



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. K: Art

Board Approved:

August 2026

Unit	Timeframe - about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lessons Options	Lesson Model/Sample	Standards
1	6 classes	Drawing	How can lines and shapes help me show what I see or imagine?	*Identify visual elements *Review ways to use different drawing tools *Be introduced to landscape *Become aware of basic shapes found in animals, birds, flowers, and other nature forms *Learn to use a variety of lines--curved, jagged, zig-zag, etc.	*Observation *Rubric	Lesson: "Jeremy Draws a Monster" Lesson: "Pattern Mittens" Lesson: "Line Design" Lesson: "Swirly Bird Nest" Lesson: "Line Lion"	    	9.1.V.K.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.K.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts.
	40 minutes per class		How can drawing help me tell a story or share an idea?	*Develop awareness of different styles of art *Learn to organize lines, shapes, colors, and textures in a project *Learn that objects can be seen and portrayed from different views: top, bottom, side, front				
2	6 classes	Painting	How do colors work together to make new colors?	*Identify primary, warm, and cool color schemes *Explore different painting techniques *Explore color mixing strategies	*Observation *Rubric	Lesson: "Crayon Leaf Rubbing" Lesson: "Oil Pastel Resist Spider Webs" Lesson: "Pattern Popsicles"	  	9.1.V.K.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.K.B1 Visual Arts (Demonstration): Combine a variety of materials to create a work of art.
	40 minutes per class		How can colors show feelings or ideas?					



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3	6 classes	Collage	How can cutting and arranging shapes help me create a picture?	*Review the term collage and examine a collage work	*Observation	Lesson: "Baby Owl Collage"		9.1.V.K.B1 Visual Arts (Demonstration): Combine a variety of materials to create a work of art.
	40 minutes per class		How can different materials work together in one artwork?	*Learn to cut identical and similar shapes from paper	*Rubric	Lesson: "Torn Paper Wreath"		9.1.V.K.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts.
4	6 classes	Sculpture	How can I change and combine materials to create a 3D artwork?	*Develop the ability to combine simple clay forms into more complex forms	*Observation	Lesson: "Model Magic Color Mixing Fish"		9.3.K.G1 Critical Response: Formulate and share an opinion about one's own work and that of others.
	40 minutes per class		How is making art different when it is not flat?	*Learn to create new ways to show texture, patterns, and details in clay	*Rubric	Lesson: "Line Sculptures"		9.1.V.K.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts.
						Lesson: "Model Magic Pet Hedgehogs"		



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Gr. 1: Art

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Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lessons Options	Lesson Model/Sample	Standards
1	6 classes 40 minutes per class	Drawing	How can I use lines, shapes and details to show ideas and feelings? How do artists use drawing to show movement or action?	*Identify visual elements in a work of art and in the environment *Review ways to use the drawing medium *Begin to understand figures proportions *Develop ability to transfer mental imagery to visual imagery *Be introduced to the landscape *Develop an awareness of horizon line and simple depth perception *Become aware of basic shapes found in animals, birds, flowers, and other nature forms *Learn to use lines to suggest textures and patterns to create a drawing *Learn to organize lines, shapes, colors, and textures in a project *Examine works of art and identify features that help portray human feelings *Develop awareness of different styles of art *Learn the ways artists use wide and narrow divisions of space to suggest the importance of different parts of their drawings *Learn that objects can be seen and portrayed from different views: top, bottom, side, front	*Observation *Rubric	Lesson: Alphabet Bird Lesson: Native American Buffalo Robe Lesson: Easter Chick and Bunny Line Design	  	9.1.V.1.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.1.B1 Visual Arts (Demonstration): Create works of art and identify art materials, techniques, and processes. 9.1.V.1.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.1.G1 Critical Response: Compare and contrast the characteristics of works of art.
2	6 classes 40 minutes per class	Painting	How do artists use primary and secondary colors to create images? How can color help tell a story in a painting?	*Identify primary, secondary and intermediate colors on a color wheel *Learn to mix secondary and intermediate colors of paint in a systematic way *Identify brush strokes in painting *Create a painting using various brush strokes *Discuss the ways light can change the color and mood of a scene *Create a painting attempting to express mood of a scene *Discuss light and dark colors and how artists use them to show weather *Learn how to mix light and dark colors *Identify the main divisions of space in a landscape (portray earth, sky, etc.) *Discuss ways artists have used light and dark colors to capture a definite mood in a painting	*Observation *Rubric	Lesson: Winter Cardinal Lesson: Under the Sea Resist Painting	 	9.1.V.1.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.1.B1 Visual Arts (Demonstration): Create works of art and identify art materials, techniques, and processes. 9.1.V.1.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.1.G1 Critical Response: Compare and contrast the characteristics of works of art.



