

VISUAL ART CURRICULUM STANDARDS FIFTH GRADE

Standard 1.0 Media, Techniques, and Processes

Students will understand and apply media, techniques, and processes.

Grade Level Expectations (GLEs)

The student will

- 1.1 Manipulate a variety of tools and media in a safe and responsible manner.
- 1.2 Apply a variety of media.
- 1.3 Analyze and demonstrate a variety of techniques.
- 1.4 Analyze and apply a variety of processes.
- 1.5 Recognize, demonstrate and evaluate levels of craftsmanship.

Checks for Understanding (Formative/Summative Assessments)

- 1.1 Demonstrate developmentally-appropriate use of tools (e.g., drawing implements, painting implements, sculpting implements, printmaking implements, and technological sources).
Demonstrate developmentally-appropriate care for tools, media and work space.
Demonstrate safety of tool usage in making art.
- 1.2 Demonstrate developmentally-appropriate use of media (e.g., drawing, painting, sculpting, printmaking, and technology)
- 1.3 Demonstrate developmentally-appropriate proficiency in a variety of technique (e.g., cutting, pasting, assemblage, mixing color, drawing utilizing contour lines, working with form, mark-making techniques, working with color theory, color schemes, painting wet into wet, book-making, printmaking, working with scale, mixing applications of various techniques, and sourcing technology).
Use correct vocabulary to describe techniques of making art.
- 1.4 Explore and implement various ways of sequentially developing art from a concept to teacher-selected outcomes.
- 1.5 Critique levels of craftsmanship of one's own and others' (peer and master) artwork through teacher-facilitated methods.
Model developmentally-appropriate craftsmanship.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Execute the intended use of tools and proper care of work space as coached by the teacher.
- 1.1.2 Execute the intended use of tools and proper care of work space as facilitated by the teacher.
- 1.1.3 Execute the intended use of tools and proper care of work space.

- 1.2.1 Execute a variety of media in the intended manner as coached by the teacher.
- 1.2.2 Integrate a variety of media in the intended manner as coached by the teacher.
- 1.2.3 Integrate a variety of media in the intended manner as facilitated by the teacher.

- 1.3.1 Execute a variety of teacher-modeled techniques.
- 1.3.2 Execute a variety of teacher-coached techniques.
- 1.3.3 Experiment with and execute a variety of teacher-facilitated techniques.

- 1.4.1 Organize and execute a variety of teacher-modeled processes.
- 1.4.2 Organize and execute a variety of teacher-coached processes.
- 1.4.3 Experiment with, organize and execute a variety of teacher-facilitated processes.

- 1.5.1 Execute and analyze levels of craftsmanship as modeled by teacher.
- 1.5.2 Execute and analyze levels of craftsmanship as coached by teacher.
- 1.5.3 Execute and judge levels of craftsmanship as facilitated by teacher.

Standard 2.0 Structures and Functions

Students will use knowledge of structures and functions.

Grade Level Expectations (GLEs)

The student will

- 2.1 Analyze and apply the elements of art.
- 2.2 Apply the elements of art.
- 2.3 Analyze and apply principles of design.
- 2.4 Apply principles of design.
- 2.5 Evaluate purpose in art.
- 2.6 Apply purpose in art.
- 2.7 Evaluate context in art.
- 2.8 Apply context in art.

Checks for Understanding (Formative/Summative Assessments)

- 2.1 Examine and explain (written and/or verbal) the perceived intent of the elements of art in selected artwork of others.
Examine and explain (written and/or verbal) the intended purpose in one's own artwork.

- 2.2 Create artwork using the elements of art with specific intent.
- 2.3 Examine and explain (written and/or verbal) the perceived intent of the principles of design in selected artwork of others.
Examine and explain (written and/or verbal) the intended purpose of the principles of design in one's own artwork.
- 2.4 Create artwork using the principles of design with specific intent.
- 2.5 Critique the perceived reasons for the creation of selected artwork using teacher-given guidelines.
- 2.6 Create works of art with an intended purpose or combination of purposes.
- 2.7 Critique the intended meaning of selected artwork using teacher-given guidelines.
- 2.8 Create works of art with intended meaning.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Compare the elements of art found in selected artwork.
- 2.1.2 Interpret the elements of art found in selected artwork.
- 2.1.3 Critique the elements of art found in selected artwork.

