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| **SUBJECT:** | Visual Art |  |  |
| **GRADE LEVEL:** | 5 |  |  |
| **COURSE TITLE:** | Art – Intermediate 3 |  |  |
| **COURSE CODE:** | 5001060 |  |  |
| **SUBMISSION TITLE:** | Explorations in Art Grade 5 |  |  |
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| **BENCHMARK CODE** | **BENCHMARK** | **LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL** (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) | |
|  | **In addition to the listed benchmarks and standards, the following mathematical practices are required content:** | | |
| MAFS.K12.MP.5.1: | Use appropriate tools strategically. | This objective is addressed throughout. See, for example:  **Student Edition**  8-11, 24-27, 45-49, 76-79, 84-87, 105, 128-151, 158-159, 173  **Teacher Edition**  8-11, 24-27, 45-49, 76-79, 84-87, 105, 128-151, 158-159, 173 | |
| MAFS.K12.MP.6.1: | Attend to precision. | **Student Edition**  5, 45, 46-49, 68-71, 76, 86, 105, 124, 174, 176  **Teacher Edition**  5, 45, 46-49, 68-71, 76, 79, 86, 105, 124, 174, 176 | |
| MAFS.K12.MP.7.1: | Look for and make use of structure. | **Student Edition**  8-11, 16-19, 54-57, 68-71, 83, 106-109, 114-117, 136-139, 144-147  **Teacher Edition**  8-11, 16-19, 54-57, 68-71, 83, 106-109, 114-117, 136-139, 144-147 | |
|  | **In addition to the listed benchmarks and standards, the following mathematical clusters and Language Arts; standards are required content:** | | |
| MAFS.5.OA.2: | Analyze patterns and relationships. | **Student Edition**  41, 49, 79, 131, 180  **Teacher Edition**  41, 49, 79, 131, 180 | |
| MAFS.5.G.2: | Classify two-dimensional figures into categories based on their properties. | **Student Edition**  39, 73, 138, 157, 171, 181  **Teacher Edition**  39, 73, 138, 157, 171, 181 | |
| LAFS.5.SL.1.1: | 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. | **Student Edition**  26, 56, 70, 78, 86, 100, 108, 116, 146, 168, 176  **Teacher Edition**  26, 40, 56, 70, 78, 86, 100, 108, 116, 130, 138, 146, 168, 176 | |
| LAFS.5.L.2.3: | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | **Student Edition**  30, 60, 90, 120, 150, 180  **Teacher Edition**  30, 60, 90, 120, 150, 180 | |
| [VA.5.S.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4709) | Use media, technology, and other resources to inspire personal art-making decisions. **Remarks/Examples:** e.g., books, magazines, Internet, cameras, art visuals | **Student Edition**  8-11, 37, 38-41, 141, 155  **Teacher Edition**  8-11, 37, 38-41, 141, 155 | |
| [VA.5.S.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4710) | Create artworks to depict personal, cultural, and/or historical themes. **Remarks/Examples:** e.g., woven mats, clay dolls, quilts | **Student Edition**  16-19, 24-27, 38-41, 46-49, 128-131, 136-141, 144-147, 166-169, 174-177  **Teacher Edition**  16-19, 24-27, 38-41, 46-49, 128-131, 136-141, 144-147, 166-169, 174-177 | |
| [VA.5.S.1.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/4711) | Use accurate art vocabulary to communicate about works of art and artistic and creative processes. | **Student Edition**  10, 18, 43, 78, 86, 100, 116, 138, 146, 168  **Teacher Edition**  10, 18, 43, 78, 86, 100, 116, 138, 146, 168 | |
| [VA.5.S.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4712) | Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision. | **Student Edition**  8-11, 38-41, 46-49, 54-57, 68-71, 76-79, 84-87, 106-109, 128-131, 136-141, 158-161, 166-169  **Teacher Edition**  8-11, 38-41, 46-49, 54-57, 68-71, 76-79, 84-87, 106-109, 128-131, 136-141, 158-161, 166-169 | |
| [VA.5.S.2.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4713) | Identify sequential procedures to engage in art production. **Remarks/Examples:** e.g., safety procedures, media processes, organizational procedures | **Student Edition**  24-27, 46-49, 76-79, 114-117, 128-131, 144-147, 166-169, 174-177  **Teacher Edition**  24-27, 46-49, 76-79, 114-117, 128-131, 144-147, 166-169, 174-177 | |
| [VA.5.S.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4714) | Visualize the end product to justify artistic choices of tools, techniques, and processes. | **Student Edition**  8-11, 38-41, 46-49, 98-101, 106-109, 128-131, 136-139, 158-161, 174-177  **Teacher Edition**  8-11, 23, 38-41, 46-49, 51, 95, 98-101, 106-109, 128-131, 136-139, 158-161, 174-177 | |
