

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
AUTHENTIC CURRICULUM CONNECTIONS  
2025-2026 YEAR-AT-A-GLANCE**

Grades 5			
<p><b>Big Idea 1: VA.5.C Critical Thinking &amp; Reflection</b>            VA.5.C.1 - Cognition and reflection are required to appreciate, interpret, and create with artistic intent.            VA.5.C.2 - Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.            VA.5.C.3 - The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts</p>		<p><b>Big Idea 2: VA.5.S Skills, Techniques &amp; Processes</b>            VA.5.S.1 - The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.            VA.5.S.2 - Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.            VA.5.S.3 - Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>	
<p><b>Big Idea 3: VA.5.O Organizational Structure</b>            VA.5.O.1 - Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.            VA.5.O.2 - The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.            VA.5.O.3 - Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>		<p><b>Big Idea : VA.5.H Historical &amp; Global Connections</b>            VA.5.H.1 - Through study in the arts, we learn about and honor others and the worlds in which they live(d).            VA.5.H.2 - The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged            VA.5.H.3 - Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>	
<p><b>Big Idea 5: VA.5.F Innovation, Technology and the Future</b>            VA.5.F.1 - Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.            VA.5.F.2 - Careers in and related to the arts significantly and positively impact local and global economies.            VA.5.F.3 - The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>		<p><b>Big Ideas 1-5 should be introduced during the first nine weeks, and then embodied in all art lessons throughout the year depending on the emphasis of the lesson.</b></p>	
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Instructional Focus Critique Process, Color, Value Hispanic Art	Instructional Focus Line, Texture, Pattern, Unity, Proportion African Art	Instructional Focus Women in Art, Shape, Form, Emphasis, Balance Multicultural Art, 3-D, Multimedia	Instructional Focus Space, Variety, Movement, Rhythm European, Modern and Contemporary Art
<p><b>Big Idea 1: VA.5.C Critical Thinking &amp; Reflection</b>            VA.5.C.3.1 Use the structural elements of art and organizational principles of design when engaged in art criticism.            VA.5.C.3.2 Use art-criticism processes to form a hypothesis about an artist’s or designer’s intent when creating artworks and/or utilitarian objects.            VA.5.C.3.3 Critique works of art to understand the content and make connections with other content areas.</p>	<p><b>Big Idea 1: VA.5.C Critical Thinking &amp; Reflection</b>            VA.5.C.2.2 Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.            VA.5.C.2.1 Revise artwork as a necessary part of the creative process to achieve an artistic goal.            VA.5.C.2.4 Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.  <b>Big Idea 2: VA.5.S Skills, Techniques &amp; Processes</b>            VA.5.S.1.4 Use accurate art vocabulary to communicate about works of art and artistic and creative processes.</p>	<p><b>Big Idea 1: VA.5.C Critical Thinking &amp; Reflection</b>            VA.5.C.1.1 Develop a range of interests in the art-making process to influence personal decision-making.            VA.5.C.3.2 Use art-criticism processes to form a hypothesis about an artist’s or designer’s intent when creating artworks and/or utilitarian objects.  <b>Big Idea 2: VA.6SS Skills, Techniques &amp; Processes</b>            VA.5.S.1.4 Use accurate art vocabulary to communicate about works of art and artistic and creative processes.            VA.5.S.2.2 Identify sequential procedures to engage in art production.</p>	<p><b>Big Idea 1: VA.5.C Critical Thinking &amp; Reflection</b>            VA.5.C.1.2 Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.            VA.5.C.2.3 Apply established criteria to the art-making process to measure artistic growth.            VA.5.C.1.3 Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.  <b>Big Idea 2: VA.6SS Skills, Techniques &amp; Processes</b></p>