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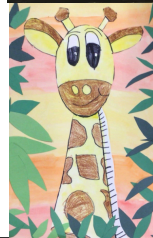
Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lessons Options	Lesson Model/Sample	Standards
3	6 classes 40 minutes per class	Collage	How can textures and patterns make collage artwork more interesting? How can I combine materials to show an idea?	*Review the term collage and examine a collage work *Learn to cut identical and similar shapes from paper *Learn to create a collage from scrap materials	*Observation *Rubric	Lesson: Architectural Winter Shape Collage or Cityscape at Night Lesson: Warm Leaf/Cool Breeze Lesson: Monet Water Lilies		9.1.V.1.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.1.B1 Visual Arts (Demonstration): Create works of art and identify art materials, techniques, and processes. 9.1.V.1.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.1.G1 Critical Response: Compare and contrast the characteristics of works of art.
				*Develop the ability to combine simple clay forms into more complex forms *Discuss subject matter, texture, and patterns within a sculpture *Learn to create new ways to show texture, patterns, and details in clay *Become aware of geometric forms in buildings *Create a 3-dimensional form of a being (human or animal)	*Observation *Rubric	Lesson: Ceramic Texture Turtle Lesson: Simple Origami Pets Lesson: Model Magic Texture Pumpkin		9.1.V.1.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.1.B1 Visual Arts (Demonstration): Create works of art and identify art materials, techniques, and processes. 9.1.V.1.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.1.G1 Critical Response: Compare and contrast the characteristics of works of art.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 2: Art

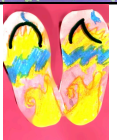
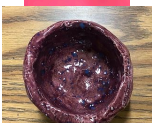
								Board Approved:	August 2026
Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards	
1	6 classes	Drawing	How can drawing show what something looks like from different viewpoints?	*Identify visual elements in a work of art and in the environment. *Review ways to use the drawing medium *Begin to understand figures proportions *Develop ability to transfer mental imagery to visual imagery *Be introduced to the landscape *Develop an awareness of horizon line and simple depth perception *Become aware of basic shapes found in animals, birds, flowers, and other nature form *Learn to use lines to suggest textures and patterns to create a drawing	*Observation *Rubric	Lesson: Pattern Turkey		9.1.V.2.A1 Visual Arts (Elements and Principles): Know and use b...	
	40 minutes per class		How do artists use space and details to make drawings more interesting?	*Develop awareness of different styles of art *Learn the ways artists use wide and narrow divisions of space to suggest the importance of different parts of their drawings. *Learn that objects can be seen and portrayed from different views: top, bottom, side, front		Lesson: M.C. Escher Inspired Tessellations		9.1.V.2.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts.	
2	6 classes	Painting	How do warm and cool colors affect the mood of an artwork?	*Identify primary, secondary, and intermediate colors on a color wheel *Identify brush strokes in a painting *Create a painting using various brush strokes *Create a painting attempting to express the mood of a scene	*Observation *Rubric	Lesson: Overlapping Candy Corn		9.1.V.2.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts.	
	40 minutes per class		How can color choices show time, place, or emotion?	*Learn how to mix light and dark colors *Identify the main divisions of space in a landscape (portray earth, sky, etc.) *Discuss the ways artists have used light and dark colors to capture a definite mood in a painting *Learn to use terms tint and shade.		Lesson: Abstract Line Design		9.1.V.2.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts.	
						Lesson: Winter Silhouette Painting			
						Lesson: Giraffe		9.3.2.G1 Critical Response: Critical Response: Recognize that works of art have meaning.	



