



VISUAL ARTS STANDARDS OF LEARNING:
INSTRUCTIONAL STRATEGIES
AND CORRELATIONS

GRADE FIVE

Commonwealth of Virginia
Department of Education
Richmond, Virginia

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Superintendent of Public Instruction

Patricia I. Wright

Assistant Superintendent for Instruction

Linda M. Wallinger

Office of Standards, Curriculum, and Instruction

Mark R. Allan, Director

Cheryle C. Gardner, Principal Specialist of Fine Arts

Edited, designed, and produced by the CTE Resource Center

Margaret L. Watson, Administrative Coordinator

Bruce B. Stevens, Writer/Editor

Richmond Medical Park

Phone: 804-673-3778

2002 Bremono Road, Lower Level

Fax: 804-673-3798

Richmond, Virginia 23226

Web site: www.cteresource.org

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Project Director

Cheryle C. Gardner
Principal Specialist of Fine Arts
Virginia Department of Education

Project Consultant

Joanne Smith
Prince William County Public Schools

Resource Consultants

William B. Obrochta
Director of Education
Virginia Historical Society

Twyla Kitts
Director
Virginia Museum of Fine Arts

Della Watkins
Manager, School and Family Program
Virginia Museum of Fine Arts

Writing Team

Kathy Barclay
Henrico County Public Schools

Susan Blaise
Prince William County Public Schools

Vicki Burns
Prince William County Public Schools

Kathy Coughlin
Prince William County Public Schools

Kathleen Frampton
Prince William County Public Schools

Bonnie Klakowicz
Prince William County Public Schools

Susan McMahon
Prince William County Public Schools

Sharon Merriman
Prince William County Public Schools

Janet Micari
Fairfax County Public Schools

Brenda Musgrave
Prince William County Public Schools

Julie Sagatov
Fairfax County Public Schools

Eileen Scholar
Prince William County Public Schools

Dr. Mary Jane Zander
Virginia Commonwealth University

Introduction

These teacher-authored visual arts instructional strategies for kindergarten through grade eight are based on the 2006 *Visual Arts Standards of Learning for Virginia Public Schools* and are correlated with the 2001 *History and Social Science Standards of Learning*, the 2001 *Mathematics Standards of Learning*, the 2002 *English Standards of Learning*, and the 2003 *Science Standards of Learning*. The visual arts educators who developed these instructional strategies were selected based on their expertise in the field of visual arts education, their school divisions' recommendations, and their representation of various geographical areas of the state. Other classroom teachers, curriculum specialists, administrators, college faculty, and museum personnel assisted the project writing team.

The development of these visual arts strategies and correlations with the core academic Standards of Learning is an important step in providing challenging educational programs in Virginia's public schools. Knowledge and skills that students acquire through visual arts instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, and use imagination. The content delineated by the *Visual Arts Standards of Learning* should not be taught in isolation, but should be delivered in and through the general instructional program designed for and delivered to students at the elementary and middle school levels.

This Standards of Learning resource document is available on the Virginia Department of Education's Web site at www.doe.virginia.gov/instruction/fine_arts/visual_arts/strategies_correlations/ for teachers to use in developing lesson plans supporting the Standards of Learning and the grades 3–8 Virginia Assessment program. The standards listed in the *Visual Arts Standards of Learning* reflect minimum visual arts requirements and set reasonable targets and expectations for what teachers should teach and students should learn. The standards reflect clear, concise, measurable, and rigorous expectations for young people; nonetheless, teachers are encouraged to go beyond the standards to enrich the curriculum to meet the needs of all their students.

A major objective of Virginia's educational agenda is to give citizens a program of public education that is among the best in the nation. These strategies continue the process for achieving that objective.

Correlations with Core Academic Standards of Learning

Each K–8 visual arts Standard of Learning, together with its instructional strategies, is correlated with an English, mathematics, science, or history and social science Standard of Learning, except in a few cases in which a reasonable correlation is not feasible. The correlated academic standard is found under the heading "Related Academic Standard of Learning" accompanying each visual arts standard. This correlation is not exclusive and does not indicate that the visual arts standards cannot be correlated with additional academic standards. It is hoped that visual arts teachers and core academic teachers will construct additional correlations for strategies to enhance and provide the delivery of high-quality K–8 instruction.

