

Ocean Academy Charter School  
Curriculum Guide  
Grade 5 - Art



<b>Original Adoption:</b>	August 2025
<b>Created by:</b>	Amy LaBarca and Dariakna Yencer

<b>OCEAN ACADEMY CHARTER SCHOOL Curriculum</b>	
Content Area: Art	
Course Title: Art	
Grade Level: 5th	
<b>Unit Title</b>	<b>Pacing Guide in Days</b>
Mixed Media	31 days
3 Dimensional Art	9 days

<b>OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview</b>	
Content Area: Art	
Unit Title: Unit 1: Mixed Media	Duration: 31 days
Target Course/Grade Level: 5th	
<b>Introduction/Unit Focus:</b>	
<p>In this unit, fifth-grade students will explore the foundational art forms of drawing, painting, and collage, using a variety of materials and techniques to express their ideas. They will be introduced to both traditional and contemporary tools, such as pencils, markers, crayons, watercolor, tempera paint, printed images, textured paper, and other collage elements. Through hands-on experiences, students will begin to understand how each medium has its own unique properties and potential for creative expression.</p> <p>Throughout the unit, students will learn new artistic techniques while developing greater control and confidence in their use of materials. Drawing lessons may include contour lines, shading, and pattern-making. Painting lessons may explore color mixing, brush control, and</p>	

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different types of application. In collage, students will investigate layering, composition, and combining materials to create visual stories or abstract designs.

An important goal of this unit is for students to begin combining these art forms: drawing, painting, and collage into mixed media artworks. With teacher support and growing independence, students will learn how to plan and create projects that integrate more than one medium in a thoughtful and purposeful way. These projects will challenge students to think critically about how different materials can work together to communicate meaning, tell a story, or express a mood.

By the end of the unit, students will demonstrate their understanding of the techniques and materials through completed mixed media pieces. These final projects will serve as evidence of their ability to make creative choices, experiment with materials, and apply what they have learned in original and expressive ways. Through reflection and discussion, students will also begin to talk about their artistic process using appropriate vocabulary, laying the groundwork for deeper engagement with the visual arts.

**Disciplinary Concepts for the Unit:**

**Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**Standard 9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Standard 8.1 Computer Science**

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

**Standard 8.2 Design Thinking**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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**Diversity and Inclusion**

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
  - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
  - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
  - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>**

Anchor Standard: New Jersey Student Learning Standards for Visual and Performing Arts	Performance Expectation	Practice
1. Generating and conceptualizing ideas	1.2.2.Cr1b: Brainstorm and improvise multiple ideas	Conceive and Explore

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	<p>using a variety of tools, methods and materials. 1.2.2.Cr1c: Explore form ideas for media art production with support. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p>	
2. Organizing and developing ideas	<p>1.2.2Cr2a: Explore form ideas for media art production with support. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p>	Develop and Investigate
3. Refining and completing products.	<p>1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p>	Reflect, Refine, Continue
4. Selecting, analyzing, and interpreting work.	<p>1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.</p>	Practice
5. Developing and refining techniques and models or steps needed to create products.	<p>1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.</p>	Integrate

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6. Conveying meaning through art.	1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.	Present
7. Perceiving and analyzing products.	1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	Perceive
8. Interpreting intent and meaning.	1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	Interpret
9. Applying criteria to evaluate products.	1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.	Evaluate
10. Synthesizing and relating knowledge and personal experiences to create products.	1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	Synthesize
11. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages ,environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.2.2.Cn11b: Interact appropriately with media arts	Relate

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	tools and environments considering safety, rules and fairness.	
<p><b>New Jersey Student Learning Standards: Interdisciplinary Connections</b>  <a href="https://www.nj.gov/education/cccs">https://www.nj.gov/education/cccs</a></p>		
<p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		
<p>SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>		
<p>5.G.B. Classify two-dimensional figures into categories based on their properties</p> <ol style="list-style-type: none"> <li>1. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</li> <li>2. Classify two-dimensional figures in a hierarchy based on properties.</li> </ol>		
<p><b>New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u></b></p>		
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>	
<ul style="list-style-type: none"> <li>• An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</li> </ul>	<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p>	
<ul style="list-style-type: none"> <li>• Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</li> </ul>	<p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p>	
<ul style="list-style-type: none"> <li>• Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of</li> </ul>	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g.,</p>	

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creativity and innovation.	W.4.7, 8.2.5.ED.6).
<b>New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
<b>New Jersey Student Learning Standards: <u>Climate Change</u></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