| [VA.5.S.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4715) | Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks. | **Student Edition**  8-11, 24-27, 38-41, 68-71, 98-101, 106-109, 136-139, 144-147, 158-161  **Teacher Edition**  8-11, 24-27, 38-41, 68-71, 98-101, 106-109, 136-139, 144-147, 158-161 | |
| [VA.5.S.3.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4716) | Use craftsmanship and technical ability in personal works to show refinement of skills over time. | **Student Edition**  5, 45, 70, 76, 86, 174, 176  **Teacher Edition**  5, 45, 70, 76, 86, 174, 176 | |
| [VA.5.S.3.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4717) | Use tools, media, techniques, and processes in a safe and responsible manner. | **Teacher Edition**  5, 27, 41, 57, 79, 87, 99, 111, 159, 175 | |
| [VA.5.S.3.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/4718) | Use ethical standards, including copyright laws, when producing works of art. **Remarks/Examples:** e.g., ethics, plagiarism, appropriation from the Internet and other sources | The opportunity to address this objective is available. See the following:  **Teacher Edition**  R19 | |
| [VA.5.O.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4719) | Use structural elements of art and organizational principles of design to develop content in artwork. | This objective is addressed throughout the text. See the following:  **Student Edition**  8-11, 24-27, 46-49, 76-79, 84-87, 114-117, 128-131, 158-161, 166-169  **Teacher Edition**  8-11, 24-27, 46-49, 76-79, 84-87, 114-117, 128-131, 158-161, 166-169 | |
| [VA.5.O.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4720) | Organize the structural elements of art to achieve visual unity. | **Student Edition**  40, 57, 70, 100, 116, 130, 146, 160, 176  **Teacher Edition**  40, 57, 70, 100, 116, 130, 146, 160, 176 | |
| [VA.5.O.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4721) | Explain how creative and technical ability is used to produce a work of art. | **Teacher Edition**  7, 30, 67, 89, 90, 160, 176 | |
| [VA.5.O.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4722) | Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. **Remarks/Examples:** e.g., knowledge, empathy, technique, artistic choices, symbolic choices | **Student Edition**  25, 69, 137, 145, 167, 175  **Teacher Edition**  25, 69, 137, 145, 167, 175 | |
| [VA.5.O.2.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4723) | Use a variety of sources for ideas to resolve challenges in creating original works. | **Student Edition**  26, 48, 70, 100, 130, 138, 146, 160, 176  **Teacher Edition**  26, 48, 70, 100, 130, 138, 146, 160, 176 | |
| [VA.5.O.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4724) | Create meaningful and unique works of art to effectively communicate and document a personal voice. | **Student Edition**  37, 43, 141, 155  **Teacher Edition**  37, 43, 141, 155 | |
| [VA.5.H.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4725) | Examine historical and cultural influences that inspire artists and their work. | **Student Edition**  38, 39, 59, 107, 121, 125, 178-179  **Teacher Edition**  3, 38, 39, 59, 60, 107, 121, 125, 155, 178-179 | |
| [VA.5.H.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4726) | Use suitable behavior as a member of an art audience. | The opportunity to address this objective is available. See the following:  **Student Edition**  18, 26, 40, 70, 78, 86, 100, 108, 130, 168, 176  **Teacher Edition**  18, 26, 40, 70, 78, 86, 100, 108, 130, 168, 176 | |
| [VA.5.H.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4727) | Identify and describe the importance a selected group or culture places on specific works of art. | **Student Edition**  28-29, 58-59, 88-89, 118-119, 148-149, 178-179  **Teacher Edition**  28-29, 58-59, 88-89, 118-119, 148-149, 178-179 | |
| [VA.5.H.1.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/4728) | Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists. | **Teacher Edition**  32, 95, 112, 139 | |
| [VA.5.H.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4729) | Compare works of art on the basis of style, culture, or artist across time to identify visual differences. | This objective is addressed throughout. See, for example:  **Teacher Edition**  2, 15, 32, 46, 58, 64, 76, 88, 93, 102-103, 118, 122-123, 156, 162, 172-173 | |
| [VA.5.H.2.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4730) | Describe the ways in which artworks and utilitarian objects impact everyday life. | The opportunity to address this objective is available. See the following:  **Student Edition**  29, 45, 59, 89, 119, 149, 170  **Teacher Edition**  28, 29, 45, 58, 59, 88, 89, 118, 119, 148, 149, 178, 179  \*In Daily Life | |
