

## **Grade 5 Visual Arts Frameworks**

### **Standard 1: Methods, Materials, and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.**

(1.5-1.6)

- Apply advanced knowledge of art concepts to make increasingly informed decisions in drawing, painting, printmaking, collage, sculpture, and crafts, etc.
- Employ purposeful manipulation of a variety of techniques and tools to reflect personal decisions and experiences in more elaborate and appropriate ways.
- Investigate the range of aesthetic effects possible for an expanding repertoire of 2D and 3D art media.
- Demonstrate an understanding of the characteristics and limitations of clay.
- Use multiple handbuilding techniques in a single project.
- Demonstrate increasing knowledge of how to manipulate materials to create additive freestanding sculptures.
- Demonstrate an increasing knowledge of how to use art tools in a range of complex ways.

(1.7)

- Demonstrate mastery of the appropriate vocabulary for the methods, materials, and techniques students have learned in grades PreK-5.

(1.8)

- Introduce basic maintenance of workspace, materials and tools in a responsible and safe manner.

### **Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design.**

(2.1-2.6)

- Make choices during art making, which demonstrate a more elaborate, yet age-appropriate, knowledge of organizing art elements into the principles of design.

(2.7)

- Use various media to achieve changes in value and hue by blending, rubbing, and other techniques.
- Create monochromatic drawing with a single medium to achieve a variety of tonal qualities.
- Introduce complimentary colors and use them to create a sense of contrast within an art work.
- Investigate the expressive use of color.
- Use value to create the illusion of form through value gradation, light and shadow, etc.

(2.8)

- Use line to create the illusion of depth as appropriate.
- Use contour line to create the illusion of form.

(2.9)

- Reinforce the incorporation of texture as an integral element overall.

(2.10)

- Use design concepts to make personal choices in the organization of meaningful forms.
- Create unique solutions to structural problems in sculpture.
- Reinforce the incorporation of shapes as an integral element of the composition.
- Use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry.
- Reinforce the incorporation of pattern and texture as an integral element overall.
- Develop increasing competence in various techniques and media when creating 3D forms.

(2.11)

- Use design concepts to make personal choices in the organization of meaningful compositions.
- Reinforce techniques to indicate spatial depth in a work of art as appropriate.
- Introduce perspective as a means for creating spatial depth in a composition.

**Standard 3: Observation, Abstraction, Invention, and Expression Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media.**

(3.4)

- Refine observation from life to develop perceptive skills during the art-making process.

(3.5)

- Create symbolic artwork by substituting symbols for objects, relationships, or ideas.

**Standard 4: Drafting, Revising, and Exhibiting Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.**

(4.4)

- Produce work that shows an age appropriate understanding of the concept of craftsmanship

(4.5-4.6)

- Practice applying criteria to make visual aesthetic judgments.
- Make refined choices during the art making process that demonstrate a developing sense of reflective and informed aesthetics.
- Explore and generate many ideas to fit the parameters of a problem and select content, materials, and visual elements to express an idea or feeling.

(4.5-4.7)

- Record ideas and possible solutions for visual problems in a sketchbook.
- Use of a sketchbook to plan drafts, refine imagery, and make critically selective choices in aesthetics during the art making process.

**Standard 5: Critical Response Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.**

(5.2)

- Classify artworks into general categories in an age-appropriate way.

(5.5)

- Identify, develop, and apply criteria in making judgments about personal works of art, the work of master artists, and peers, using appropriate art vocabulary.
- Focus on art made in communities around the world, and examine the role of climate, culture, aesthetic tastes, beliefs, and attitudes in the look of a community.
- Explain strengths and weaknesses in increasingly sophisticated ways when describing their own work.
- Share comments about their own work, and the work of their peers constructively within the group.

(5.6)

- Hypothesize and justify a personal interpretation of the meaning of an artwork.