Strands

All standards presented in the *Visual Arts Standards of Learning* are organized under the following four strands:

Visual Communication and Production

Students will develop and communicate ideas by creating works of art. They will develop fluency in visual, oral, and written communication, using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

Cultural Context and Art History

Students will develop understanding of the visual arts in relation to history and cultures by investigating works of art from different times and places. Through the study of works of art and the people who produced them, students will learn to understand the role the visual arts play in communicating historical and cultural beliefs and ideas.

Judgment and Criticism

Students will examine works of art and make informed judgments about the works of art based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in the production of their works of art.

Aesthetics

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both creator and viewer of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

Goals

The content of the *Visual Arts Standards of Learning* is intended to support the following goals for students. These goals for the four strands remain a constant throughout the strategies for all grade levels:

Visual Communication and Production

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination; and
- use materials, methods, information, and technology in a safe and ethical manner.

Cultural Context and Art History

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Judgment and Criticism

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others; and
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Aesthetics

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Vocabulary

Listed under each visual arts standard are important vocabulary terms that relate to the standard. Students will use these terms in oral, written, and visual communication. These terms are not exclusive, and teachers are encouraged to introduce additional visual arts and core academic vocabulary as needed.

Activities and Materials

The suggested activities and materials are representative of visual arts instruction that can be provided in K–8 core academic classrooms. As teachers deliver meaningful and creative instruction within visual arts and academic classroom environments, they are encouraged to expand this list to meet the needs of individual students.

Instructional Strategies

The instructional strategies in this document consist of grade-level-appropriate activities designed for delivery within classroom instruction. The strategies were developed to assist general K–8 teachers as well as visual arts teachers in providing instruction that supports the various Standards of Learning and the grades 3–8 Virginia Assessment Program. Teachers should review the strategies from the visual arts and core academic perspectives

for usefulness in their classrooms as they seek to reinforce student achievement of the stated Standards of Learning.

Assessment

Student assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning, and assessment constitute a continuous process. By documenting and evaluating student work, teachers obtain accurate and useful information for understanding learning progress and guiding future instruction. Assessment also provides students with opportunities for self-reflection and self-evaluation. Student assessment employs practices and methods that are consistent not only with learning goals, curriculum, and instruction, but also with current knowledge about how students learn in a music education environment. Visual arts educators assess and document student learning by various methods, including structured and informal observations, interviews, projects and tasks, exhibitions, portfolio development, journals, and multiple-choice and short-answer tests.

Because of time constraints, specific assessments for these standards and strategies have not yet been developed. It is hoped that assessment resource materials may be developed in the future to help teachers determine whether students have achieved each standard. Until then, visual arts teachers are encouraged to develop their own assessment instruments and to share them with other visual arts educators.

Resources

Strategies contained in this document are supported and supplemented by various activities, projects, resources, and information found on the Web sites of the following state museums:

- Virginia Museum of Fine Arts, Richmond, www.vmfa.state.va.us
- Virginia Historical Society, Richmond, www.vahistorical.org
- Science Museum of Virginia, Richmond, www.smv.org

Safety

Safety must be given the highest priority in implementing the instructional program for visual arts. In implementing these strategies, teachers must make sure that students know and follow safety guidelines and demonstrate appropriate classroom safety techniques as they use materials, equipment, and tools safely while working individually and in groups.

Wise selection of materials, equipment, tools, and other resources appropriate to the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designated capacity of the room.

Prior to using them in an instructional activity, teachers must be knowledgeable about the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in prekindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling "Conforms to ASTM D-4236," "Conforms to ASTM Practice D-4236," or "Conforms to the health requirements of ASTM D-4236."

Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter a child's body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child's body is more concentrated than in an adult's body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems:

1. Avoid certain art supplies for students in prekindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students are at greater than usual risk from toxic materials, and they must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Keep in mind that art materials containing toxic substances, which can cause acute or chronic health effects, are prohibited from use with students up to twelve years of age. Teachers of students twelve years of age or older should also avoid the use of toxic hazardous art materials. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Standards of Learning Correlation Chart

Visual Arts Standards of Learning 2006	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
5.1	5.9			
5.2				5.3
5.3	5.2			
5.4			4.11, 5.13	
5.5		USI.3		
5.6				5.6
5.7		USI.4		
5.8		USI.8		
5.9	5.2			
5.10			5.11	
5.11			5.13	
5.12	5.7			
5.13				
5.14			3.14	
5.15				5.4
5.16		USI.3		
5.17	5.7			
5.18		USI.3		
5.19		USI.5		
5.20	5.7			
5.21		USI.9		
5.22		USI.4		
5.23	5.1			
5.24	5.7			
5.25	5.7			
5.26		USI.1		
5.27	5.7			
5.28	5.1			
5.29		USI.1		
5.30	5.7			
5.31	5.1			

Visual Arts Standard 5.1

The student will synthesize information to produce works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 5.9

The student will find, evaluate, and select appropriate resources for a research product.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Organize information presented on charts, maps, and graphs.
- e) Develop notes that include important concepts, summaries, and identification of information sources.
- f) Give credit to sources used in research.
- g) Define the meaning and consequences of plagiarism.

Vocabulary

culture, elements of art, genre, Internet, journal, media, medium, portfolio, principles of design, process, sketchbook, style, subject matter, symbol, technology

Activities and Materials

- Analyzing and classifying art, participating in discussions, creating journals, doing research, creating art, making charts and posters
- Various art materials

Instructional Strategies

Visual Arts Standard 5.1

- Provide a variety of works of art for students to analyze and classify, including examples created in a variety of styles, media, and processes. Discuss the characteristics of the styles, media, and processes in the displayed works. Review methods for doing research on art production, and have students create an art research journal in which to record and synthesize gathered information.
- Have students conceive an art project and do research to gather information for it. Direct them to synthesize the information in their journal and to describe in detail what they will create and how they will create it. After approving the proposed project, have students create the work of art.

English Standard 5.9

- Have students list possible resource tools for gathering information (e.g., the Internet, books, art reproductions). Discuss specific research topics related to the *process* of creating a work of art. Have students use the Internet and other resource tools to research a specific topic related to creating a work of art. Direct them to develop notes that include important concepts, summaries, and identification of information sources. Direct them to organize the gathered information on charts when such a display is useful. Then, have students complete an art project, using their gathered and organized data.
- Have students research a specific artist and create a poster showing the dates, titles, and small reproductions of the major works produced by that artist.
- Display a variety of works of art, and direct students to list the tools that were used to produce each work. Guide students in developing a classification key for categorizing works of art according to the

medium/media and tools used for production. Direct students to select one category, list the art materials needed, gather the materials, and create a work of art in that category.

- Have students research the development of products used for creating art. Direct them to create a chart showing the results of their research, listing the inventors of the products and their inventions, including dates of first use. Have students decorate their chart with drawn images of the inventions.

Visual Arts Standard 5.2

The student will use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard 5.3

The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include

- a) transverse waves;
- b) the visible spectrum;
- c) opaque, transparent, and translucent;
- d) reflection of light from reflective surfaces; and
- e) refraction of light through water and prisms.

Vocabulary

black, complementary colors, gray, hue, intermediate colors, monochromatic, neutral colors, primary colors, secondary colors, shade, tint, value, value scale, white

Activities and Materials

- Participating in discussions, mixing paint, making value scales, painting, doing research
- Paper, tempera paint or watercolors, brushes

Instructional Strategies

Visual Arts Standard 5.2

- Review the meanings of the terms *hue*, *tint*, and *shade* (hue = pure color; tint = a hue with white added; shade = a hue with black added). Review the color groups (e.g., primary, secondary, intermediate, complementary, neutral). Display and discuss paintings that use predominantly one color or hue (e.g., paintings from Pablo Picasso's blue period). Discuss ways that the predominant use of one color in a work of art can help to create a specific mood or emotion.
- Demonstrate mixing black and white paint to make gray paint. Emphasize always mixing the darker color into the lighter color, adding a small amount at a time. Demonstrate creating a value scale, using a primary color, black, and white. Have students practice mixing the primary colors with black and/or white to mix a variety of tints and shades. Direct students to create a work of art, using only these mixed colors.