<b>Knowledge and Skills</b>
<p><b>Unit Learning Targets (Objectives):</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Combine multiple media, materials, and art forms to create mixed media artworks with guidance, progressing toward independence.</li> <li>● Reflect on their artistic process by discussing their creative decisions and using art vocabulary to describe their work.</li> <li>● Use a range of tools, materials, and techniques to experiment with and improve their understanding of different artistic approaches.</li> <li>● Participate in both individual and group art-making activities based on personal interests and observations of the world around them.</li> </ul>

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- Analyze and describe artwork using descriptive language focused on subject matter, mood, visual elements, and formal qualities.
- Demonstrate the ability to use media arts tools responsibly and safely, while respecting shared studio space and peers.
- Make connections between everyday life, cultural experiences, and the messages found in visual and media artworks.
- Explain the purpose and meaning of media artworks in relation to personal and cultural perspectives.
- Create artwork that communicates a personal narrative or represents experiences from home, school, or community life.
- Generate multiple creative ideas by brainstorming and improvising with different tools, processes, and media.
- Use descriptive language to express opinions and preferences when selecting or organizing artworks.
- Build understanding of visual art by identifying aesthetic features in both natural environments and human-made spaces.
- Explore and develop ideas for media art projects through guided planning and artistic exploration.
- Recognize and describe how media artworks can represent different meanings, stories, or ideas across cultures and communities.
- Organize, discuss, and categorize artworks using visual details and vocabulary to support interpretation.

**Unit Enduring Understandings:**

*Students will know...*

- Artists use creative processes and imagination to transform ideas into visual and media artworks.
- Visual arts can help us better understand the lives, stories, and perspectives of people from different places and times.
- Evaluation and critique are essential parts of art-making and help artists grow through reflection and revision.
- People use artworks to communicate, preserve, and share social, cultural, and personal experiences.
- Understanding and applying art vocabulary helps viewers and artists make meaning from what they see or create.
- The integration of various media and techniques can lead to unified, meaningful works of art.
- Creative risk-taking and exploration of materials help artists develop new ideas and discover solutions to artistic challenges.
- Media artists must understand how to safely and effectively use materials, tools, and space.
- Artists often rely on knowledge of context, history, and audience to communicate intent and meaning in their work.

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- Art helps people interpret and respond to the world and can influence how we think, feel, and engage with others.
- Artists develop skill and excellence through practice, self-assessment, and feedback from others.
- The way art is displayed, preserved, or presented influences how it is experienced and understood.
- Artworks are shaped by the time and place in which they are made and reflect the ideas and values of that context.
- Aesthetic awareness and empathy can be deepened through engaging with a variety of artworks.
- Art-making allows people to make personal, cultural, and emotional connections with the world around them.
- Artists and designers balance freedom and responsibility as they create, share, and present their work.

**Unit Essential Questions:**

- What makes a piece of art meaningful or effective?
- How do artists use materials and techniques to express personal or cultural ideas?
- How does art help us understand the experiences of others across time and place?
- What responsibilities do artists have when creating, presenting, or sharing their work?
- How do collaboration and feedback influence the development of an artwork?
- How do artists and designers decide when their work is finished?
- What role do museums and galleries play in how we experience and value artworks?
- How do life experiences shape the way we view or interpret a piece of art?
- How does exploring different tools and materials lead to innovation in the art-making process?
- What does it mean to take a creative risk, and why is it important in art?
- How does knowing about art history or cultural traditions influence how we make and understand art?
- How do time, place, audience, and context affect how artwork is shared or received?
- What can we learn about ourselves and others by analyzing visual art?
- How can combining different art forms—like drawing, painting, and digital elements—help artists tell a story?
- What does it mean to "read" a work of art, and how can art vocabulary help us do that more clearly?
- How do artists refine or improve their work through trial, error, and persistence?

**Instructional Plan**

- Mixing primary colors
- Use lines, shapes, and patterns to create pictures
- Compose simple works of art to respond to selected themes

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- Demonstrate proper use of materials and clean up
- Utilize art terminology
- Portraits
- Landscapes
- Still lifes
- Realistic/Abstract drawing
- Scribble drawings
- Create product in the style of a master artist
- Experiment with mixing colors
- Identify primary and secondary colors
- Experiment with various painting techniques
- Crayon/Oil resist
- Realistic/Abstract painting
- Symmetrical art
- Mosaics
- Finger and manipulative painting
- Experiment with various painting tools / stamping
- Understand that multiple mediums can be combined in a single artwork
- Printing

Drawing guides and/or tracers will be available for students who need additional help.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

**Summative Assessments**

- Teacher made assessments

**Benchmark Assessments:**

- District benchmark or interim assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Project produced as a result of learning