<p><b>Big Idea 2: VA.5.S Skills, Techniques &amp; Processes</b>  VA.5.S.1.1 Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.  VA.5.S.1.4 Use accurate art vocabulary to communicate about works of art and artistic and creative processes.  VA.5.S.3.2 Use craftsmanship and technical ability in personal works to show refinement of skills over time.</p> <p><b>Big Idea 3: VA.5.O Organizational Structure</b>  VA.5.O.1.1 Use structural elements of art and organizational principles of design to develop content in artwork.</p> <p><b>Big Idea 4: VA.5.H Historical &amp; Global Connections</b>  VA.5.H.3.1 Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.  VA.5.H.1.1 Examine historical and cultural influences that inspire artists and their work.</p> <p><b>Big Idea 5: VA.5.F Innovation, Technology and the Future</b>  VA.5.F.1.2 Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.  VA.5.F.3.3 Work collaboratively with others to complete a task in art and show leadership skills.</p> <p><b>Instructional Strategies</b>  Critique Process  Art Elements – Color, Value  Properties (hue, value, intensity), Tint, Shade  Expressing emotion through color  Color schemes (analogous, monochromatic, complementary)  Create artworks using different color schemes and sources of inspiration.  Value: to model form, to create contrast</p> <p><a href="#">Grade Level Expectations</a></p> <p><b>Historical Connections</b></p>	<p>VA.5.S.1.3 Create artworks to depict personal, cultural, and/or historical themes.  VA.5.S.1.1 Create artworks emphasizing the use of line and texture using different tools and techniques.</p> <p><b>Big Idea 3: VA.5.O Organizational Structure</b>  VA.5.O.1.2 Organize the structural elements of art to achieve visual unity.</p> <p><b>Big Idea 4: VA.5.H Historical &amp; Global Connections</b>  VA.5.H.1.1 Examine historical and cultural influences that inspire artists and their work.</p> <p><b>Big Idea 5: VA.5.F Innovation, Technology and the Future</b>  VA.5.F.3.1 Create artwork to promote public awareness of community and/or global concerns.</p> <p><b>Instructional Strategies</b>  Art Elements- Line, Texture  Art Principles- Pattern, Unity, Proportion  Drawing from observation using contour line, value to model form, and proper proportions  Use of thumbnail sketches to document thinking and plan work  Texture- visual (implied) and tactile (actual)  Use repetition to create unique patterns in a work of art.  Symbols and Cultural Icons</p> <p><a href="#">Grade Level Expectations</a></p> <p><b>Historical Connections</b>  <a href="#">African Art</a>  <a href="#">African-American Artists</a>  <a href="#">Women in Art</a></p> <p><b>Authentic Assessment</b>  <a href="#">Superintendent’s Holiday Card Exhibition STEAM Expo</a>  <a href="#">40<sup>th</sup> Annual Impressions in Watercolor</a>  <a href="#">Black History Month Exhibition</a>  <a href="#">mia Gallery: Deconstruct to Reconstruct: Reinvention Through Sustainability</a></p>	<p>VA.5.S.3.1 Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.  VA.5.S.2.3 Visualize the end product to justify artistic choices of tools, techniques, and processes.  VA.5.S.3.3 Use tools, media, techniques, and processes in a safe and responsible manner.</p> <p><b>Big Idea 3: VA.5.O Organizational Structure</b>  VA.5.O.1.3 Explain how creative and technical ability is used to produce a work of art.</p> <p><b>Big Idea 4: VA.5.H Historical &amp; Global Connections</b>  VA.5.H.1.3 Identify and describe the importance a selected group or culture places on specific works of art.  VA.5.H.2.2 Describe the ways in which artworks and utilitarian objects impact everyday life.</p> <p><b>Big Idea 5: VA.5.F Innovation, Technology and the Future</b>  VA.5.F.1.1 Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.</p> <p><b>Instructional Strategies</b>  Art Elements-Shape, Form  Art Principles- Emphasis, Balance  Freestanding and relief sculpture  Functional art.  Use available tools and materials (paper, clay, fabrics, fibers, found objects) to create a sculpture or functional art object inspired by a past society. (Native American, Mesoamerican, Greek, Islamic, Asian, etc.)  Use of bilateral and radial symmetry to create visual balance  Use of size, placement, detail to create emphasis  Compare artworks with utilitarian objects.  