- 2.2.1 Execute chosen elements in one's own artwork.
- 2.2.2 Integrate chosen elements in one's own artwork.
- 2.2.3 Experiment with chosen elements in one's own artwork.

- 2.3.1 Compare the principles of design found in selected artwork
- 2.3.2 Interpret the principles of design found in selected artwork.
- 2.3.3 Critique the principles of design found in selected artwork.

- 2.4.1 Execute chosen principles of design in one's own artwork.
- 2.4.2 Integrate chosen principles of design in one's own artwork.
- 2.4.3 Experiment with chosen principles of design in one's own artwork.

- 2.5.1 Explain the purposes of selected artworks through teacher-guided context clues.
- 2.5.2 Compare the purposes of selected artworks through teacher-guided context clues.
- 2.5.3 Critique the purposes of selected artworks through teacher-guided context clues.

- 2.6.1 Execute chosen purposes in one's own work
- 2.6.2 Integrate chosen purposes in one's own work
- 2.6.3 Experiment with chosen purposes in one's own work.

- 2.7.1 Explain the context of selected artworks through teacher-guided context clues.
- 2.7.2 Compare the context of selected artworks through teacher-guided context clues.
- 2.7.3 Critique the context of selected artworks through teacher-guided context clues.

- 2.8.1 Execute a chosen context in one's own work
- 2.8.2 Integrate a chosen context in one's own work
- 2.8.3 Experiment with a context function in one's own work

Standard 3.0 Evaluation

Students will choose and evaluate a range of subject matter, symbols, and ideas.

Grade Level Expectations (GLEs)

The student will

- 3.1 Plan, design, and demonstrate subject matter, symbols, and ideas in one's art.
- 3.2 Analyze and critique subject matter, symbols, and ideas in one's art.
- 3.3 Critique subject matter, symbols, and ideas in art.

Checks for Understanding (Formative/Summative Assessments)

- 3.1 Select and execute combinations of subject matter, symbols, and ideas in one's art with teacher facilitation.
- 3.2 Reflect (written and/or verbal) on the subject matter, symbols, and ideas in one's own artwork.
- 3.3 Investigate similarities and differences in subject matter, symbols, and ideas between one's own artwork and the artwork of others (peers and masters).

Student Performance Indicators (SPIs)

The student will be able to

- 3.1.1 Implement subject matter, symbols, and ideas in one's own artwork as coached by the teacher.
- 3.1.2 Integrate subject matter, symbols, and ideas in one's own artwork as coached by the teacher.
- 3.1.3 Produce subject matter, symbols, and ideas in one's own artwork as coached by the teacher.

- 3.2.1 Deconstruct subject matter, symbols, and ideas in one's own artwork as coached by the teacher.

- 3.2.2 Reflect on subject matter, symbols, and ideas in one's own artwork as coached by the teacher.
- 3.2.3 Critique subject matter, symbols, and ideas in one's own artwork as coached by the teacher.
- 3.3.1 Interpret subject matter, symbols, and ideas in artwork of others.
- 3.3.2 Compare and contrast subject matter, symbols, and ideas in artworks of others.
- 3.3.3 Critique subject matter, symbols, and ideas in artwork of others.

Standard 4.0 Historical and Cultural Relationships

Students will understand the visual arts in relation to history and cultures.

Grade Level Expectations (GLEs)

The student will

- 4.1 Explore the relationship of art from different cultures, time, and places.
- 4.2 Examine and demonstrate how culture, history, and art influence each other.

