



Visual Arts

Student Activity Book



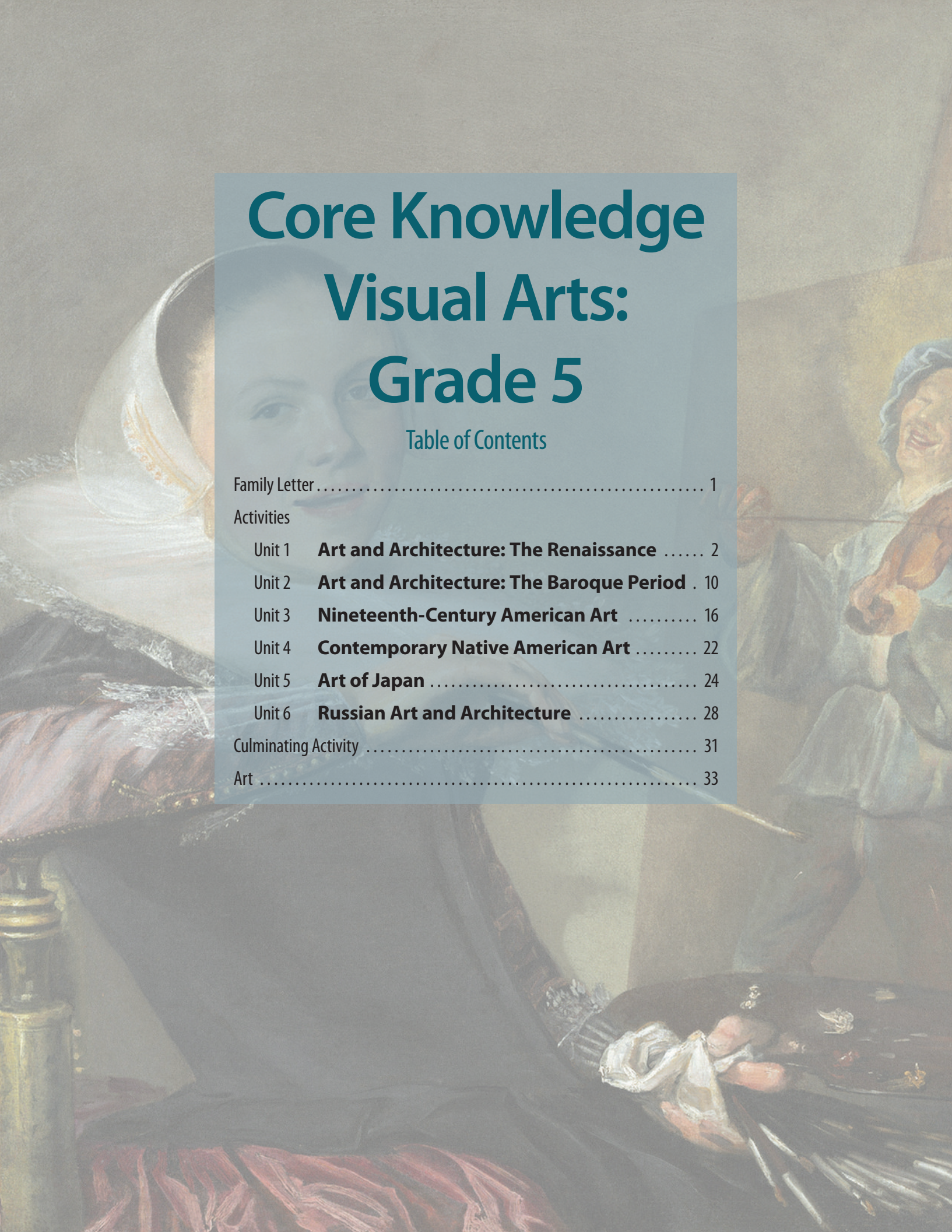
Civil War era photograph, *Battery at Attention*, Matthew Brady



Self-Portrait, Albrecht Dürer

Students Working on Art Projects





Core Knowledge Visual Arts: Grade 5

Table of Contents

Family Letter	1
Activities	
Unit 1 Art and Architecture: The Renaissance	2
Unit 2 Art and Architecture: The Baroque Period .	10
Unit 3 Nineteenth-Century American Art	16
Unit 4 Contemporary Native American Art	22
Unit 5 Art of Japan	24
Unit 6 Russian Art and Architecture	28
Culminating Activity	31
Art	33

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to **Share**—to copy, distribute, and transmit the work
- to **Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge Science™, CKSci™, Core Knowledge Music™, CKMusic™, Core Knowledge Visual Arts™, CKVA™, Core Knowledge Language Arts™, CKLA™, Core Knowledge History and Geography™, CKHG™, Core Knowledge Math™, and CKMath™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-696-0

Dear Family Member,

We warmly welcome your student and you to the Grade 5 Core Knowledge Visual Arts (CKVA) program.

This Student Activity Book is part of a K–8 curriculum that will help your student learn about and create art in the classroom. Here's what your student will learn throughout the year during our six units of study:

Unit 1: *Art and Architecture: The Renaissance*

From frescoes to sculptures to self-portraits, students will dive into Renaissance art through exposure to various media from this period. Students will also learn through creating their versions of some of the quintessential art forms from this era.

Unit 2: *Art and Architecture: The Baroque Period*

Students learn about the characteristics of this expressive and dramatic period of art. They will explore the artistic composition and emotional expression of this era.

Unit 3: *Nineteenth-Century American Art*

Students will learn about fundamental subjects of this artistic era, such as landscapes and everyday people. They will also explore making their own simple lithographs.

Unit 4: *Contemporary Native American Art*

With a focus on the messages of Native American art, students will learn about the artistic elements of this genre. They will then incorporate social messages into their own artwork.

Unit 5: *Art of Japan*

This unique genre will be explored through exposure to traditional Japanese art. Students will have the opportunity to use found objects to create artwork in the Japanese style.