**Suggested Options for Differentiation**

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### **Special Education**

- Follow all IEP modifications.
  - Provide visuals, step-by-step instructions, and demonstrations.
  - Use graphic organizers to plan projects.
  - Pre-teach and review art vocabulary (tools, techniques, elements of art).
  - Provide small-group or one-on-one instruction.
  - Assign peer tutoring or collaborative partners.
  - Offer preferential seating close to teacher, tools, or displays.
  - Allow extra time for projects and assessments.
  - Accept oral or visual explanations instead of written responses.
  - Break down complex projects into smaller steps.
  - Provide adapted tools (e.g., easy-grip brushes, scissors, or digital alternatives).
  - Allow use of scribes, text-to-speech, or communication devices when needed.
- 

### **Students with 504 Plans**

- Follow the 504 plan.
  - Provide extended time for projects and assessments.
  - Offer small-group or quiet working spaces.
  - Provide preferential seating.
  - Accept oral or dictated responses.
  - Provide adapted tools and materials if needed.
  - Allow use of communication devices.
- 

### **Students at Risk of School Failure**

- Provide step-by-step directions with visuals.
  - Pre-teach vocabulary and reinforce with word banks or labels.
  - Break down assignments into manageable parts.
  - Provide peer or teacher support during projects.
  - Offer preferential seating.
  - Give frequent feedback and positive reinforcement.
  - Use real-world connections (art in community, culture, and daily life).
- 

### **Gifted and Talented**

- Ask open-ended questions that encourage interpretation and critique of art.
- Provide opportunities for independent or extended projects.

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- Offer enrichment activities such as research on artists, movements, or cultures.
  - Encourage experimentation with new media, tools, or styles.
  - Provide choice in project themes, materials, or presentation formats.
  - Encourage leadership opportunities (mentoring peers, leading group projects).
  - Incorporate debates or critiques about art and design.
  - Encourage reflection through journals, artist statements, or presentations.
- 

### **Multilingual Learners**

- Collaborate with ESL/MLL teachers.
  - Use visuals, gestures, and realia (art tools, examples) to explain directions.
  - Pre-teach and revisit art vocabulary with images.
  - Provide bilingual glossaries or labeled diagrams.
  - Offer sentence frames for reflection (e.g., “My artwork shows \_\_\_ because \_\_\_”).
  - Allow extra time for projects.
  - Accept oral or visual responses instead of written explanations.
  - Pair with supportive peers for group activities.
- 

### **Diversity and Inclusion**

- Highlight and integrate art from diverse cultures and traditions.
- Allow alternative project formats to respect student backgrounds.
- Involve families by sharing cultural art traditions.
- Provide visuals and clear, accessible instructions.
- Encourage respect for all forms of artistic expression.
- Establish inclusive norms for critiques and discussions.
- Provide sufficient wait time for responses.
- Create a structured, supportive classroom environment.

### **Supplemental Resources**

### **Teacher Notes**

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OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview	
Content Area: Art	
Unit Title: Unit 2: 3 Dimensional Art	Duration: 9 days
Target Course/Grade Level: 5th	
<b>Introduction/Unit Focus:</b> <p>In this unit, fifth-grade students will dive into the exciting world of three-dimensional (3D) art, learning how to transform flat ideas into forms that occupy physical space. Through hands-on exploration of materials such as clay, cardboard, paper, wire, and found objects, students will begin to understand the differences between 2D and 3D artworks, not only in form but also in function and meaning. Instruction will emphasize how 3D art is designed to be experienced from multiple angles and may serve practical, decorative, or symbolic purposes.</p> <p>Students will be introduced to key 3D art techniques including building, sculpting, folding, attaching, and assembling. With guidance, they will explore how artists use form, space, texture, and balance when creating sculptures or other three-dimensional pieces. Instructional resources, such as visual references, videos, artist examples, and hands-on demonstrations will support a variety of learning needs, offering opportunities for intervention, enrichment, and differentiated instruction.</p> <p>The unit will help students strengthen their understanding of the visual and structural elements that define 3D art, while making personal and cultural connections through their work. Students will analyze how three-dimensional forms are used in the world around them, from architecture and product design to environmental and public art installations.</p> <p>By the end of the unit, students will demonstrate their understanding of 3D concepts and techniques through the successful completion of projects and activities that showcase their creative thinking, planning, and craftsmanship. These final artworks will serve as a reflection of their ability to apply 3D design principles and express ideas in physical form. As they grow in artistic independence, students will be encouraged to discuss their work using appropriate art vocabulary and to reflect on the choices they made during the creative process.</p> <p>This unit will not only deepen students' technical skills and spatial awareness, but also inspire them to think more critically and imaginatively about how art shapes our three-dimensional world.</p>	
<b>Disciplinary Concepts for the Unit:</b> Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	