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Gr. 2: Art

								Board Approved:	August 2026
Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards	
3	6 classes	Collage	<i>How can collage be used to tell a story or show a place?</i> <i>How do artists choose materials to match their ideas?</i>	*Review the term collage and examine a collage work. *Learn to cut identical and similar shapes from paper. *Learn to create a collage from scrap materials and things found in nature.	*Observation *Rubric	Lesson: Expressive Pumpkins Lesson: Chilly Penguin Mixed Media Collage Lesson: Symmetrical Butterflies	  	9.1.V.2.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.2.B1 Visual Arts (Demonstration): Create works of art inspired by the styles and materials of other artists. 9.1.V.2.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.2.G1 Critical Response: Critical Response: Recognize that works of art have meaning.	
	40 minutes per class								
4	6 classes	Sculpture	<i>How can sculpture show movement or balance?</i> <i>How do materials affect how a sculpture looks and feels?</i>	*Develop the ability to combine simple clay forms into more complex forms *Compare assembled forms and found materials artists have used *Discuss subject matter, texture, and patterns within a sculpture *Learn to create new ways to show texture, patterns, and details in clay *Discuss the forms, spaces, and expressive qualities in sculptures of people *Learn methods for creating sculpture of a human form *Become aware of geometric forms in buildings	*Observation *Rubric	Lesson: Fancy Flip-Flops Lesson: Ceramic Pinch Pot Lesson: Paper Parrot Sculpture Lesson: Tissue Paper Masks	   	9.1.V.2.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.2.B1 Visual Arts (Demonstration): Create works of art inspired by the styles and materials of other artists. 9.1.V.2.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.2.G1 Critical Response: Critical Response: Recognize that works of art have meaning.	
	40 minutes per class			Create a 3-dimensional form of a being (human or animal) that is functional in some manner					



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Gr. 3: Art

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August 2026

Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards
1	6 classes 40 minutes per class	Drawing	How can drawing show depth, proportion, and perspective? How do artists use drawing to plan and revise ideas?	*Identify visual elements in a work of art and in the environment *Review ways to use the drawing medium *Begin to understand figures proportions *Develop ability to transfer mental imagery to visual imagery *Be introduced to the landscape *Develop an awareness of horizon line and simple depth perception *Become aware of basic shapes found in animals, birds, flowers, and other nature form *Learn to use lines to suggest textures and patterns to create a drawing *Learn to organize lines, shapes, colors, and textures in a project *Examine works of art and identify features that help portray human feelings *Develop awareness of different styles of art *Learn the ways artists use wide and narrow divisions of space to suggest the importance of different parts of their drawings *Learn that objects can be seen and portrayed from different views: top, bottom, side, front	*Observation *Rubric	Lesson: Zentangle Bunnies Lesson: Chalk Pastel Goldfish Bowls Lesson: Silly Sandwich/ Drawing from Imagination		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities [visual arts: color, form/shape, line, space, texture, value] 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts [visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media] 9.1.3.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero). 9.3.3.D Critical Response: Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response. 9.3.3.G Critical Response: Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because.... The movie was enjoyed for its exceptional special effects).
2	6 classes 40 minutes per class	Painting	How do artists use color schemes to create unity and contrast? How does color help guide the viewer's attention?	*Identify primary, secondary, and intermediate colors on a color wheel *Learn to mix secondary and intermediate colors of paint in a systematic way *Identify brush strokes in a painting *Create a painting using various brush strokes *Discuss the ways light can change the color and mood of a scene *Create a painting attempting to express the mood of a scene *Learn how to mix light and dark colors *Identify the main divisions of space in a landscape (portray earth, sky, etc.) *Discuss the ways artists have used light and dark colors to capture a definite mood in a painting *Learn to use terms tint and shade	*Observation *Rubric	Lesson: Watercolor Birch Trees - Landscape Painting Lesson: Perspective Snowman		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities [visual arts: color, form/shape, line, space, texture, value] 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts [visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media] 9.1.3.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero). 9.3.3.D Critical Response: Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response. 9.3.3.G Critical Response: Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because.... The movie was enjoyed for its exceptional special effects).