Unit 6: *Russian Art and Architecture*

Alongside their learning about Russian history, students will explore Russian artwork, including architectural elements.

Check in with your student throughout the year to see what they're learning about the world of art! If you should have any concerns about your student's participation in these art units, please feel free to address them directly with your student's teacher.

NAME: _____

Elements of Renaissance Art

Answer the following questions about the elements of Renaissance art.

1. How did Renaissance painters make their artwork look three-dimensional?

2. Who or what inspired Renaissance artists?

Paint a Fresco

What You Will Do Use the fresco technique to create a durable painting with plaster.

What You Need

- | | | |
|--|---|-----------------------|
| • Plaster of paris mixture, mixing bowl, whisk | • Acrylic paints and paintbrushes or soft pastels (not oil-based) | • Clear washable glue |
| • Burlap square | | • Scissors |
| • Cardboard square | | • Pencil |
| • Spatula | | |

What to Do

1. Center your square of burlap on top of the cardboard square.
2. Pour plaster mixture onto the burlap-covered cardboard. Use a spatula to evenly spread it into a circular shape.
3. Let your plaster circle set for about fifteen minutes. Use this time to plan the fresco you will paint or draw on the plaster.
4. Paint or draw your fresco image onto the surface of your plaster circle. You might want to use the tip of a pencil to lightly outline the image first.
5. Pour a generous amount of clear washable glue over the center of your creation. Use a scrap piece of cardboard to spread the glue evenly over the entire surface.
6. After the glue has completely dried (it will take at least one hour), carefully peel the cardboard away from your burlap-plaster piece. Use the scissors to trim any extra burlap from the edges of your circle.

Reflection

How does the process of creating art on wet plaster differ from painting on a dry surface?

The Marriage of the Virgin

Raphael Sanzio, 1504 CE

Explore

1. Raphael was praised for his ability to portray lifelike figures. How does he accomplish that in this painting?

2. Raphael and other Renaissance artists placed biblical scenes in Italian Renaissance settings with figures in Renaissance clothing. Why might they have depicted Christian scenes this way?

Reflection

Reflect on how medieval artists depicted religious themes or stories. How does this compare to Renaissance portrayals of religious subjects?

Do you think it is clear that *The Marriage of the Virgin* shows the biblical marriage between Mary and Joseph? Why or why not?

Sculpt a Figure

What You Will Do Use clay to sculpt a human figure.

What You Need

- | | | |
|--|----------------|----------------------|
| • Photos of yourself from different angles | • Sketch paper | • Sculpting tool set |
| • Mirror (optional) | • Pencil | • Water |
| | • Clay | |

What to Do

1. Look at the photos of yourself from different angles, or use a mirror. Decide which angle you want to show in your sculpture (face or body). Think about your figure's pose, action, or facial expression.
2. Draw what you would like your sculpture to look like on paper.
3. Sculpt the figure you drew out of clay. Turn your sculpture as you work to shape it on all sides.
4. Use water and sculpting tools to help you shape your clay and give your sculpture definition.
5. Allow the sculpture to dry based on the drying instructions on the package.

Reflection

How is your sculpture similar to and different from a Renaissance sculpture in terms of its form, details, or purpose?

Northern Renaissance Art

Read the following passage. Then answer the questions.

During the Renaissance, artists in northern Europe made realistic-looking art. They used oil paints to create the illusion of texture and light and included intricate details. While Italian artists focused on ancient myths and perfect human figures, Northern Renaissance artists showed scenes of everyday life. Their paintings depicted people doing many different things, such as working, playing, or enjoying nature. Such images were called genre paintings. These scenes helped people appreciate the beauty of everyday life.



1. In terms of subject matter and style, how was Northern Renaissance art similar to and different from Italian Renaissance art?

2. Why did Northern Renaissance painters focus on realistic everyday life? How might their audience have influenced their subjects?

Northern Renaissance Portrait

What You Will Do Create a realistic portrait of a person involved in an everyday task. Include at least one symbolic object or color that reveals something important about the person or their role.

What You Need

- Markers, crayons, pens, colored pencils, and/or watercolor paint sets
- Drawing paper or watercolor paper
- Eraser
- Pencil



What to Do

1. Brainstorm ideas for your everyday portrait scene. Identify who you will draw, what they will be doing, and the setting. Think about symbolic colors or objects that reveal more about your subject. (For example, a broom might show they're cleaning, or a book could suggest they are a student.)
2. Lightly sketch your portrait composition as just the person's head and shoulders, from their waist up, or a view of their full body. Make sure you use realistic proportions for the face and body.
3. Using your chosen medium, create your portrait. Be sure to include realistic details, such as texture, light, and shadow. Add details to your symbolic objects to emphasize them for the viewer.
4. Sign your portrait.

Reflection

Which symbolic objects or colors did you include in your portrait, and what do they tell the viewer about your subject's daily life or role?

Renaissance Architecture

Read the following passage. Then answer the questions.

During the Renaissance, architects were inspired by the balance and symmetry of ancient Greek and Roman buildings. Architects used many features from classical architecture. These included columns, arches, and domes. They combined these features with new engineering techniques to create buildings that were both beautiful and sturdy.

Several new architectural techniques were developed by the Italian Renaissance architect Filippo Brunelleschi. He built a famous dome for Florence Cathedral with two layers (an inner and outer shell). He used stone beams and bricks rather than a wood structure. The high dome had a special brick herringbone pattern that was extremely sturdy despite its height. Brunelleschi also used strong chains to hold the building together and invented machines to lift heavy blocks up to the workers. Other architects used innovative ideas based on math and geometry to ensure their buildings were built perfectly. These geometric techniques helped make Renaissance buildings structurally sound and attractive.



1. What features from ancient Greek and Roman (classical) architecture did Renaissance architects use in their buildings?

2. What were two important techniques Brunelleschi used to build the dome of Florence Cathedral?

Compare Renaissance Art

Look again at *The Marriage of the Virgin* and *Arnolfini Wedding*. Think about the similarities and differences between the paintings.