| [VA.5.H.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4731) | Discuss artworks found in public venues to identify the significance of the work within the community. | **Student Edition**  16-19, 54-57, 136-139  **Teacher Edition**  16-19, 54-57, 136-139 | |
| [VA.5.H.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4732) | Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas. **Remarks/Examples:** e.g., identify facts, ideas, solutions | **Teacher Edition**  39, 41, 47, 49, 57, 67, 69, 71, 77, 79, 81, 87, 99, 109, 111, 113, 117, 147, 163, 167, 177 | |
| [VA.5.F.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4733) | Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks. | **Student Edition**  10, 18, 26, 40, 48, 56, 70, 78, 86, 100, 108, 116, 130, 146, 160, 168, 176  **Teacher Edition**  10, 18, 26, 40, 48, 56, 70, 78, 86, 100, 108, 116, 130, 146, 160, 168, 176 | |
| [VA.5.F.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4734) | Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices. | **Student Edition**  46-49, 68-71, 84-87, 128-131, 158-161, 166-169, 174-177  **Teacher Edition**  46-49, 68-71, 84-87, 128-131, 158-161, 166-169, 174-177 | |
| [VA.5.F.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4735) | Describe the knowledge and skills necessary for art-making and art-related careers. | The opportunity to address this objective is available. See the following:  **Teacher Edition**  29, 59, 89, 119, 149, 179 | |
| [VA.5.F.2.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4736) | Explore careers in which artworks and utilitarian designs are created. | The opportunity to address this objective is available. See the following:  **Teacher Edition**  29, 59, 89, 119, 149, 179 | |
| [VA.5.F.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4737) | Discuss contributions that artists make to society. | The opportunity to address this objective is available. See the following:  **Teacher Edition**  9, 39, 51, 71, 77, 95, 103, 125, 133, 173  \*Visual Culture | |
| [VA.5.F.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4738) | Create artwork to promote public awareness of community and/or global concerns. | This objective falls outside the scope of this program. | |
| [VA.5.F.3.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4739) | Create artwork that shows procedural and analytical thinking to communicate ideas. | **Student Edition**  54-57, 76-79, 128-131, 158-161, 166-169  **Teacher Edition**  54-57, 76-79, 128-131, 158-161, 166-169 | |
| [VA.5.F.3.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4740) | Work collaboratively with others to complete a task in art and show leadership skills. | **Student Edition**  108, 111, 135  **Teacher Edition**  60, 108, 110, 111, 129, 135, 141, 177 | |
| [VA.5.F.3.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/4741) | Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills. **Remarks/Examples:** e.g., reasonable timeframe established by teacher, adjusted as needed | **Student Edition**  8-11, 24-27, 84-87, 106-109, 136-139, 144-147  **Teacher Edition**  8-11, 24-27, 84-87, 106-109, 136-139, 144-147 | |
| [LAFS.5.SL.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/5882) | 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | **Student Edition**  10, 18, 26, 40, 48, 56, 70, 78, 86, 100, 108, 116, 130, 138, 146, 160, 168, 176  **Teacher Edition**  10, 18, 26, 40, 48, 56, 70, 78, 86, 100, 108, 116, 130, 138, 146, 160, 168, 176 | |
| [LAFS.5.SL.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/5883) | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | The opportunity to address this objective is available. See the following:  **Student Edition**  7, 35, 55, 57, 65, 73, 109, 133  **Teacher Edition**  7, 35, 55, 57, 65, 73, 109, 133 | |
| [LAFS.5.SL.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/5884) | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | **Student Edition**  10, 18, 26, 48, 56, 70, 78, 86, 100, 116, 130, 138, 146, 160, 168, 176  **Teacher Edition**  10, 18, 26, 48, 56, 70, 78, 86, 100, 116, 130, 138, 146, 160, 168, 176 | |
| [LAFS.5.L.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/5940) | Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems. | The opportunity to address this objective is available. See the following:  **Student Edition**  60, 120  **Teacher Edition**  60, 120 | |