Science Standard 5.3

- Direct small groups of students to research basic characteristics of visible light and how it behaves. Direct them to apply what they have learned from their research, as well as what they have learned in science class, to an art project, using tempera paint or watercolors. Have the groups report any unusual findings about color to the class.
- Have students paint small samples of their mixed hues, tints, and shades on a piece of white paper and examine the samples under bright indoor light, in natural light outdoors, and in a darkened room. Have them record their observations and report to the class. Discuss with the class the implications of such variation in perceived color due to lighting (e.g., lighting in art galleries, interior paint colors and other decoration, exterior house colors).

Visual Arts Standard 5.3

The student will use the elements of art—line, shape, form, color, value, texture, and space—to express ideas and emotions and create images.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 5.2

The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.
- e) Determine appropriate content for audience.
- f) Organize content sequentially around major ideas.
- g) Summarize main points as they relate to main idea or supporting details.
- h) Incorporate visual media to support the presentation.
- i) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

abstract, color, elements of art, environment, form, line, shape, space, surrealism, tactile, texture, value

Activities and Materials

- Comparing and contrasting, participating in discussions
- Paper, paint, brushes, clay, various textured collage-making materials, glue, scissors

Instructional Strategies

Visual Arts Standard 5.3

- Display several works of art that depict texture and several other works of art that contain actual tactile textures. Have students compare and contrast depicted vs. actual tactile textures in these works to determine how each contributes to the portrayal of an image and expression of an idea. Ask students whether one or the other is always more effective in portraying an image and expressing an idea. Direct students to create a work of art that depicts texture and/or contains actual tactile textures to portray an image and express an idea.
- Display several works by Impressionist artists (e.g., Claude Monet, Camille Pissarro, Pierre Auguste Renoir). Lead a class discussion on the art of the Impressionists and the ways they used color to express emotion in each displayed work. Direct students to create a work of art that uses color to express an emotion.
- Display several abstract works of art. Examine with students the ways abstract artists use the elements of art to express emotion in their artwork. Have students create an abstract work of art that uses the elements of art to express emotion.
- Display several surrealist works of art. Explore surrealism with students, including the disproportional use of space to convey an unusual environment. Have students create a surrealist work of art that uses space to express an idea of an unrealistic environment and an emotion attached to it.
- Discuss the use of line, shape, form, and value in expressing ideas and emotions and creating images, displaying works of art that demonstrate each. Instruct students to create a work of art that uses one or more of these elements of art to express an idea and emotion and create an image.

English Standard 5.2

- Lead a class discussion on ways artists express ideas and emotions and create images for the viewer by using the elements of art—line, shape, form, color, value, texture, and space. Direct students to create an oral presentation explaining how artists express ideas and emotions and create images in their works of art. Have students find and incorporate visual aids to support their presentation.
- Review the steps it takes to make an oral presentation effective. Tell them that this time, instead of finding visual aids to support their presentation, they will start with the visual aids and create an oral report around them. Remind them that the elements of art—line, shape, form, color, value, texture, and space—help express ideas and emotions and help create images. After the presentations, have the students write a paragraph explaining how well they thought the visual aids helped them.

Visual Arts Standard 5.4

The student will create repeating patterns, using translation (slide), reflection (flip), and rotation (turn).

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 4.11

The student will

- a) investigate congruence of plane figures after geometric transformations, such as reflection, translation, and rotation, using mirrors, paper folding, and tracing; and
- b) recognize the images of figures resulting from geometric transformations, such as translation, reflection, and rotation.

Mathematics Standard 5.13

The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will

- a) develop definitions of these plane figures; and
- b) investigate and describe the results of combining and subdividing plane figures.

Vocabulary

design, line of symmetry, motif, pattern, reflection, rotation, slide, symmetry, tessellation, tessera, tesserae, translation

Activities and Materials

- Drawing, cutting, tracing, printmaking, pasting
- Drawing paper, drawing pencils, scissors, paint, brushes, glue, construction/fadeless paper, markers

Instructional Strategies

Visual Arts Standard 5.4

- Display tessellations that contain figures resulting from geometric transformations, such as translation (slide), reflection (flip), or rotation (turn). Using one such figure, demonstrate the three transformations, explaining the similarities and differences among them. Define the terms *tessera*, *tesserae*, and *tessellation*. Provide materials and a handout with step-by-step instructions for creating a tessera. Direct students to cut out their final tessera and trace it repeatedly to create a tessellation, using translation. Then, have them create another tessellation with their tessera, using reflection. Finally, have them create a tessellation, using rotation.
- Display several tessellations created by M. C. Escher. Lead a class discussion to determine which transformation—translation, reflection, or rotation—Escher used to create each tessellation. Direct students also to identify the images that Escher used to create the repeating patterns.