1. What do these two paintings have in common?

2. How do these paintings show different ideas and styles from the Italian and Northern Renaissance traditions?

NAME: _____

Comparing Portraits

Compare the two self-portraits by Rembrandt and Judith Leyster. Consider the following questions as you explore the artistic qualities of baroque art.

1. Compare each artist's rendition of themselves. How did they express different emotions?

2. What features of baroque art do these two paintings share? What unique features does each artist include?

Capturing Emotions, Part 1

Answer the following questions about emotions.



1. What are some examples of words that represent extreme emotions? Try to list both positive and negative emotions.

2. Choose one of the words you listed above. How could you draw a person's pose and facial expression to convey that emotion?

3. What other ways could you express this emotion in art? (Hint: Think about color, light, texture, and composition.)

Capturing Emotions, Part 2

What You Will Do Create a drawing that shows an extreme emotion.

What You Need

- Markers, crayons, pens, and/or colored pencils
- Drawing paper
- Pencil
- Eraser



What to Do

1. Decide which extreme emotion you want to show in your portrait drawing. Refer to the emotions you listed on the previous activity page as a guide.
2. Brainstorm different ways you can express that emotion in a portrait of yourself or another person. Consider the following:
 - Facial expression
 - Pose
 - Composition
 - Color
 - Light and shadow
 - Texture
 - Props and background
3. Lightly sketch your composition with your pencil. Your portrait could show the head and shoulders, the full body, or just the face and neck. Use correct facial proportions (e.g., the eyes go in the center of the face, and the head is shaped like an oval). Be sure that your composition—including background and props—helps express the extreme emotion you chose. Once you are happy with your sketch, add color using your chosen art materials.

Reflection

How did you express extreme emotion in your portrait? Describe your drawing's meaning and the art elements you used to convey emotion.

NAME: _____

Sant'Andrea al Quirinale

Gian Lorenzo Bernini, 1658–1670 CE

Explore

1. How does the interior of this church make you feel when you observe it? Use specific descriptive words, and explain which parts of the design make you feel that way.

2. What does the design of this church tell you about the goals of baroque architecture, especially in churches?

Reflection

If you were commissioned to design a small community gathering space during the baroque period, what features would you include and why? What feelings would you want people to experience when they visited your building?

NAME: _____

Baroque Carving

What You Will Do Use clay to create a decorative carving or sculpture in the baroque style.

What You Need

- Disposable or washable work surface
- Clay
- Plastic knife, toothpicks, clay needles, and other sculpting tools
- Bowl of water



What to Do

1. Plan what you will sculpt. Choose a baroque theme—such as an angel, a spiral scroll, or a decorative shell—and an object to create in clay. Think about what kind of building your carving would decorate.
2. Knead the clay for at least two minutes to soften it. Add small amounts of water to moisten the clay as needed.
3. Using your hands and sculpting tools, shape the clay into the basic form of your subject. You can carve details into a single piece of clay or sculpt separate pieces joined together by pinching. If you need to join separate pieces, use a toothpick or clay needle to score the edges where the two pieces of clay will be joined. Add water to the rough surface. Then use your fingers or a tool to join the pieces together.
4. Use a toothpick or clay needle to draw fine details onto the surface of your carving. Let it dry overnight in an airy place.

Reflection

How does your sculpture reflect baroque art? What baroque features did you include?

Comparing Self-Portraits

Look again at Albrecht Dürer's self-portrait from the Renaissance unit and Rembrandt's self-portrait from this baroque unit. Then answer the questions.

1. What clues tell you that these portraits are from two different artistic periods?

2. What similarities are shared by the portraits in terms of how the artists presented themselves and used light or the background?

3. How does the overall mood differ between the portraits? How does this reflect how artists from different eras choose to portray themselves?

NAME: _____

Hudson River School Paintings

Explore

1. How do these American artists want viewers to feel about the western frontier of the United States? What details in the painting help you know this?

2. How do these paintings show the relationship between people and nature? What do the artists suggest about how people live on or interact with the land?

Reflection

Look at the paintings, and think about how they make you feel. How might your thoughts be different from those of a fifth grader in 1845 who had never seen the frontier?

Landscape Art

What You Will Do Create landscape art that communicates an inspirational message to viewers.

What You Need

- | | | |
|---|---------------------------|----------------------|
| • Markers, crayons, pens, colored pencils, acrylic and/or watercolor paint sets | • Drawing paper or canvas | • Pencil
• Eraser |
|---|---------------------------|----------------------|

What to Do

1. Choose a natural landscape that you find beautiful, inspirational, or emotionally moving. Use your reference photos or online images as a guide.
2. Think about the inspirational message you want your viewers to understand. You can portray this message by choosing certain colors, light sources, or shapes to draw the scenery. You can also change or add details like texture or contrast in your scene to make some parts pop or stand out.
3. Use the pencil and eraser to sketch the composition of your scene onto your paper or canvas.
4. Using materials of your choice, add color to the entire scene. Step back from your landscape now and then to check how well you are depicting depth, perspective, rhythm, balance, and other artistic principles.

Reflection

What message does your landscape communicate? What artistic choices did you make (such as colors, shapes, light, or composition) to show that message?

Lithographic Prints

Read the informative text. Then answer the questions.

In nineteenth-century America, the company Currier & Ives mass-produced prints that captured scenes of everyday life and national events. They did this using lithography. This process involves drawing an image with a greasy medium similar to a crayon on a flat stone. Then the stone is treated with chemicals and moistened with water. This causes the drawn-on areas to attract the ink that is rolled over the stone. The rest of the stone surface absorbs the water and repels, or resists, the ink. When paper is pressed onto the inked stone, the reverse or mirror image transfers onto the paper. The whole process can be repeated to allow multiple identical prints to be made.



1. List the main steps of the lithography process in order. What does the artist do first, next, and last?

2. How do the greasy medium and water work together in the lithography process to create a print?

Make Your Own Print

What You Will Do Use a polystyrene block to create your own lithograph-style prints.