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	peers about choices made while creating art.	
4. Selecting, analyzing, and interpreting work.	1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.	Practice
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	1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	
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<b>New Jersey Student Learning Standards: Interdisciplinary Connections</b> <a href="https://www.nj.gov/education/cccs">https://www.nj.gov/education/cccs</a>		
SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. F. Follow agreed-upon rules for discussions and carry out assigned roles. G. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. H. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		
SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
5.G.B. Classify two-dimensional figures into categories based on their properties 3. Understand that attributes belonging to a category of two-dimensional figures also		

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<p>belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>4. Classify two-dimensional figures in a hierarchy based on properties.</p>	
<p><b>New Jersey Student Learning Standards: <a href="#">Career Readiness, Life Literacies, and Key Skills</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and Statement)</b></p>
<ul style="list-style-type: none"> <li>An individual's passions, aptitude and skills can affect his/her employment and earning potential.</li> </ul>	<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p>
<ul style="list-style-type: none"> <li>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</li> </ul>	<p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p>
<ul style="list-style-type: none"> <li>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</li> </ul>	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</p>
<p><b>New Jersey Student Learning Standards: <a href="#">Computer Science and Design Thinking</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and Statement)</b></p>
<p>Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).</p>	<p>8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.</p>
<p><b>New Jersey Student Learning Standards: <a href="#">Climate Change</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and Statement)</b></p>
<p>An artist's appreciation of media artworks is influenced by their interests, experiences,</p>	<p>1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.</p>

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understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

**Knowledge and Skills**

**Unit Learning Targets (Objectives):**

*Students will be able to...*

- Brainstorm and generate multiple ideas by experimenting with a range of tools, techniques, and materials.
- Identify and describe works of art by examining subject matter, details, mood, and formal qualities.
- Use art vocabulary to explain their preferences and classify different artworks.
- Engage in both independent and group art-making by observing the world and drawing on personal interests and curiosity.
- Explore form and structure ideas for art production with teacher support.
- Share observations and reflect on the meanings and purposes of artworks, considering personal and cultural contexts.
- Combine various art forms and content into cohesive artworks with guidance, progressing toward independence.
- Create artworks that tell stories or describe events related to home, school, and community life.
- Participate in discussions with peers to explain their artistic process and reflect on creative decisions.
- Build skills and knowledge of materials and tools through experimentation and diverse approaches to art making.
- Recognize how artworks and artistic messages connect to everyday life, culture, media, and social relationships.
- Interact safely and respectfully with art materials and tools, following rules and fairness guidelines.

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**Unit Enduring Understandings:**

*Students will know...*

- Three-dimensional art draws on imagination and creative processes to transform ideas into tangible forms.
- Creativity and innovation are important life skills that artists develop by following or challenging artistic traditions.
- Artists plan and organize their creative ideas to effectively communicate meaning through their work.
- Artists balance experimentation with safety and responsibility while exploring different materials and techniques.
- The process of refining and integrating aesthetic principles contributes to the purpose and quality of 3D artworks.
- Developing artistic excellence requires practice, reflection, and constructive critique over time.
- Artists use a variety of skills to solve problems creatively in the production of three-dimensional art.
- 3D artworks are presented, shared, and preserved in various social and cultural contexts, influencing their meaning.
- Understanding the qualities and characteristics of artworks enhances aesthetic awareness and empathy.
- Art provides insights into self, others, and the environment, shaping personal and cultural perspectives.
- Art criticism and evaluation are key to appreciating and producing meaningful artworks.
- Creating 3D artworks helps people explore culture, history, and personal experiences.
- The connections between daily life and artistic contexts enrich the work and understanding of media artists.
- Artists and curators use evolving methods and technologies to prepare and protect artworks for display or preservation.
- Objects and artworks communicate social, cultural, and political experiences, fostering appreciation and understanding.

**Unit Essential Questions:**

- How do artists develop ideas and define the purpose behind their work?
- In what ways does collaboration influence and expand creativity in art making?
- What attitudes and environments encourage taking creative risks?
- How does understanding the history and traditions of art inform the creation of new artworks?
- Why might artists choose to follow or break away from traditional art practices?
- How do artists decide on resources and criteria to investigate artistic ideas?
- What role does trial and error play in an artist's process?
- Why is it important to maintain and care for art tools, materials, and equipment safely?