Checks for Understanding (Formative/Summative Assessments)

- 4.1 Examine characteristics of select cultures and the art of those cultures through teacher-guided activities.
Examine characteristics of select times and the art from those times through teacher-guided activities.
Examine characteristics of select places and the art from those places through teacher-guided activities.
Compare and contrast selected art from various cultures, times, and places.
- 4.2 Relate, through teacher-guided activities, how culture, history, and art influence each other.

Student Performance Indicators (SPIs)

The student will be able to

- 4.1.1 Interpret teacher-selected artwork from historical and contemporary cultures, times, and places.
- 4.1.2 Compare and contrast teacher-selected artworks from historical and contemporary cultures, times, and places.
- 4.1.3 Evaluate teacher-selected artwork from historical and contemporary cultures, times, and places.
- 4.2.1 Interpret how culture, history, and art influence each other – past and present.

- 4.2.2 Compare and contrast how culture, history and art influence each other – past and present.
- 4.2.3 Debate how culture, history and art influence each other – past and present.

Standard 5.0 Reflecting and Assessing

The student will reflect upon and assess the characteristics and merits of their work and the work of others.

Grade Level Expectations (GLEs)

The student will

- 5.1 Analyze and justify the characteristics and merits of one’s artwork.
- 5.2 Analyze and justify the characteristics and merits of other’s artwork.
- 5.3 Investigate and evaluate viewers’ responses to art.

Checks for Understanding (Formative/Summative Assessments)

- 5.1 Deconstruct the characteristics and merits of one’s own artwork as guided, modeled or coached by the teacher.
Critique (verbal and/or written) the characteristics and merits of one’s own artwork.
- 5.2 Deconstruct the characteristics and merits of selected artwork of others as guided, modeled or coached by the teacher.
Critique (verbal and/or written) the characteristics and merits of selected artwork of others.
- 5.3 Inquire, through teacher-guided activities, why different viewers have different responses to art.
Appraise, through teacher-guided activities, different viewers’ responses to art.

Student Performance Indicators (SPIs)

The student will be able to

- 5.1.1 Compare and contrast the characteristics and merits of one’s own artwork as coached by the teacher.
- 5.1.2 Evaluate the characteristics and merits of one’s own artwork as facilitated by the teacher.
- 5.1.3 Critique the characteristics and merits of one’s own artwork as facilitated by the teacher.
- 5.2.1 Compare and contrast the characteristics and merits of the artwork of others as coached by the teacher.
- 5.2.2 Evaluate the characteristics and merits of the artwork of others as coached by the teacher.
- 5.2.3 Critique the characteristics and merits of the artwork of others as coached by the teacher.

- 5.3.1 Compare and contrast various responses to artworks as facilitated by the teacher.
- 5.3.2 Evaluate various responses to artworks as facilitated by the teacher.
- 5.3.3 Critique various responses to artworks as facilitated by the teacher.

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Grade Level Expectations (GLEs)

The student will

- 6.1 Compare and analyze connections between visual arts and other arts disciplines.
- 6.2 Compare and analyze connections between visual arts and disciplines outside the arts.

Checks for Understanding (Formative/Summative Assessments)

- 6.1 Distinguish commonalities between the visual arts and other disciplines.
- 6.2 Analyze the relationships between the visual arts and other disciplines through teacher-guided activities.

Student Performance Indicators (SPIs)

The student will be able to

- 6.1.1 Explain connections between visual arts and other standards-based arts disciplines as modeled by the teacher.
- 6.1.2 Explain connections between visual arts and other standards-based arts disciplines as facilitated by the teacher.
- 6.1.3 Explain connections between visual arts and other standards-based arts disciplines as guided by the teacher.

- 6.2.1 Explain connections between visual arts and standards-based disciplines outside the arts as modeled by the teacher.
- 6.2.2 Explain connections between visual arts and standards-based disciplines outside the arts as facilitated by the teacher.
- 6.2.3 Illustrate connections between visual arts and standards-based disciplines outside the arts as guided by the teacher.