What You Need

- | | |
|----------------------------|--|
| • Polystyrene block | • Ink tray or palette |
| • Pencil, pen, or marker | • Roller or spreading tool |
| • Craft knife/carving tool | • Paper |
| • Water-based printing ink | • Pressing tool like a spoon or rolling pin (optional) |

What to Do

1. Lightly sketch a simple design on the polystyrene with your pencil, pen, or marker. Some ideas to consider are shapes, patterns, an animal, a simple figure, or a basic landscape.
2. Carefully carve out the areas you want to remain ink-free or white. Remember: The *raised* parts of the design will be the parts that will hold the ink and create your print.
3. Use the roller to evenly spread a thin layer of printing ink over the raised surface of the carved polystyrene block. Make sure the ink covers all the raised areas. Make sure the ink does not pool in the carved-out parts.
4. Carefully lay the paper over the inked block. Press down firmly and evenly on the paper, either by rolling over it with your hand or using a clean, flat tool like a spoon or rolling pin.
5. Carefully lift the paper to reveal the printed mirror image of your design. Compare your print to the original drawing. What surprised you about the way the image transferred? Allow the print to dry completely before handling.

Wartime Photography

Read the passage below, and answer the questions that follow.

The American Civil War was one of the first wars where photography was used to capture images for the public to see. Photographs of the Civil War were not exaggerated or posed to inspire emotion. Instead, they recorded exact experiences of Civil War heroism or horror. Photographs allowed people to observe historically accurate images of brave soldiers standing at attention. They showed proud generals on mighty horses and the broken remains of towns and fallen soldiers destroyed by war.



1. What kind of photographs might have been taken to inspire the public to support the Civil War?

2. What types of photographs might have made people reflect more deeply on the tragedies and costs of the war?

Reflection

Imagine you are a Civil War photographer. What type of images would you capture with your camera? What message would you hope viewers receive from your images? (Use details about people, places, and emotions in your scene.)

Comparing Views of the Civil War

Explore

1. Think about the photograph *Battery at Attention*. How do you think the photographer wanted viewers to feel when observing this image?

2. Now think about the painting *Into Bondage*. This painting was created seventy years after the end of the Civil War. It depicts people being forced into slavery, a practice that divided the United States and eventually led to the Civil War. How does this painting make you think about the war, even though no soldiers or battles are shown?

3. Do you feel that photography or painting is a stronger way to communicate a historical event to a viewer? Why?

NAME: _____

Accession Series

Wendy Red Star, 2019

Explore

1. How did Wendy Red Star's *Accession* series make you feel when you first looked at it? What emotions or thoughts came to mind? (There are no wrong answers—just share what came up for you.)

2. What did Wendy Red Star's artwork help you understand or realize about Native American culture or history that you didn't know before?

Reflection

Imagine you are creating a contemporary piece of art that reflects your culture and your family's heritage. What would you include in the artwork and why? (Think about foods, traditions, objects, or places that are meaningful to you.)

Social Artwork

What You Will Do Create artwork that communicates a social message that is personally important to you.

What You Need

- Drawing paper or canvas (optional)
- Paint sets, colored pencils, markers, crayons, and/or pens (optional)
- Paintbrushes (optional)
- Clay (optional)
- Sculpting tools (optional)
- Crafting materials (optional)



What to Do

1. Choose the social message you will communicate through your artwork. Research online for topics and possible imagery to guide your art piece.
2. Gather the materials that you will use to create your artwork. You can make a traditional piece of art like a drawing or painting. You can also create a mixed media artwork where you combine materials in one artwork.
3. Depending on your medium, you can start by sketching your idea on paper or a canvas. If you are using crafting materials, experiment with different arrangements before gluing them down.
4. Use your chosen materials to create your artwork. Try to include some elements of art—like line, shape, color, or texture—to help show your message clearly.

Reflection

How did you use the elements of art to communicate a social message in your art piece?

The Art of Japan

Read the informational text. Then, answer the questions.

Traditional Japanese art is recognized for its craftsmanship, design aesthetics, natural beauty, and unique compositions. It is influenced by both indigenous Shinto beliefs and Buddhist ideas adopted from China via India.

The themes of traditional Japanese art focus on nature, seasonal change, and the fleeting moments of life, a concept known as *mono no aware*. This is visually reflected in the elegant brushstrokes of sumi-e, or black ink paintings. It is also seen in the linear designs of Edo period ukiyo-e prints and in the abstract ink lithographs by contemporary artists like Toko Shinoda.



1. What two cultural influences shaped traditional Japanese art?

2. What does the term *mono no aware* (/moh*noh/noh/ah*wah*ray/) mean, and how is it shown in Japanese art?

Contemporary Art in Japan

Answer the questions about contemporary Japanese art.

1. Name at least two common themes of contemporary Japanese art.

2. What are some specific ways that contemporary Japanese artists blend traditional art techniques with modern styles?

3. Who is one contemporary Japanese artist you learned about? How does this artist's work reflect the ideas and themes of contemporary Japanese art?



Making Modern Multimedia Art

What You Will Do Create a multimedia artwork that is inspired by contemporary Japanese art or themes.

What You Need

- Paint set
- Canvas
- Found objects provided by your teacher
- Strong glue



What to Do

1. Plan your multimedia artwork. Begin with a theme, such as nature or modern culture. Think about how a Japanese artist would represent this traditionally in ink, in a print, or in a sculptural medium like bronze.
2. Then, decide how you will add a modern twist to a traditional art form by adding another medium or overlaying it with glued images. For example, a mixed media collage could combine small drawings of natural scenery on a canvas with other found objects or wood glued on top.
3. After deciding on a theme or subject, plan and gather any materials you will need to create your multimedia artwork.
4. Brainstorm your art process in steps, or sketch a rough design of your artwork.
5. Create your multimedia art free-form or with an overall composition in mind. Experiment with different ways of combining media like painting, drawing, and collage.