Mathematics Standard 4.11, 5.13

- Display examples of M. C. Escher's tessellations. Lead a class discussion to identify and describe the plane figure (square, rectangle, triangle, parallelogram, rhombus, and/or trapezoid) used to create each tessellation. Demonstrate creating the different tessellations by translation, reflection, and/or rotation. Provide art materials, and direct students to create two different tessellations, using a different plane figure for each.

Visual Arts Standard 5.5

The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

History and Social Science Standard USI.3

The student will demonstrate knowledge of how early cultures developed in North America by

- a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
- c) describing how the American Indians used the resources in their environment.

Vocabulary

approximate symmetry, asymmetry, balance, contrast, emphasis, harmony, proportion, principles of design, radial balance, symmetry, unity, variety

Activities and Materials

- Drawing, participating in discussions, creating works of art
- Drawing paper, drawing pencils, colored pencils, magazines, paints, brushes, clay

Instructional Strategies

Visual Arts Standard 5.5

- Display several figure drawings. Lead a class discussion on the basic rules of proportion as applied to the human figure. Distribute materials, and direct students to draw a figure that displays the basic rules of proportion.
- Display works of art that have rhythmic compositions. Direct the students to examine the use of flowing organic lines to create the feeling of rhythm. Ask students to identify what idea(s) this feeling of rhythm might express. Provide materials, and direct students to create a rhythmic design expressing an idea.
- Display various works of art that reflect various types of visual balance (e.g., symmetry, asymmetry, approximate symmetry, radial balance). Lead a class discussion on the types of balance used in the works. Provide magazines, and direct students to find examples of symmetry, asymmetry, approximate symmetry, and radial balance in the pictures. Select several students to share their examples and describe the type of balance in each and the ideas behind them.
- Display works of art that demonstrate use of emphasis in a composition. Lead a class discussion to identify how each artist used the elements of art to create emphasis in each example. Discuss the use of extreme contrast to create emphasis in a composition. Provide materials, and direct students to create a basically black and white composition in which an area of importance is emphasized by using color to draw the viewer's eye to the selected focal point. Select several completed drawings, and direct students to explain why they selected to emphasize a specific part of their composition. What idea was this emphasis intended to express?
- Display works of art with a variety of subject matter. Lead a class discussion on how the use of variety and contrast helps to create interest in a unified composition, and, on the other hand, how the use of harmony and unity contributes to a sense of oneness in spite of the variety. Direct the students to examine the varying

subject matter in the works on display and discuss how each artist used variety, contrast, and harmony to achieve unity.

History and Social Science Standard USI.3

- Display a map of North America, and identify the areas where the Inuit, Kwakiutl, Sioux, Pueblo, and Iroquois lived. Lead a class discussion on the contrasting climates of these geographical areas as well as how the environment of each group influenced not only their types of food, clothing, and shelter, but also their artwork, which made use of the natural materials indigenous to the region and reflected their environment and their life in it. Have students predict which principles of design might dominate each tribe's art, based on their environment and lifestyle.
- Display several works of art from each of five American Indian cultures—Inuit, Kwakiutl, Sioux, Pueblo, and Iroquois. Lead a class discussion of how the works reflect the tribes' environments and lifestyles and express the ideas of the artists. Have students identify how the works use the principles of design to express ideas and create images. Distribute materials, and have students create their own American Indian work of art similar to one on display. Remind students to consider and make use of the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express their ideas and create their images.

Visual Arts Standard 5.6

The student will develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard 5.6

The student will investigate and understand characteristics of the ocean environment. Key concepts include

- a) geological characteristics;
- b) physical characteristics; and
- c) ecological characteristics.