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Gr. 3: Art

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Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 4: Art

Board Approved:

August 2026

Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards
1	6 classes 40 minutes per class	Drawing	How can drawing communicate complex ideas or narratives? How do artists use shading, texture, and perspective to create realism?	*Identify visual elements in a work of art and in the environment *Review ways to use the drawing medium *Begin to understand figures proportions *Develop ability to transfer mental imagery to visual imagery *Be introduced to the landscape *Develop an awareness of horizon line and simple depth perception *Become aware of basic shapes found in animals, birds, flowers, and other nature form *Learn to use lines to suggest textures and patterns to create a drawing *Learn to organize lines, shapes, colors, and textures in a project *Examine works of art and identify features that help portray human feelings *Develop awareness of different styles of art *Learn the ways artists use wide and narrow divisions of space to suggest the importance of different parts of their drawings *Learn that objects can be seen and portrayed from different views: top, bottom, side, front	*Observation *Rubric	Lesson: Dandelion- A Bird's Eye View Lesson: Chalk and Charcoal Polar Bears Lesson: Catching Snowflakes Lesson: Name Symmetry Creature		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.C Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize and use fundamental vocabulary within each of the art forms. 9.3.3.A Critical Response: Recognize critical processes used in the examination of works in the arts and humanities.
2	6 classes 40 minutes per class	Painting	How can color be used symbolically to communicate meaning? How do artists use value and color layering to create depth?	*Identify primary, secondary, and intermediate colors on a color wheel *Learn to mix secondary and intermediate colors of paint in a systematic way *Identify brush strokes in a painting *Create a painting using various brush strokes *Discuss the ways light can change the color and mood of a scene *Create a painting attempting to express the mood of a scene *Discuss light and dark colors and how artists use them to show weather *Learn how to mix light and dark colors *Identify the main divisions of space in a landscape (portray earth, sky, etc.) *Discuss the ways artists have used light and dark colors to capture a definite mood in a painting *Learn to use terms tint and shade	*Observation *Rubric	Lesson: Henri Rousseau Jungle Paintings Lesson: Color Theory/ Color Wheel Umbrella Lesson: Watercolor Primary and Secondary Fish Lesson: Warm Sun/Cool Moon Watercolor		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.C Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize and use fundamental vocabulary within each of the art forms. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero).



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CURRICULUM MAP AND PACING GUIDE

Gr. 4: Art

Board Approved:

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Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards
3	6 classes	Collage	How can combining materials create visual interest and meaning?	*Review the term collage and examine a collage work	*Observation	Lesson: Pattern Flower Vase or Flower Bouquet		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value)
	40 minutes per class		How do artists experiment with materials to solve creative problems?	*Learn to cut identical and similar shapes from paper *Learn to create a collage from scrap materials and things found in nature	*Rubric	Lesson: Winter Pine Trees Landscape		9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.C Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize and use fundamental vocabulary within each of the art forms. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero).
4	6 classes	Sculpture	How can sculpture communicate ideas or tell stories?	*Develop the ability to combine simple clay forms into more complex forms *Compare assembled forms and found materials artists have used *Discuss subject matter, texture, and patterns within a sculpture *Learn to create new ways to show texture, patterns, and details in clay	*Observation	Lesson: 3-D Animal Habitats		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value)
	40 minutes per class		How do artists solve problems when building 3D forms?	*Discuss the forms, spaces, and expressive qualities in sculptures of people *Learn methods for creating sculpture of a human form *Become aware of geometric forms in buildings Create a 3-dimensional form of a being (human or animal) that is functional in some manner	*Rubric	Lesson: Patterned Winter Pop-up Mug Lesson: Ceramic Coil Bowl or Pinch Pot Creature	 	9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.C Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize and use fundamental vocabulary within each of the art forms. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero).