Reflection

How is your art similar to contemporary Japanese art you have seen?

The Great Buddha (Kamakura Buddha)

1252

Explore

1. Describe the appearance, pose, and iconography of this Buddhist statue. What stylistic features does the Buddha have that reflect Buddhist religious beliefs in Japan?

2. What do you think was the purpose of this large, monumental Buddhist sculpture?

Reflection

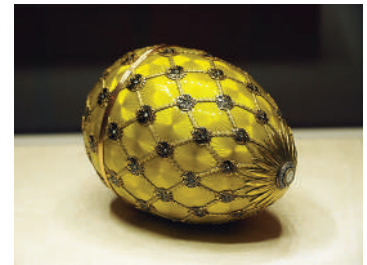
Why do you think Japanese art often reflects ideas like meditation and peace? How do these values show up in Japanese styles such as sumi-e or ukiyo-e, and why are they important to Japanese culture?

Fabricating Your Own Fabergé Egg

What You Will Do Craft your own replica of a Fabergé egg.

What You Need

- | | |
|------------------------|--|
| • Plastic craft eggs | • Various colors of thin <i>washi</i> tape rolls in metallic or jewel tones (5 mm thickness) |
| • Permanent marker set | |
| • Cardboard egg carton | • Glitter |
| • Scissors | • Gem stickers |
| • Thread or ribbon | • Metallic spray paint |
| • Glue | |



What to Do

1. Plan a design for your Fabergé egg. You can look at reference photos online for inspiration.
2. Prepare a stand for your Fabergé egg where you can balance the egg to decorate it. This can be created by cutting segments from an egg carton.
3. Decorate the egg a base color with the permanent markers. Let it dry.
4. Glue on strips of ribbon, thread, or *washi* tape to the egg to create interesting patterns. Continue decorating with different marker colors.
5. Add gem stickers or glitter to your egg to enhance the patterns you created.
6. Place the egg to dry on the stand.

Reflection

What art elements does your egg showcase (line, texture, shape, etc.)? How is your design similar to or different from traditional Fabergé eggs?

St. Basil's Cathedral in Moscow

1555–1561

Explore

1. How does the playful architectural design of St. Basil's Cathedral make you feel (e.g., joyful, overwhelmed, curious)?

2. Why do you think the architects chose such unusual shapes and bright coloration?

3. How does St. Basil's Cathedral help you understand what life was like in Russia when it was built?

Reflection

If you could design a religious building with an unusual style, shape, and coloration, what would you create and why?

Unit 6 Review

Answer the following questions to compare and contrast Russian art with other European art.

1. Compare the religious themes of traditional Russian art with European medieval art. In your answer, write one sentence about how they are similar and one sentence about how they are different.

2. How do the architectural styles of traditional Russian Orthodox churches differ from Renaissance Catholic churches in Europe? Use art and architecture vocabulary to explain.

What I Learned This Year

Answer the following questions about art from different cultures and time periods.

1. How do the religions and customs of cultures influence their artwork and architecture? Include at least one example from a specific culture or unit.

2. How do global contemporary artists use their culture's past to inspire their own new works of art?

3. How is nature important to both the Hudson River school landscapes and traditional Chinese or Japanese landscape art? How are their styles and materials different?

Comparing Time Periods

The Last Supper by Leonardo da Vinci, 1495–1498 CE

Self-Portrait by Rembrandt, 1659 CE

Explore

1. How is *The Last Supper* similar to *Self-Portrait* by Rembrandt?

2. How is *The Last Supper* different from *Self-Portrait* by Rembrandt?

Reflection

Compare the artwork of the Renaissance and the baroque period.

What are the main style features of each period?

Why do you think artists changed their style after the Renaissance?