Vocabulary

landscape, model, mural, preliminary sketch, sculpture, thumbnail sketch

Activities and Materials

- Drawing, painting, sketching, making paper sculptures
- Drawing paper, drawing pencils, watercolors, brushes, journals, tag board, kraft paper, tempera paint

Instructional Strategies

Visual Arts Standard 5.6

- Display works of art by a variety of artists. Explain thumbnail sketches, emphasizing that the key purpose of a thumbnail sketch is to examine the layout of space. Demonstrate making a thumbnail sketch of one of the displayed works. Distribute materials, and direct students to make their own thumbnail sketch of one of the works.
- Discuss making preliminary sketches for a work of art, emphasizing that they can be done with or without color, but that the purpose of making a preliminary study in watercolor is to explore the use of value and color. Distribute materials for students to create a watercolor study as preparation for creating a painting.
- Have the class brainstorm to develop ideas for works of art. List all ideas on the board, and have students list them in their journals. Make sure students include ideas for sculptures. When all ideas have been listed, have each student choose one. Distribute materials, and direct students to make preliminary sketches for their chosen work of art.
- Demonstrate the use of tag board to construct a preliminary model in preparation for creating a sculpture. Explain that this is similar to making a preliminary sketch. Distribute materials, and have students construct their own preliminary model for a sculpture.
- Discuss conducting research to develop an idea for a work of art. Emphasize various resources (e.g., actual scenes, objects, figures; books, including art books; photographs; Internet; imagination). Have students do research to gather images for a potential art project. Direct students in creating a file of selected images for them to access when seeking specific subject matter.

Science Standard 5.6

- Have students investigate the characteristics of a selected environment, such as the ocean, by gathering a set of images to use for a work of art. Distribute materials, and direct students to create thumbnail sketches to examine individual components of the environment, such as plant life within a coral reef, coral formations, and marine life.

- Direct students to research plant and animal life indigenous to a particular ocean ecosystem. Put students into groups of four or five, and have each group plan a large class mural to depict the ecosystem and its biological characteristics. Have each group incorporate the images attained through their research by brainstorming ideas and making individual preliminary sketches. Then, have students in each group share their sketches and compile their ideas into one group sketch. Have each group present their sketch for the mural to the class. When all sketches have been presented, have the class vote on the one they will use to create a large class mural.

Visual Arts Standard 5.7

The student will collaborate with others to produce a work of art that characterizes a historical time period.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

History and Social Science Standard USI.4

The student will demonstrate knowledge of European exploration in North America and West Africa by

- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
- b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
- c) identifying the locations and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Vocabulary

ceramic, geometric shape, mural, stitchery, textile, weaving

Activities and Materials

- Painting, drawing, doing research, making ceramics, stitching, weaving, making mosaics
- Kraft paper, paints, brushes, drawing pencils, drawing paper, clay, colored yarns, colored mosaic tiles, loom

Instructional Strategies

Visual Arts Standard 5.7

- Display a variety of Impressionistic works of art depicting gardens, and discuss with students what the Impressionists were trying to express by painting garden scenes in such a style. Include cultural information about why they rejected the depiction of gardens in a realistic way at this point in time. Guide students in the design and painting of an Impressionistic garden mural.
- Discuss how the Portuguese fishing industry is reflected in the motifs commonly found on Portuguese pottery, and display examples. Have groups of students make ceramic platters and enhance the surface with their own fish motif.
- Direct small groups of students to create miniature tapestries, incorporating various stitchery techniques found in English tapestries of the eighteenth century.
- Display and discuss geometric designs found in Navajo rugs. Provide materials, and have groups of students make group weavings.
- Direct students to research the characteristics of mud cloth of Mali and incorporate the designs in the production of a class mud cloth.

History and Social Science Standard USI.4

- Have students identify various important events that took place during the age of European exploration in North America. Direct them to draw works of art depicting these events. Display the completed artworks on a timeline.
- Direct students to analyze and describe the cultural contributions of the Spanish to the visual arts in North America. Have students design and assemble a geometric, tiled mosaic mural that reflects the influence of the Spanish Moors.

- Describe some of the cultural influences various American Indian tribes have had on American culture. Divide the class into small groups, and assign each group an Indian tribe to research, listing the cultural characteristics of that tribe. Direct groups to collaborate to create totem poles reflective of their tribes.
- Describe the characteristics of West African societies (Ghana, Mali, and Songhai), and their arts. Have students research authentic colors used in Kente cloth. Set up a loom for students to collaborate on creating their own class Kente cloth. Direct students to research the meaning of symbols used by an Adinkra maker. Have students use such symbols to create a cloth that communicates a message determined by the class.
- Have students research Songhai proverbs and select one to illustrate in a class mural, using images that symbolize the proverb.

