

# Visual Arts

GRADE 5

As a result of their art education, students will be able to...

\*denotes art once a week

**GOAL 25*****Know the language of the arts.*****STANDARD A****Understand the sensory elements, organizational principles, and expressive qualities of the arts.****LINE/SHAPE/VALUE**

- \_\_\_ Recognize kinds of lines (e.g., vertical, horizontal, diagonal, zigzag, curved). \* P. 18,42
- \_\_\_ Identify complex geometric shapes and freeform shapes. \* P. 22
- \_\_\_ Distinguish between figure and ground in a still life composition. P. 21, 228
- \_\_\_ Practice showing with value (p. 34,35), line, and contrast and how they transform shapes to 3-D forms. \* Pp. 26, 30, 34, 38, 28-31, 34-35

**COLOR/RHYTHM/MOVEMENT Pp. 44-73**

- \_\_\_ Recognize color schemes (e.g., monochromatic \*pp. 46-48, analogous pp. 50-53, complementary pp. 54-57, warm/cool\* pp. 58-61) in a work of art.
- \_\_\_ Identify different types of rhythm (e.g., regular\*, alternate, random\*, progressive, flowing) p. 64 and movement in artworks. Pp. 62-65
- \_\_\_ Select and describe expressive qualities that contribute to subject a matter in an artwork. Pp. 66-69

**SPACE/FORM/TEXTURE Pp. 74 - 103**

- \_\_\_ Identify the use of positive and negative spaces by artists. \* Pp.76 – 79
- \_\_\_ Identify how artists use reverse positive and negative spaces (e.g., tessellations). Pp. 80-83
- \_\_\_ Recognize how artists use textures in a variety of ways (tactile and visual). \* Pp. 84-86, 88-90, 92, 96, 98
- \_\_\_ Differentiate between positive and negative spaces in a sculpture.
- \_\_\_ Recognize variations in proportion\* p.106, 108, 114,117, 126-129, scale pp. 110-113, 126-129, exaggeration pp. 118-121, and distortion \* pp.122-125 to express an idea.
- \_\_\_ Identify the use of formal balance and symmetry \*pp.136-139, informal balance\* pp. 140-143, and radial balance\* pp.144-147, in works of art.
- \_\_\_ Practice using perspective techniques used by artists (e.g., overlapping, size, location, detail, lines, color). \* P.150
- \_\_\_ Identify linear perspective techniques used by artists. Pp. 152-155
- \_\_\_ Identify point of view and direct observation in works of art. Pp.156-159
- \_\_\_ Identify the use of emphasis (e.g., color, shape, size, contrast) to draw attention to a specific area (e.g., focal point) in a work of art. Pp. 166-169, 170-173
- \_\_\_ Identify the use of variety to add interest in artwork. Pp. 174-177, 176
- \_\_\_ Identify the use of unity as bringing together objects or elements in a work of art so that everything fits together. \* Pp.186-189, 178-179, 184

**STANDARD B****Understand the similarities, distinctions in and among the arts.**

- \_\_\_ Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.\* Pp. 206-213
- \_\_\_ Compare movement and rhythm in the arts. Pp. 70, 72

**GOAL 26*****Through creating and performing, understand how works of art are produced.*****STANDARD A****Understand processes, traditional tools, and modern technologies used in the arts.**

- \_\_\_ Recognize similar characteristics among a range of 2-D or 3-D media (e.g., watercolor/tempera, plasticine clay/fire clay, crayon/chalk). \*
- \_\_\_ Explain how tools, processes, and materials combine to create specific effects in a 2-D artwork (e.g., foam or bristle brushes, q-tips or sticks to apply paint). \* Pp. 194-205
- \_\_\_ Select specific tools, materials, and processes to communicate an idea in a 2-D and 3-D artwork. \*
- \_\_\_ Demonstrate a variety of processes using art making tools and materials to create a 2-D or 3-D artwork (e.g., drawing, weaving, printing). \* Pp. 194-205
- \_\_\_ Distinguish among the processes of film, animation, and video.

**STANDARD B****Apply skills and knowledge necessary to create and perform in one or more of the arts.**

- \_\_\_ Use basic shapes to create complex geometric shapes.\* P. 22
- \_\_\_ Create functional objects from a variety of materials (e.g., clay, metal, fiber).
- \_\_\_ Create a realistic 2-D artwork.
- \_\_\_ Create an artwork using a color scheme (e.g., complimentary, monochromatic, analogous). \*
- \_\_\_ Create a value study. \*
- \_\_\_ Create a time artwork (e.g., flip book, mobile-kinetic sculpture, animation, video, film).
- \_\_\_ Develop a series of pictures for a storyboard.
- \_\_\_ Create the illusion of depth in a 2-D artwork (e.g., overlap, size change, placement). \*
- \_\_\_ Create a drawing from direct observation. \*
- \_\_\_ Sketch and build a sculpture from a 2-D drawing. \*
- \_\_\_ Create an artwork based on a plan incorporating research and problem solving.

**GOAL 27*****Understand the role of the arts in civilizations, past and present.*****STANDARD A****Analyze how the arts function in history, society, and everyday life.**

- \_\_\_ Demonstrate good gallery/critique behavior and evaluate the behavior of self and others.
- \_\_\_ Give examples in which various arts are used to persuade and promote ideas.
- \_\_\_ List technology used in the arts (e.g., cameras, computers, printing press).
- \_\_\_ Categorize types of artists with their art and art related products (e.g., designers create packages, architects design buildings). Pp. 43, 73, 193

**STANDARD B****Understand how the arts shape and reflect history, society and everyday life.**

- \_\_\_ Investigate how the arts reflect different cultures, times, and places.
- \_\_\_ Compare how different art forms express aspects of the same culture, time, or place. Pp. 214-227, 234-243
- \_\_\_ Compare and contrast the contribution of individual artist on movements, trends, or periods. Pp. 135, 45, 165