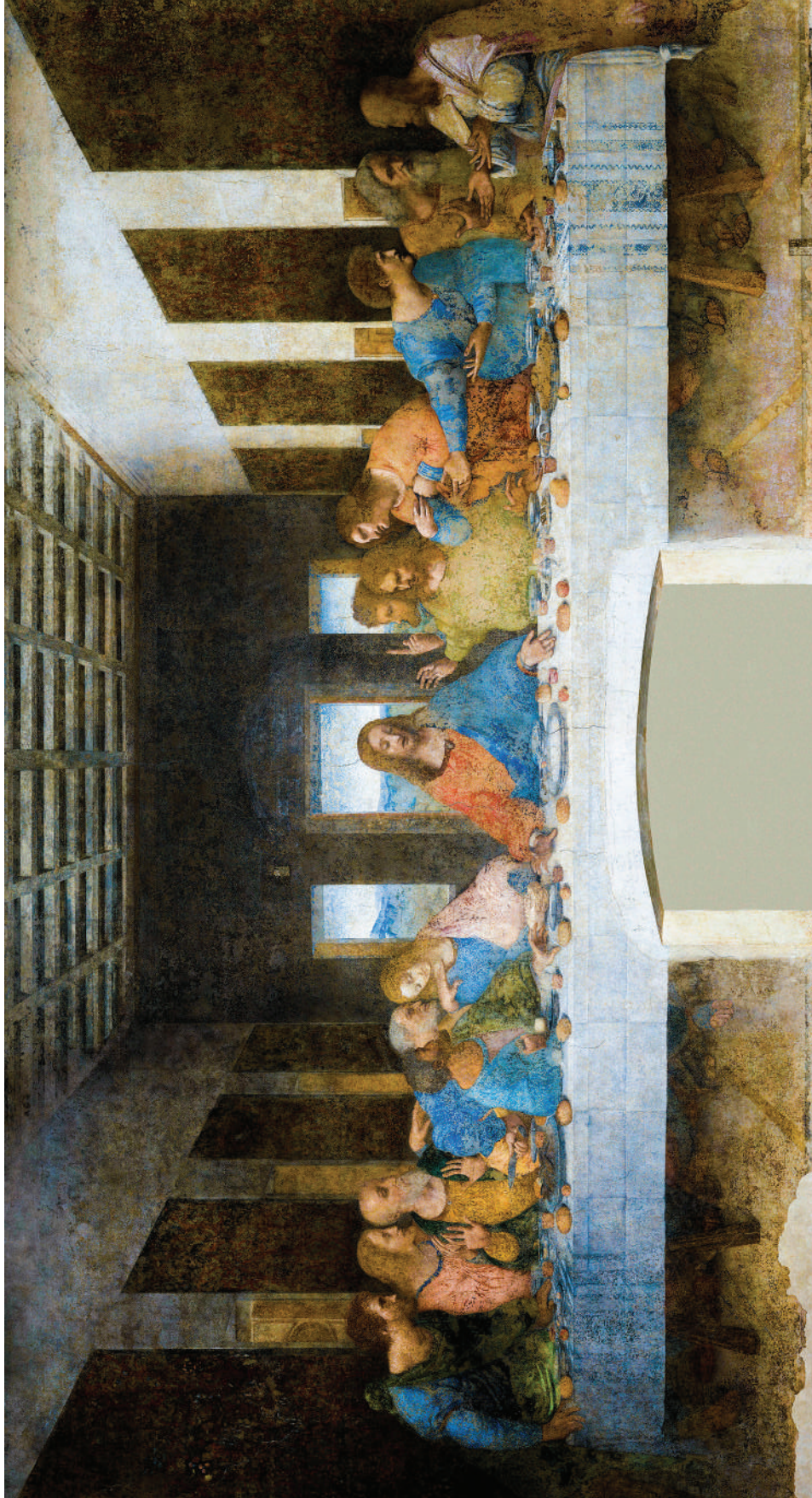


Core Knowledge[®]

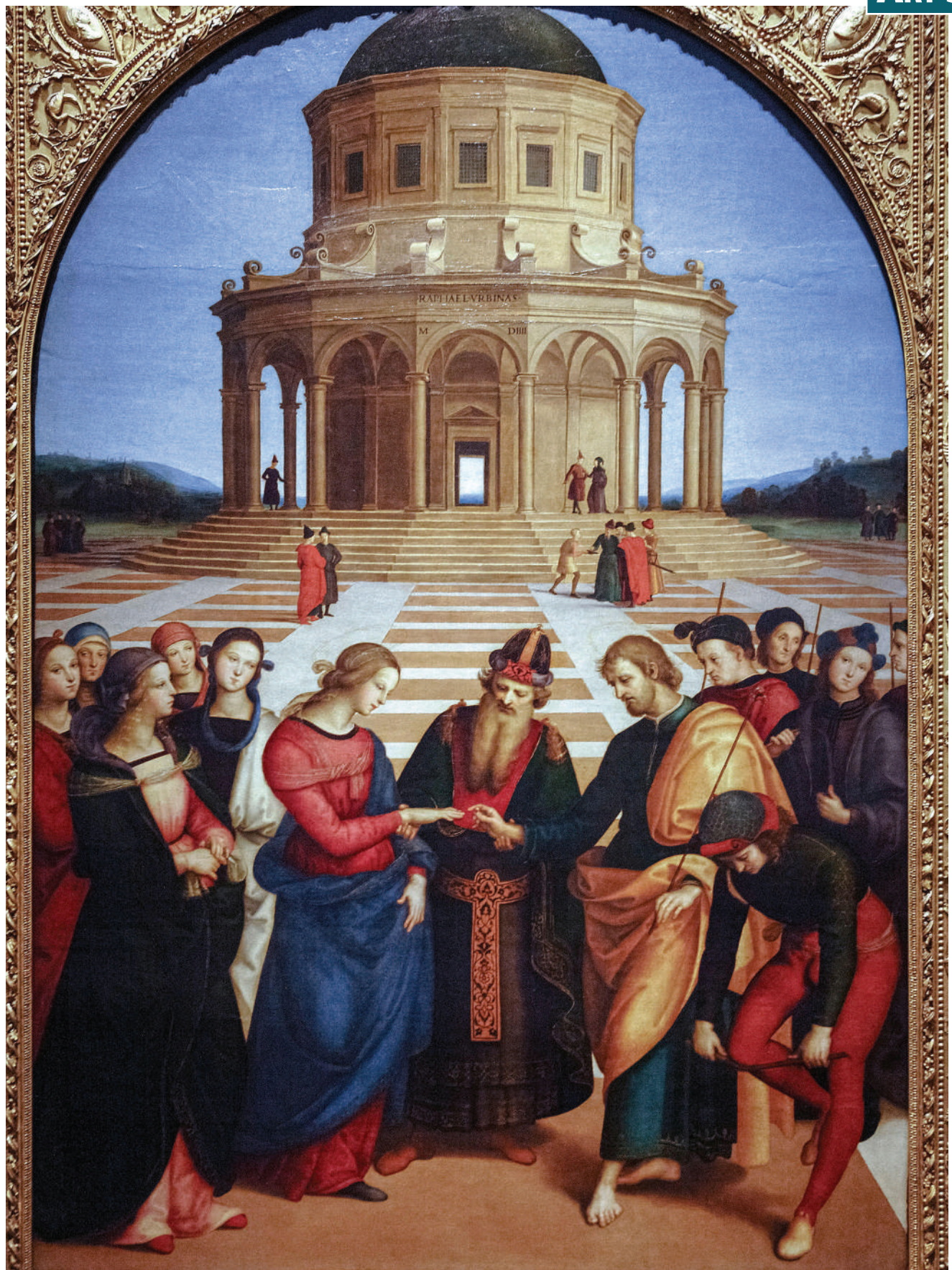
Grade 5
Art Masterpieces



Mona Lisa by Leonardo da Vinci



The Last Supper by Leonardo da Vinci



The Marriage of the Virgin by Raphael



Saint George by Donatello



Self-Portrait by Albrecht Dürer



Portrait of Giovanni Arnolfini and His Wife (aka Arnolfini Wedding) by Jan van Eyck