Visual Arts Standard 5.8

The student will defend a position regarding a historical or contemporary issue through the production of a work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

History and Social Science Standard USI.8

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
- b) identifying the geographic and economic factors that influenced the westward movement of settlers;
- c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
- d) identifying the main ideas of the abolitionist and women's suffrage movements.

Vocabulary

collage, media

Activities and Materials

- Drawing, mixed-media collage making
- Poster board, drawing pencils, paints, brushes, drawing paper

Instructional Strategies

Visual Arts Standard 5.8

- Display and discuss the use of posters to persuade public opinion, showing historical examples. Distribute materials, and have students create a poster in favor of American independence from England.
- Have students examine Norman Rockwell's illustrations depicting the four freedoms. Distribute materials, and direct students to produce drawings illustrating what freedom means to them.
- After discussing environmental issues, have students design and produce a mixed-media collage depicting the environmental issues discussed.
- Create and display a five-frame cartoon that depicts reasons why students should make contributions to their community. Then, direct students to produce their own cartoons with the same subject matter. Choose the best examples, and submit them to the school newspaper or newsletter.
- Have students design a card and write a letter to a member of Congress, addressing a specific contemporary issue or concern. Emphasize that the card design should illustrate the message.

History and Social Science Standard USI.8

- Have students examine works of art depicting the impact of westward expansion, displaying artworks by such artists as Frederick Remington, those of the Hudson River School, and George Caitlin. Have students create a painting conveying the positive aspects of westward expansion on life in America.
- Direct students to portray in a landscape painting the appealing aspects of various geographic areas the settlers encountered during the westward expansion. Emphasize that the paintings should entice the viewer to want to settle in the areas shown.

- Have students describe the impact of inventions such as the cotton gin, the reaper, the steamboat, and the steam locomotive on life in America. Then, have them create a work of art showing one of these impacts, positive or negative.
- Have students identify the main ideas of the abolitionist and suffrage movements. Then, have them select one of these movements to illustrate in a poster intended to persuade the viewer to embrace the cause.

Visual Arts Standard 5.9

The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 5.2

The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.
- e) Determine appropriate content for audience.
- f) Organize content sequentially around major ideas.
- g) Summarize main points as they relate to main idea or supporting details.
- h) Incorporate visual media to support the presentation.
- i) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

culture, symbol, symbolic meaning

Activities and Materials

- Drawing, painting, making masks, pantomiming
- Drawing paper, drawing pencils, paints, brushes, construction paper, tape, glue

Instructional Strategies

Visual Arts Standard 5.9

- Guide students in comparing and contrasting symbols in American Indian and West African tribal art. Create a chart of similar symbols for incorporation into works of art. Then, have students use one or more of these symbols to convey meaning in a work of art. Have them explain the meaning of the symbols they used.
- Display and discuss the symbolic meaning of a variety of masks from several cultures. Have each student design three symbols representative of his/her personality and then construct a three-dimensional paper mask that incorporates these three symbols.
- Examine how the sun is used in many cultures as a symbol, discussing the meaning of the symbols. Have students design sun symbols reflective of their cultural heritage.
- Display and discuss Aboriginal symbols. Have students produce an Aboriginal dot painting that is characteristic of “dreamtime” from that culture.
- Display examples of English family crests, and discuss the symbolic meanings of the various images in the designs. Direct students to design a family crest that incorporates three symbols representing their heritage.

English Standard 5.2

- Display examples of American Indian pictographs, and explain the symbolic meanings in them. Have students create a personal pictograph and then pantomime it for the class.
- Display examples of Aboriginal dot paintings, and explain the symbolic meanings in them. Have students work in small groups to pantomime the story portrayed in one of the paintings.

- Have students compare gestures used in American Sign Language with symbols found in West African art.

Visual Arts Standard 5.10

The student will use linear perspective in a work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 5.11

The student will measure right, acute, obtuse, and straight angles.

