Arts – poetry inspired by students' sky/tree painting – using personification, megaphor, simile, imagery. • Read: <i>A Swinger of Birches</i> by Robert Frost. • Read: <i>Sky Tree</i> by Thomas Locker. • Clouds – learn different cloud formations (science curriculum).

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<p><u>Color Theory</u></p> <ul style="list-style-type: none"> • Where does color come from? • How do we see color? • How many values of gray or color can the human eye see? • How can I make objects appear to jump out or recede by using color? • What is in white light? • What makes the colors of the rainbow? • If light changes, will color change? 	<ul style="list-style-type: none"> • Produce an eleven step achromatic value scale (gray scale) or monochromatic (color scale). • Experiment with color mixing. • Create the illusion of depth in final portrait painting by using tints and shades of colors. • Understand how using different combinations of color can create different moods. <ul style="list-style-type: none"> ○ Complimentary – exciting ○ Triadic/tertiary – lively/energetic ○ Analogous – harmonious feeling ○ Monochromatic – peaceful, calm, quiet, restful • Color is a property of light, not an object itself. 	<ul style="list-style-type: none"> • Emotional color (“Ever since our argument, I’ve been blue.”) • Color symbolism (“Don’t worry, he’s true blue.”) • Symbolic color references are cultural. They are not world wide. (Mourning in USA – black; India – white, Burma – yellow, etc.) • Science of color <ul style="list-style-type: none"> ○ Rainbow demonstration with a prism. ○ Scientist Sir Isaac Newton, born 12/12/1642 – 1727 – discovered prism breaks up white light into the colors of the rainbow and that colored light could be recombined to make white light – first knighthood ever awarded for scientific achievement. • Primary and secondary rules do not apply with acrylic and oil paint. • Book: <i>Blue and Yellow Don’t Make Green</i>, by Michael Wilcox. • Matisse – became famous for his bold use of colors and intuitively understood that blue was the hottest color before scientists discovered that it in fact is the hottest/warmest color. • The most positive feel good colors: turquoise, magenta, and yellow. • There is no one consistent color for any thing or object.

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<p><u>Vanishing Point Perspective Drawing</u></p> <ul style="list-style-type: none"> • Renaissance architect Filippo Brunelleschi, designer of the Florence Cathedral developed a new way of drawing (vanishing point perspective). How might this have affected Renaissance painters like Raphael (“The Marriage of the Virgin”) and Da Vinci’s “The Last Supper”? • Looking at the slide of “The Last Supper”, if you kept drawing the lines of the ceiling down to the horizon, where would they meet? • Why would Da Vinci use the lines of the painting to lead our eyes to the center? • Why would this be important? • How can I create the illusion of 3-D in my drawings and paintings? 	<ul style="list-style-type: none"> • 1 point perspective. <ul style="list-style-type: none"> ○ Drawing a landscape with a road lined with trees, fence, and/or telephone poles. ○ Drawing an interior view of a room or corridor with ceiling and floor, windows, and furniture. ○ Drawing a city scape. • 2 point perspective. <ul style="list-style-type: none"> ○ Drawing a table with objects on it. ○ Drawing a building (Lenape) from a bird’s eye view, eye level view, and a worm’s eye view. • Multiple Perspective <ul style="list-style-type: none"> ○ Drawing objects in space (cubes) using multiple perspective. • Choose and use the perspective technique required to paint famous painting for background of self-portrait painting. 	<ul style="list-style-type: none"> • Slides of paintings using vanishing point perspective: <ul style="list-style-type: none"> ○ Raphael ○ Da Vinci ○ Brunelleschi ○ Vermeer ○ Comic artists • Book: <i>Perspective Made Easy</i>, by David P. Morin

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<p><u>Self-Portrait Drawing – Life Drawing</u></p> <ul style="list-style-type: none"> • Look closely at an eye (pupil, iris, white, upper and lower lids, lashes, eye brows): <ul style="list-style-type: none"> ○ What shape is the pupil? ○ What value or color is your iris? ○ What are the highlights? ○ Is the iris wide or narrow? ○ Is the iris flecked or solid? ○ Can the entire circle be seen? ○ Where do the lashes grow? ○ At what distance above the eye is the eyebrow? • What are the three darkest areas on the human face? • What is the most important line on the human face that captures likeness? 	<ul style="list-style-type: none"> • Accurate representation depends on careful looking skill-close observation. • Seeing and drawing detail • Students will draw a self-portrait using a mirror and drawing board. • Life-size. • Measure spaces between features. • Understand how features relate to each other. • Understand facial anatomy. • Use shading to create a 3-D image. • Understanding facial grid and where features line up. • Likeness of student’s face. 	<ul style="list-style-type: none"> • The right hemisphere of the human brain is specialized for recognition of faces. • Slides of portraits. • How portraits have changed throughout history. • My story-age 11 – spending time with a portrait artist and having my portrait created in pastel (show original work). • Van Gogh – self portraits. • Picasso – cubism. • John Singer Sargent – 1856 – 1925 – American portrait painter. • Chuck Close. • Degas.