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CURRICULUM MAP AND PACING GUIDE

Gr. 5: Art

Board Approved: August 2026

Unit	Timeframe- about 18 classes per semester	Content	Essential Questions	Learning Objectives	Assessments	Lesson Option	Lesson Model/Sample	Standards
1	4-5 classes	Drawing	How can drawing be used to express meaning, mood, or point of view?	*Students will balance experimentation and safety, freedom and responsibility while developing and creating artworks.	*Observation	Lesson: "Falling for Foreshortening"		9.1.5.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value; principles: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony)
				*Students develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.		Lesson: Radial symmetry		9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media)
				*Students experiment with forms, structures, materials, concepts, media, and art-making approaches.		Lesson: Keith Haring Dancing Figures		9.1.5.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts.
				*Foreshortening, symmetry, figure drawing, grid drawing, shape, line, space		Lesson: Grid Drawing- learning of Draw using a 1 x1 Grid	Content NOT taught - 6th Grade	9.1.5.H Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Handle materials, equipment, and tools safely at work and performance spaces.
				*Pattern, one-point perspective		Lesson: Zentangel Patterns		9.3.5.A Critical Response: Identify critical processes used in the examination of works in the arts and humanities (compar/contrast, analyze, interpret, form and test hypotheses, evaluate/form judgements)
				*Color theory		Lesson: Warm/Cool Colors Silhouette Tree	Content NOT taught - 6th Grade	9.3.5.D Critical Response: Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
	40 minutes per class		How do artists refine drawings to improve clarity and impact?	*Shape, movement		Lesson- Drawing from Observation/Still Life		9.3.5.G Critical Response: Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse)
				*Unity				
				*Contrast				



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 5: Art

Board Approved: August 2026

Unit	Timeframe- about 18 classes per semester	Content	Essential Questions	Learning Objectives	Assessments	Lesson Option	Lesson Model/Sample	Standards
3	4-5 classes	Collage	How can mixed media be used to communicate complex ideas or themes?	*Examine collage works done by famous artists *Recognize geometric and organic shapes within a piece of art *Create a collage from scap materials to portray emotion/expresson	*Observation *Rubric	Lesson: Larry Loudmouf inspired by artist Greg Mike- working with collage and expression		9.1.5.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities [visual arts: color, form/shape, line, space, texture, value; principles: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony] 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts [visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media] 9.1.5.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts. 9.1.5.H Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Handle materials, equipment, and tools safely at work and performance spaces.
	40 mintues per class							9.3.5.A Critical Response: Identify critical processes used in the examination of works in the arts and humanities (compar/contrast, analyze, interpret, form and test hypotheses, evaluate/form judgements) 9.3.5.B Critical Response: Descibe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance). 9.3.5.D Critical Response: Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response. 9.3.5.G Critical Response: Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse) 9.4.5.D Aesthetic Response: Explain choices made regarding media, technique, form, subject matter, and themes that communicate the artist's philosophy within a work in the arts and humanities [e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood]



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 5: Art

Board Approved: August 2026

Unit	Timeframe- about 18 classes per semester	Content	Essential Questions	Learning Objectives	Assessments	Lesson Option	Lesson Model/Sample	Standards
4	4-5 classes	Sculpture	How do artists use space, scale, and structure intentionally?	*Discuss subject matter, texture, and patterns within a sculpture *Develop the ability to combine simple clay forms into more complex forms	*Observation *Rubric	Lesson: Ceramic Bowl (typically a leaf bowl, sunflower bowl, or spring flower bowl - depends on the season)		9.1.5.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities [visual arts: color, form/shape, line, space, texture, value; principles: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony] 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts [visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media] 9.1.5.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts. 9.1.5.H Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Handle materials, equipment, and tools safely at work and performance spaces.
	40 minutes per class		How can sculpture reflect personal, cultural, or social meaning?	*Experiment with hand building techniques *Learn about the kiln and the firing process		Lesson: Animal creature pinch pot		9.3.5.A Critical Response: Identify critical processes used in the examination of works in the arts and humanities (compar/contrast, analyze, interpret, form and test hypotheses, evaluate/form judgements) 9.3.5.D Critical Response: Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response. 9.3.5.G Critical Response: Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse) 9.4.5.D Aesthetic Response: Explain choices made regarding media, technique, form, subject matter, and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood)