

Art – Fifth Grade

Description Instruction in visual art for fifth students provides them with the knowledge, skills, and attitudes necessary to be successful as creative art learners through the district's elementary art program. Through their classroom experiences, students learn to employ art vocabulary in producing art, discuss art careers, and discover how art affects their environment and culture.

Textbooks/Resources *Art Connections* – Grade 5 – SRA-McGraw-Hill, 2005

Required Assessments

Board Approved June 2007

Draft May 2007

AASD Art Goals for K-12 Students

- AASD students will understand and apply elements and principles of design in their art work.
- AASD students will know and practice of art-related vocabulary in art analysis and criticism and in communicating meaning in art.
- AASD students will understand and use safe work habits in the art room.
- AASD students will explore the possibilities of art-related career choices.
- AASD students will develop an understanding of art theory, creativity, history, and cultural heritage through art production projects.

AASD K-12 Art Standards

I. Art Theory

Students in the AASD will:

- A. understand and apply the elements and principles of design; and
- B. become articulate in the use of art-related vocabulary.

II. Art Production

Students in the AASD will:

- A. produce quality images and objects using varied media, techniques, and processes;
- B. understand and use appropriate safety procedures; and
- C. apply appropriate craftsmanship while producing art.

III. Creative Self

Students in the AASD will:

- A. discover how emotion affects the creative process;
- B. develop multiple solutions to problems involved in the creative process;
- C. use their imaginations to create ideas for original works or art and design;
- D. use their imaginations and artwork to communicate ideas and feelings; and
- E. learn the value and significance of art criticism in the creative process.

IV. Art in Society

Students in the AASD will:

- A. recognize that form, function, meaning and expressive qualities of art and design change between cultures, artists, time, and places;
- B. understand how their choices in art are shaped by their own culture and society;
- C. know and recognize styles of art from their own culture and other parts of the world;
- D. know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers;
- E. identify and use art as a basic way of thinking and communicating about the world; and
- F. connect their knowledge and skills in art to careers in the humanities, sciences, social studies, and technology.

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Theory: Explore use of elements and principles of art and design concepts through varied formats and artistic styles.</p>	<p>Performance will be satisfactory when the student: <u>*Demonstrates an understanding of grade level Elements and Principles of Art and Vocabulary:</u> <u>Elements:</u> <u>Line:</u> uses continuous contour line, concentric, optical illusion <u>Shape:</u> explores realistic, impressionistic, abstract, grid enlargement <u>Color:</u> identifies analogous, complementary, contrasting colors. <u>Texture:</u> creates low relief/high relief, surface texture. <u>Value:</u> uses shade/highlight= depth, illusion of distance, 3-D. <u>Space:</u> creates composition, visual depth, positive-negative. <u>Form:</u> identifies manufactured, organic. <u>Principles:</u> <u>Unity:</u> uses distribution of: color, value, space, etc. <u>Harmony:</u> employs spatial harmony or balance. <u>Balance:</u> applies proportion to: human (facial features/figure), animal (size/shape), distortion = abstract.</p>	<p>-Project samples. -Critique of artist exemplars. -Written quiz: -multiple choice -fill in the blank -short sentence response -Illustrative assessment: (such as) -mix all colors on a color wheel. -grid enlargement.</p>
<p>Above objective aligned with AASD standards: Communication Arts Mathematics</p>		
<p>2. Art Production: Experience the manufacture of art through a variety of methods based on contemporary and historic influences.</p>	<p>Performance will be satisfactory when the student: <u>*Skills and Techniques-</u> -Explores a variety of art styles, techniques, and subject matter that have historical purpose and meaning. -Strengthens tactile/visual skills through the use of specific design elements and techniques. -Explores the use of traditional art styles and materials. <u>*Tools/Materials- (*in addition to previous grade level supplies).</u> Creates with charcoal pencil, conte crayon, drawing papers, graph paper, color-aid paper, magazines, etching paper, felt tip pen, pastels, tube paints (watercolor, acrylic), paint palette sheets, palette knife, metallic paint, various gage wire, pliers, wire cutters, mask molds, batik, iron, utensils, fabrics, fabric dye, felt, quilt batting, tooling foil, aluminum foil, table loom, macramé cord, dowels, printing ink, inking plates, wax, wick, hot plate, precision scissors, modeling clay, toothpicks, stylus, sand paper, wood, hammer, nails, carving stone, carving tools, exacto knife, masking tape, photographic</p>	<p>-Observation of artifacts/exemplars. -Performance tasks.</p>

	<p>paper, digital camera/prints, etc. <u>Drawing</u>: explores still-life composition, portrait: (people, wildlife), etching, optical lines, etc. <u>Painting</u>: employs hard-edged, realistic, impressionistic, abstract styles to: landscape, portrait, mural, etc. -identifies <u>complementary colors</u>: red>green, yellow>violet, blue>orange, -identifies <u>neutral gray</u>=mixing two complementary colors. -applies <u>water color techniques</u>: wash; on wet, on dry, bled; dry brush, sponging, stipple, masking, etc. <u>Sculpture</u>: sculpts with armature/clay or wire, hand-built clay construction, plaster carving/casting, paper/cardboard sculpture, found object assemblage, repoussé, jewelry-making, etc. <u>Printmaking</u>: creates multi-color print, low-relief object print, pulled string, textile printing, etc. <u>Crafts</u>: explores macramé: square knot/half knot/overhand knot, quilting, mask-making, candle-making, weaving, fabric design: batik, tie-dye, stamping, cut-paper design, etc. <u>Identifies historic functional art</u>: candle, quilt or quilt square, textile design pillow/wall hanging/clothing item, clay drum/coil pot, mask, macramé belt/wall hanging, etc.</p> <p><u>*Safety-</u> -Follows all requirements of safety drills, school and classroom rules. -Follows all safety precautions for equipment/tools that require careful use: hot plate, iron, carving tools, wire cutters, hammer/nails, glue gun, etc.</p> <p><u>*Craftsmanship</u> -Learns techniques that require accurate counting, cutting, measuring, tying, arrangement, etc. -Explores art materials/techniques that result in variable outcomes (i.e., tie-dye, batik, candle-making, printmaking, impressionist painting style, etc.), which provide a success-oriented creative experience. -Completes multi-step process independently. -Critically assesses quality of own work.</p>	<p>-Project samples.</p> <p>-Verbal/visual responses.</p> <p>-Demonstrates techniques.</p> <p>-Cooperative learning group.</p> <p>-Performance tasks: safety, rules, routines.</p> <p>-Safety review/demonstration assessment.</p> <p>-Teacher observation.</p> <p>-Follows specific process-oriented sequential steps.</p> <p>-Rubric Assessment tool.</p>
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<p>Above objective aligned with AASD standards: Communication Arts Social Studies</p>		
<p>3. Creative Self: Expand awareness of the influence that events and tradition have on contemporary and historic art forms.</p>	<p><u>*Expression-</u> -Observes expressive qualities and representation in art examples; - past and present -Learns about the impact of art on history, and history on art. <u>*Problem Solving-</u> -Demonstrates the ability to look for options, alternatives, or complete change of plan to reach a goal or desired outcome. <u>*Communicate Ideas-</u> -Increases awareness of how art can send a message or communicate ideas on multiple levels and in a variety of mediums. -Uses an art form/medium/style to illustrate a personal belief statement or address a social or environmental issue.</p>	<p>-Verbal responses to art exemplars. -Teacher observation. -Self-evaluation. -Outcome-oriented research project.</p>
<p>Above objective aligned with AASD standards: Communication Arts Science Social Studies</p>		

<p>4. Art in Society: Understand how elements of math, science, literature, social events, and the environment have influenced art styles, subject-matter, and art history. Identify specific exemplars by artist, art style/period. Become familiar with artist's life stories.</p>	<p>Performance will be satisfactory when the student:</p> <p><u>*History-</u> -Studies examples of artists/architecture/culture from the <u>Middle Ages to Renaissance</u>: ie; Michelangelo, DaVinci, Rembrandt; castles, knights, kings and queens, etc. -Studies examples of artists and style of <u>Impressionism</u>. -Explores examples and styles of: <u>Abstract</u>, <u>Op Art</u>. -Explores art forms/artisans typical in American history: <u>Civil War</u> period; freedom quilts, folk art, hex signs, lost arts. -Learns about cultural influences of <u>African Art</u> and tradition: -mask-making, textile design, clay whistle, musical instruments, etc. -Learns about <u>contemporary African/American</u> artists.</p> <p><u>*Aesthetic Awareness-</u> -Uses grade level vocabulary to identify concepts in a variety of art forms. -Identifies art concepts in evaluation and critique of own art work.</p> <p><u>*Appreciation-</u> -Observes and communicates likes/dislikes of art history examples; - Renaissance, Impressionism, Modern Art, and traditional African art forms. -Identifies artist by art work and style. Relates highlights about the life of an artist or art styles and the impact on art and history.</p> <p><u>*Consumer Awareness-</u> -Understands how art can influence the viewer. -Investigates how contemporary art/artists can impact current events affecting people, habitats and global issues: -discrimination, poverty, pollution, global warming, etc.</p> <p><u>*Communication-</u> -Recognizes that symbols in art are used to communicate ideas, information, or record events and life-styles.</p> <p><u>*Careers-</u> -Learns about art galleries and museums. -Observes how artists influence our immediate culture.</p>	<p>-Class discussion.</p> <p>-Verbal/visual response to art exemplars.</p> <p>-Prior knowledge inventory based on grade level classroom studies.</p> <p>-Effective use of art vocabulary.</p> <p>-Matching quiz using visual art exemplars.</p> <p>-Project samples.</p> <p>-Field study/feedback.</p>
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Above objective aligned with AASD art standards:
Communication Arts
Social Studies
Consumer Education