Dome of Florence Cathedral (Cathedral of Santa Maria del Fiore, the Duomo) by Filippo Brunelleschi



St. Peter's Basilica (Rome) by Michelangelo



Villa Pisani by Andrea Palladio



Self-Portrait by Rembrandt



Self-Portrait by Judith Leyster



Sant'Andrea al Quirinale (Rome) by Gian Lorenzo Bernini



The Rocky Mountains, Lander's Peak by Albert Bierstadt



Fur Traders Descending the Missouri by George Caleb Bingham



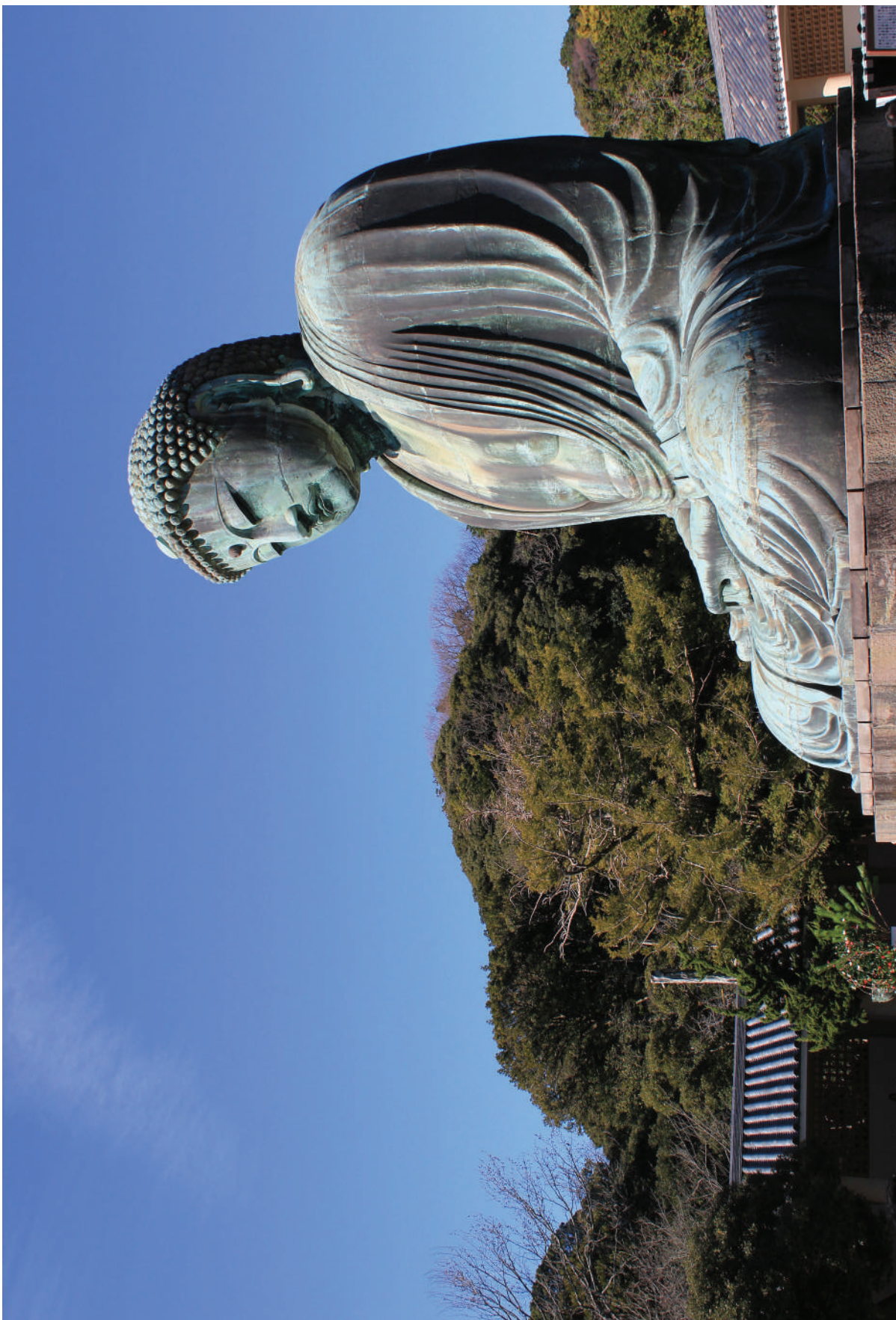
Eel Spearing at Setauket by William Sydney Mount