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<p><u>Celtic Interlacing and Illumination</u></p> <ul style="list-style-type: none"> • What caused the scribe (Monk) to be more in touch with nature when creating a book than a scribe or author would be today? • How are people that cannot read or write vulnerable to people in power that have the ability to read and write? • What does it mean to illuminate something? • Books were rare and considered sacred so they were hidden beneath the monastery and the only passage to the book room was an intricate labyrinth on staircases – If you had to make your way through a labyrinth, what would you do insure you could find your way back out? 	<ul style="list-style-type: none"> • Contemplate medieval ingenuity. • Draw different interlocking patterns and designs. • Create unique woven designs inspired by Celtic interlacings and geometrical configurations. • Dedication, skill, time, patience, concentration, and hard work are inherent in the woven lines of this art and the results are complex wonders that provide a sense of achievement. • Understand how book covers were carved out of wax and cast in metal. • Use glue gun glue to create a raised relieve of the interlacing lines to recreate the effect of the medieval book covers. • Antique frames using gold paint and adorn with gems. • Create a gold frame for tree painting or illuminated letter. 	<ul style="list-style-type: none"> • Story (Memories of a Medieval Monk) written by J. Gallagher. • Scriptorium. • Book of Kells – copy of and slides. • Foliaceous designs – flowers and leaves. • Interlacing patterns. • Spiral patterns. • Key patterns. • Zoomorphic designs, • Knot designs. • How paint pigments were made. • How vellum or parchment were made. • How pens were made. • Interlacing was inspired by nature – tree branches, overlapping vines, and a person’s constant contact with nature. • Slides and prints: <ul style="list-style-type: none"> ○ Cover of the Pericopes of Henry II, c.1014. ○ Cover for the Lindau gospels, c.870-880. ○ Cover for the Codex Aureus of St. Emmeran, c.870-880.

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		<ul style="list-style-type: none"> ○ Back cover for the Lindau Gospels, c.800 ● Play Gregorian chant music.
<p><u>Gargoyles – Clay Sculpture</u></p> <ul style="list-style-type: none"> ● There are many theories about what gargoyles symbolized (e.g., symbols of evil to remind people to be good Christians, protectors of the church, protectors of the people, as a form of medieval entertainment: Do you have your own theory about what gargoyles mean or symbolized? ● Similar to our modern day space aliens, people of the Middle Ages were fascinated with monsters: Can you think of any situations where we might have similar fascinations? ● What kind of sculptures do you think could scare people today or entertain people today? 	<ul style="list-style-type: none"> ● Students will imagine and draw their own individual gargoyle sculptures. ● Students will explore different clay techniques and clay tools. ● Students will synthesize images from the story, clay techniques, ideas inspired from gargoyles viewed, and create gargoyle sculptures. ● Students will stain sculptures if they want a stone gargoyle the way they look on medieval buildings today, or paint gargoyles in authentic bright medieval colors. ● Modeling a sculpture out of clay using additive and subtractive methods, or students will create a functional (drainpipe) gargoyle using the slab techniques. ● Chimera – sculpture in the round – non-functional gargoyle. 	<ul style="list-style-type: none"> ● Story about gargoyles – <i>History Within Story</i>. ● Resource for slides: Benton-Rebald, J. (1997) <i>Holy Terrors: Gargoyles on Medieval Buildings</i>. ● Slides: <ul style="list-style-type: none"> ○ Cross-section of cathedral with gargoyles. ○ Oxen gargoyles on Loom Cathedral. ○ Working lion gargoyle, Cathedral of Saint Pierre. ○ Charte Cathedral, Flying Buttresses. ○ Norte-Dame de Paris, chimeras. ○ Row of gargoyles, north side, Notre Dame. ○ Laughing winged monster, Town Hall, Bruges, Belgium. ○ Winged composite creature, Hereford, England.

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		<ul style="list-style-type: none"> ○ Hairy human with animal head, Burgos, Spain. ○ Gargoyles on buttress, north side, Sainte-Chapelle, Paris. ○ Winged rhinoceros, West facade, Notre Dame. ○ Head of man, west façade – Salisbury, England. ○ Mouth – pullerimp – Hotel de Saens, Paris. ○ Hooded man, Thaxted, England. ○ Vomiting man – Cathedral Saint-Pierre, Portiers, France. ● Visit Gothic style library at Vassar College – Cultural Arts field trip.
<p><u>Painting Self Portrait Within a Famous Painting</u></p> <ul style="list-style-type: none"> ● If you could be in a famous painting, what would it be? ● What do you think will be different about painting your self-portrait from drawing your self-portrait? 	<ul style="list-style-type: none"> ● Read about a painter. ● Take notes and search for interesting facts about painter. ● Know how to recognize different painting styles and techniques. ● Paint in the artist’s style and techniques. ● Paint self-portrait. ● Mixing color. ● Creating tings and shades of color. 	<ul style="list-style-type: none"> ● Slides of painters. ● Artroom library of a variety of famous painters. ● Met – field trip exploring the museum and finding paintings by your artist. ● Styles of art: <ul style="list-style-type: none"> ○ Impressionism ○ The Fauves ○ Expressionism ○ Cubism ○ Surrealism ○ American landscapes ○ Realism ○ Abstract Expressionism ○ Pop ● Analyzing works of art.