| [LAFS.5.RL.3.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/5723) | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | The opportunity to address this objective is available. See the following:  **Student Edition**  13, 15, 59, 81, 87, 105, 115, 127, 141  **Teacher Edition**  13, 15, 59, 81, 87, 105, 115, 127, 141  \*Children’s Trade Books | |
| [VA.5.C.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4698) | Develop a range of interests in the art-making process to influence personal decision-making. | **Student Edition**  8, 16, 24, 38, 46, 54, 68, 76, 84, 98, 106, 114, 128, 136, 144, 158, 166, 174  **Teacher Edition**  8, 16, 24, 38, 46, 54, 68, 76, 84, 98, 106, 114, 128, 136, 144, 158, 166, 174 | |
| [VA.5.C.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4699) | Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art. | This objective is addressed throughout. See, for example:  **Teacher Edition**  2, 8, 20, 32, 42, 50, 58, 82, 102, 112, 126, 140, 154, 170, 178  \*Explore the Images | |
| [VA.5.C.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4700) | Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works. | This objective is addressed throughout. See, for example:  **Teacher Edition**  8, 16, 24, 38, 46, 54, 68, 76, 84, 98, 106, 114, 128, 136, 144, 158, 166, 174  \*Explore the Images | |
| [VA.5.C.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4701) | Revise artwork as a necessary part of the creative process to achieve an artistic goal. | **Student Edition**  10, 18, 19, 26, 40, 41, 48, 56, 70, 78, 86, 100, 108, 109, 116, 130, 138, 146, 160, 163, 68, 176  **Teacher Edition**  10, 18, 19, 26, 40, 41, 48, 56, 70, 78, 86, 100, 108, 109, 116, 130, 138, 146, 160, 163, 68, 176 | |
| [VA.5.C.2.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4702) | Analyze personal artworks to articulate the motivations and intentions in creating personal works of art. | **Student Edition**  40, 86, 130  **Teacher Edition**  40, 86, 130 | |
| [VA.5.C.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4703) | Apply established criteria to the art-making process to measure artistic growth. **Remarks/Examples:** e.g., criteria set by teacher, student, or both | **Student Edition**  18, 40, 56, 78, 100, 116, 138, 160, 176  **Teacher Edition**  18, 40, 56, 78, 100, 116, 138, 160, 176 | |
| [VA.5.C.2.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/4704) | Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth. | **Student Edition**  10, 26, 48, 70, 86, 108, 130, 146, 168  **Teacher Edition**  10, 26, 48, 70, 78, 86, 108, 130, 146, 168 | |
| [VA.5.C.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4705) | Use the structural elements of art and organizational principles of design when engaged in art criticism. | **Student Edition**  11, 19, 27, 41, 49, 57, 71, 79, 87, 101, 109, 117, 131, 139, 147, 161, 169, 177  **Teacher Edition**  11, 19, 27, 41, 49, 57, 71, 79, 87, 101, 109, 117, 131, 139, 147, 161, 169, 177 | |
| [VA.5.C.3.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/4706) | Use art-criticism processes to form a hypothesis about an artist’s or designer’s intent when creating artworks and/or utilitarian objects. **Remarks/Examples:** e.g., inference from color, line, shape, form | The opportunity to address this objective is available. See the following:  **Student Edition**  19, 49, 71, 87, 101, 109, 117, 131, 139, 147, 161, 177  **Teacher Edition**  19, 49, 71, 87, 101, 109, 117, 131, 139, 147, 161, 177 | |
| [VA.5.C.3.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/4707) | Critique works of art to understand the content and make connections with other content areas. **Remarks/Examples:** e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology | **Student Edition**  27, 49, 57, 71, 79, 87, 109, 117, 131, 139, 147, 161, 169, 177  **Teacher Edition**  27, 49, 57, 71, 79, 87, 109, 117, 131, 139, 147, 161, 169, 177 | |
| [VA.5.S.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4708) | Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. **Remarks/Examples:** e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture | **Student Edition**  16-19, 54-57, 76-79, 98-101, 114-117, 136-139, 158-161, 174-177  **Teacher Edition**  16-19, 54-57, 76-79, 98-101, 114-117, 136-139, 158-161, 174-177 | |
| [LAFS.5.W.1.2d:](http://www.cpalms.org/Public/PreviewStandard/Preview/5843) | Use precise language and domain-specific vocabulary to inform about or explain the topic. | **Student Edition**  30-31, 60-61, 90-91, 120-121, 150-151, 180-181  **Teacher Edition**  30-31, 60-61, 90-91, 120-121, 150-151, 180-181 | |