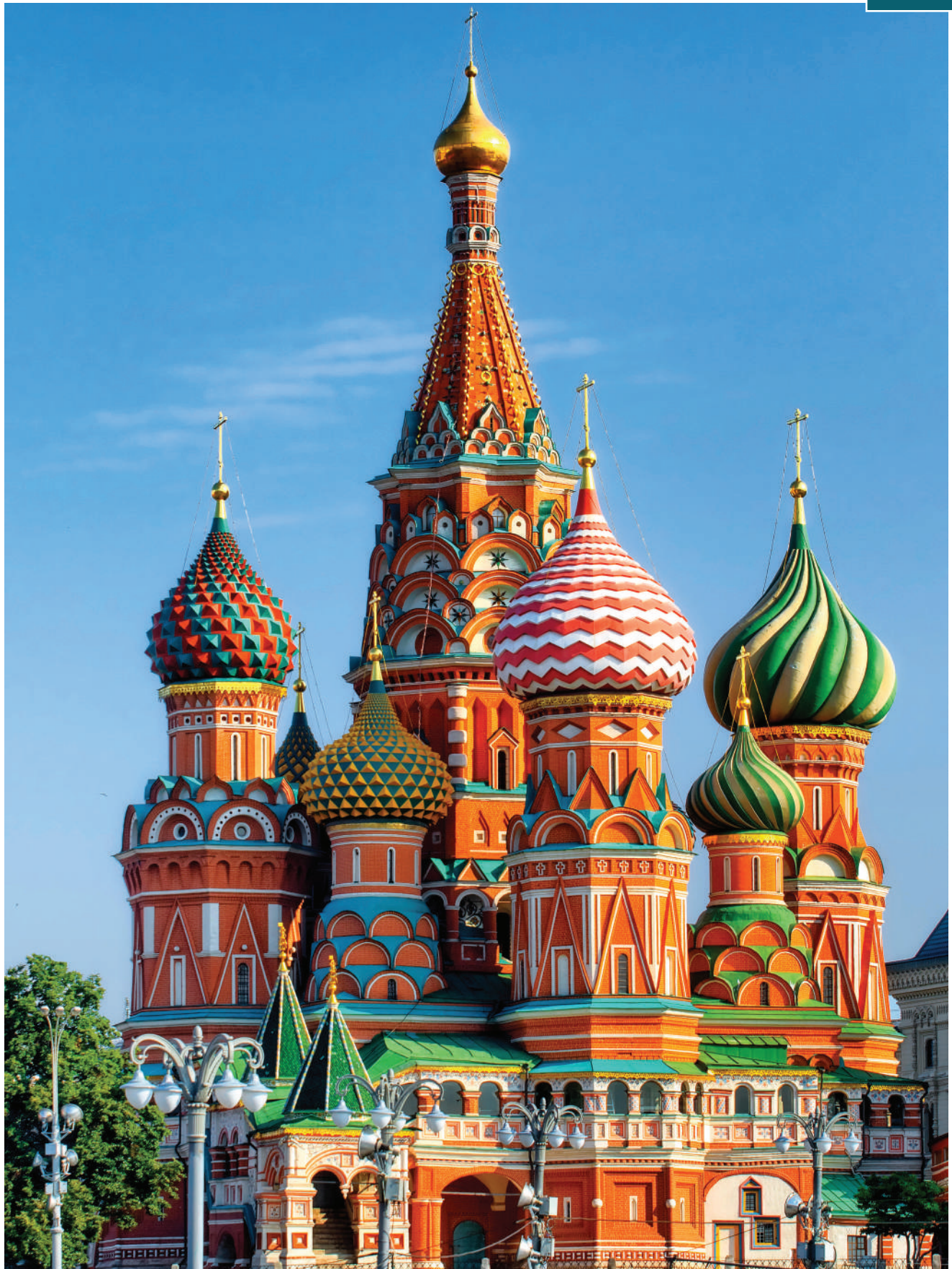
Battery at Attention by Mathew Brady Studio



The Shaw Memorial by Augustus Saint-Gaudens



The Great Buddha (Kamakura Buddha)



St. Basil's Cathedral (Moscow)



Core Knowledge Visual Arts®

Editorial Director

Linda Bevilacqua

Editorial Staff

Sue Herndon

Design Manager

Ivan Pesic

Subject Matter Expert

Jessica Doyle

PhD, IDOVA; MFA, University of Pennsylvania; BFA, Tyler School of Art

Illustration and Photo Credits

Art Kowalsky / Alamy Stock Photo: 71

Artepics / Alamy Stock Photo: i, iii, 55

ARTGEN / Alamy Stock Photo: 45, 51

Azoor Photo / Alamy Stock Photo: 41

Barritt, Peter/Peter Barritt/SuperStock: 67

Bert Folsom / Alamy Stock Photo: 26

Dmitry Melnikov / Alamy Stock Photo: 14

Eye Ubiquitous / Alamy Stock Photo: 57

FAY 2018 / Alamy Stock Photo: 20

Giorgio Morara / Alamy Stock Photo: 8

GL Archive / Alamy Stock Photo: 59

Gregg Vignal / Alamy Stock Photo: Cover D

IanDagnall Computing / Alamy Stock Photo: Cover C, 43

incamerastock / Alamy Stock Photo: 37

Inna Emelyanova / Alamy Stock Photo: 7

Juri Samsonov / Alamy Stock Photo: 12

Krisztian Juhasz / Alamy Stock Photo: 49

Lars Hallstrom / Alamy Stock Photo: 11

MarcinNoSekai / Alamy Stock Photo: 69

MET/BOT / Alamy Stock Photo: 6

Mona Lisa, c. 1503–6 (oil on panel)/Vinci, Leonardo da (1452–1519) / Italian/Louvre, Paris, France/Bridgeman Images: 35

Olga Tarakanova / Alamy Stock Photo: 24

PAINTING / Alamy Stock Photo: 53

Peter Horree / Alamy Stock Photo: 61

Peter Scholey / Alamy Stock Photo: 23

PF-(usna) / Alamy Stock Photo: Cover B, 65

Phil Degginger / Alamy Stock Photo: 25

RealyEasyStar/Claudio Pagliarini / Alamy Stock Photo: 39

RooM the Agency / Alamy Stock Photo: 47

Science History Images / Alamy Stock Photo: Cover A

SuperStock / Alamy Stock Photo: 18

Universal Images Group North America LLC / Alamy Stock Photo: 63

Zoltan Bagosi / Alamy Stock Photo: 28

CKVA™
Core Knowledge **VISUAL ARTS™** **GRADE 5**

**Core Knowledge Visual Arts (CKVA) and Core Knowledge Music (CKMusic)
Instructional Materials, K–8**

A comprehensive program in visual arts and music: integrating topics in theory and performance, encouraging creativity, and exploring different cultural expression and concepts specified at each grade level in the *Core Knowledge Sequence* (Content and Skill Guidelines for Grades K–8)

Core Knowledge **GRADE 5**

units in this volume include:

Art and Architecture: The Renaissance
Art and Architecture: The Baroque Period
Nineteenth-Century American Art
Contemporary Native American Art
Art of Japan
Russian Art and Architecture

**See Core Knowledge Music Grade 5 for more
information about Grade 5 Music units.**

www.coreknowledge.org

Core Knowledge Curriculum Series™