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- How do freedom and responsibility intersect in artistic creation?
- How do objects and designs shape our communities and lives?
- How do artists plan and achieve goals for designing or redesigning objects and spaces?
- What makes a 3D artwork effectively communicate meaning and artistic quality?
- How do artists know when their work is complete, and how do they refine it?
- Who cares for artworks and how are decisions made about preserving and presenting art?
- How does persistence affect an artist's growth and skill development?
- What strategies do artists use to prepare artworks for public presentation or preservation?
- How do time, place, audience, and context influence the way artworks are shared?
- How do life experiences shape the way individuals relate to and interpret art?
- How does learning about art change our perception of the world?
- What is the value of using art vocabulary and engaging in art criticism?
- How do museums and presentations of art influence beliefs, ideas, and cultural understanding?
- How does creating art deepen our awareness of our surroundings and others' experiences?
- In what ways does art reflect societal values and impact culture?
- How do other disciplines and daily life influence the creation and response to art?

**Instructional Plan**

- Paper collage
- Paper sculpture
- Pinch pots
- Animal sculpture
- Abstract sculpture
- Mobiles
- Jewelry
- Ornaments
- Identify basic shapes and forms
- Differentiate between two and three dimensional art
- Manipulate paper by folding, cutting, or tearing
- Demonstrate proper use of materials and clean up procedures
- Utilize art terminology

Drawing guides and/or tracers will be available for students who need additional help.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics
- Presentations

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- Work samples
- Hands on worksheets and assignments

**Summative Assessments**

- Teacher made assessments

**Benchmark Assessments:**

- District benchmark or interim assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Project produced as a result of learning

**Suggested Options for Differentiation**

**Special Education**

- Follow all IEP modifications.
  - Provide visuals, step-by-step instructions, and demonstrations.
  - Use graphic organizers to plan projects.
  - Pre-teach and review art vocabulary (tools, techniques, elements of art).
  - Provide small-group or one-on-one instruction.
  - Assign peer tutoring or collaborative partners.
  - Offer preferential seating close to teacher, tools, or displays.
  - Allow extra time for projects and assessments.
  - Accept oral or visual explanations instead of written responses.
  - Break down complex projects into smaller steps.
  - Provide adapted tools (e.g., easy-grip brushes, scissors, or digital alternatives).
  - Allow use of scribes, text-to-speech, or communication devices when needed.
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**Students with 504 Plans**

- Follow the 504 plan.
  - Provide extended time for projects and assessments.
  - Offer small-group or quiet working spaces.
  - Provide preferential seating.
  - Accept oral or dictated responses.
  - Provide adapted tools and materials if needed.
  - Allow use of communication devices.
- 

**Students at Risk of School Failure**

- Provide step-by-step directions with visuals.
- Pre-teach vocabulary and reinforce with word banks or labels.

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- Break down assignments into manageable parts.
  - Provide peer or teacher support during projects.
  - Offer preferential seating.
  - Give frequent feedback and positive reinforcement.
  - Use real-world connections (art in community, culture, and daily life).
- 

**Gifted and Talented**

- Ask open-ended questions that encourage interpretation and critique of art.
  - Provide opportunities for independent or extended projects.
  - Offer enrichment activities such as research on artists, movements, or cultures.
  - Encourage experimentation with new media, tools, or styles.
  - Provide choice in project themes, materials, or presentation formats.
  - Encourage leadership opportunities (mentoring peers, leading group projects).
  - Incorporate debates or critiques about art and design.
  - Encourage reflection through journals, artist statements, or presentations.
- 

**Multilingual Learners**

- Collaborate with ESL/MLL teachers.
  - Use visuals, gestures, and realia (art tools, examples) to explain directions.
  - Pre-teach and revisit art vocabulary with images.
  - Provide bilingual glossaries or labeled diagrams.
  - Offer sentence frames for reflection (e.g., “My artwork shows \_\_\_ because \_\_\_”).
  - Allow extra time for projects.
  - Accept oral or visual responses instead of written explanations.
  - Pair with supportive peers for group activities.
- 

**Diversity and Inclusion**

- Highlight and integrate art from diverse cultures and traditions.
- Allow alternative project formats to respect student backgrounds.
- Involve families by sharing cultural art traditions.
- Provide visuals and clear, accessible instructions.
- Encourage respect for all forms of artistic expression.
- Establish inclusive norms for critiques and discussions.
- Provide sufficient wait time for responses.
- Create a structured, supportive classroom environment.

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**Supplemental Resources**

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**Teacher Notes**

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