Difference between fine and commercial art  Careers in art - artists and designers.</p> <p><a href="#">Grade Level Expectations</a></p>	<p>VA.5.S.1.4 Use accurate art vocabulary to communicate about works of art and artistic and creative processes.  VA.5.S.1.2 Use media, technology, and other resources to inspire personal art-making decisions.  VA.5.S.2.1 Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.  VA.5.S.3.4 Use ethical standards, including copyright laws, when producing works of art.</p> <p><b>Big Idea 3: VA.5.O Organizational Structure</b>  VA.5.O.2.2 Use a variety of sources for ideas to resolve challenges in creating original works  VA.5.O.3.1 Create meaningful and unique works of art to effectively communicate and document a personal voice.</p> <p><b>Big Idea 4: VA.5.H Historical &amp; Global Connections</b>  VA.5.H.1.2 Use suitable behavior as a member of an art audience.  VA.5.H.1.4 Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.  VA.5.H.2.3 Discuss artworks found in public venues to identify the significance of the work within the community.</p> <p><b>Big Idea 5: VA.5.F Innovation, Technology and the Future</b>  VA.5.F.2.1 Describe the knowledge and skills necessary for art-making and art-related careers.  VA.5.F.2.2 Explore careers in which artworks and utilitarian designs are created.  VA.5.F.2.3 Discuss contributions that artists make to society.</p> <p><b>Instructional Strategies</b>  Art Elements- Space  Art Principles- Variety, Movement, Rhythm  Space-Positive and negative, depth through size relationships, overlapping, horizon line, foreground, middle ground, background.  Perspective and the Illusion of space</p>
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<p><a href="#">Hispanic Artists</a></p> <p><b>Authentic Assessment</b>  <a href="#">Guiding Hands, Creative Minds</a>  <a href="#">Hispanic Heritage Exhibition</a>  <a href="#">mia Gallery: Windows to the World, Where I Live</a>  <a href="#">Nicklaus Children's Hospital: Walking the Walk!</a>  <a href="#">Small Works: Italian Mosaics, Piecing Together History</a></p> <p><b>STEAM Connections:</b>  <b>S</b> - <a href="#">YAG</a>  <b>T</b> - <a href="#">SAMR Model</a>  <b>E</b> - <a href="#">Engineering Process</a>  <b>A</b> - <a href="#">Pacing Guides</a>  <b>M</b> - <a href="#">YAG</a></p>	<p><a href="#">Taste of the Tropics: A Greener Future...Engineering New Methods of Repurposing</a>  <a href="#">Miami-Dade County Youth Fair Fine Arts Division</a>  <a href="#">Women's History Month</a></p> <p><b>STEAM Connections:</b>  <b>S</b> - <a href="#">YAG</a>  <b>T</b> - <a href="#">SAMR Model</a>  <b>E</b> - <a href="#">Engineering Process</a>  <b>A</b> - <a href="#">Pacing Guides</a>  <b>M</b> - <a href="#">YAG</a></p>	<p><b>Historical Connections</b>  <a href="#">Native American Art</a>  <a href="#">Islamic Art</a>  <a href="#">Mesoamerican Art</a>  <a href="#">Greek Art</a>  <a href="#">Asian Art</a></p> <p><b>Authentic Assessment</b>  <a href="#">Kids Tag Art (5th Grade Only)</a>  <a href="#">Annual Countywide Student Art Show</a>  <a href="#">mia Gallery: GOOOOOAL! Kicking Off Creativity: Miami's FIFA World Cup Celebration</a>  <a href="#">ArtAbilities</a>  <a href="#">Paw-fect Pawtraits! Hearts for Homes Drawing</a>  <a href="#">Love, Finding Family</a>  <a href="#">Nicklaus Children's Hospital: Fantasy Characters, What's Your Power?</a>  <a href="#">Celebrating Haitian Heritage Month</a>  <a href="#">44th Annual Museum Education Program Exhibition (For Participating Schools)</a></p> <p><b>STEAM Connections:</b>  <b>S</b> - <a href="#">YAG</a>  <b>T</b> - <a href="#">SAMR Model</a>  <b>E</b> - <a href="#">Engineering Process</a>  <b>A</b> - <a href="#">Pacing Guides</a>  <b>M</b> - <a href="#">YAG</a></p>	<p>Discuss contributions that artists make to society.  Virtual museum tours</p> <p><a href="#">Grade Level Expectations</a></p> <p><b>Historical Connections</b>  <a href="#">European Art</a>  <a href="#">Modern Art</a>  <a href="#">Contemporary Art</a></p> <p><b>Authentic Assessment</b>  N/A</p> <p><b>STEAM Connections:</b>  <b>S</b> - <a href="#">YAG</a>  <b>T</b> - <a href="#">SAMR Model</a>  <b>E</b> - <a href="#">Engineering Process</a>  <b>A</b> - <a href="#">Pacing Guides</a>  <b>M</b> - <a href="#">YAG</a></p>
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