Vocabulary

converging lines, horizon line, horizontal, illusion of depth, linear perspective, parallel, perpendicular, perspective, proportion, vanishing point, vertical, viewfinder

Activities and Materials

- Sketching, tracing, drawing
- Overhead projector, transparencies, clear plastic sheets, markers, tracing paper, drawing pencils, drawing paper, erasers, rulers, viewfinders, old magazines, scissors, glue

Instructional Strategies

Visual Arts Standard 5.10

- Introduce, define, and demonstrate linear perspective, using appropriate vocabulary. Display several works of art showing various types of linear perspective, and point out how converging lines create the illusion of depth in each work. Have students make a sketch using linear perspective to create the illusion of depth.
- Place a transparency of a work of art on the overhead, and place a clear plastic sheet over it. Trace the converging lines in the artwork with a marker. Have students repeat this process, using a sheet of tracing paper over a print to trace the converging lines. Then, have them use the tracing to make a drawing using linear perspective.
- Gather and photocopy magazine pictures with strong examples of linear perspective. Distribute the copies, and have students trace the converging lines with a pencil. Direct students to transfer their tracing to a sheet of drawing paper and use the lines to create a different work of art with linear perspective.
- Take students to a hallway to observe the vanishing point and horizon line. Place three students of the same height in three different locations in the hallway, and have the other students note how the students now appear to be of different heights based on how near or far they are. Covering one eye when making this observation enhances the effect. Have students make a drawing of what they observed in this experiment.
- Create a class set of viewfinders (6 x 6 inch pieces of tagboard or mat board with 1 x 1 inch holes in them). Discuss with the class the purpose of a viewfinder, and have students use them to view objects located at different distances. Discuss why the images appear to change size when moving the viewfinder back and forth. Have students make a drawing demonstrating their experience with the viewfinder.
- Examine how changing the location of the horizon line and the placement of the vanishing point affects the amount of space in a composition. Have students draw a scene twice with two different locations for the horizon line and vanishing point.

Mathematics Standard 5.11

- Have students place plastic transparency sheets over works of art that have converging lines. Direct them to find and trace the angles formed by the converging lines. Then, have them explain how the converging lines—the angles—create the illusion of depth in the artworks.

- Have students find and cut out two or three magazine photographs showing examples of linear perspective and then paste the photos on a sheet of drawing paper. Direct students to locate the angles and triangles in the photographs and draw these beside the photos, using appropriate tools. Have them explain how the angles and triangles contribute to the effect of linear perspective in the photos.

Visual Arts Standard 5.11

The student will emphasize spatial relationships in works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 5.13

The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will

- a) develop definitions of these plane figures; and
- b) investigate and describe the results of combining and subdividing plane figures.

Vocabulary

background, balance, foreground, middle ground, negative space, placement, positive space, size, spatial, symmetry

Activities and Materials

- Drawing, folding and cutting, making tessellations
- Drawing paper, drawing pencils, scissors, glue, plastic transparencies or tracing paper

Instructional Strategies

Visual Arts Standard 5.11

- Display works of art that show clear foreground, middle ground, and background. Lead a class discussion of what is seen in each work, focusing particularly on variations in size, placement, and color. Explain how all these variations add to the spatial relationships in the works. Provide art materials, and direct students to create a work of art showing several spatial relationships, using variations in size, placement, and color.
- Explore with students the puzzle-like qualities of positive and negative designs. Demonstrate ways to explore positive and negative relationships by cutting shapes from paper; the cut positive shapes create negative shapes (leftover paper) that can be used to create a puzzle-like pattern (tessellation).
- Discuss how symmetrical balance expresses a feeling of order. Have students view a variety of works of art in which symmetry is a major feature, and discuss how the symmetry in each expresses a feeling of order. Direct them to make a sketch showing symmetry and expressing a feeling of order.

Mathematics Standard 5.13

- Direct students to fold a sheet of paper in half and draw a design on one side of the fold, incorporating some two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and/or trapezoid) in the design. Then, have students trace the design onto the opposite side of the fold, creating a symmetrical design. Ask students to identify the resulting geometric transformation (reflection or flip) and to describe the spatial relationship of the two designs.
- Display several of M. C. Escher's tessellations. Divide the class into pairs or small groups. Assign a tessellation to each group, and have them identify in it squares, rectangles, triangles, parallelograms, rhombuses, kites, trapezoids, congruent/noncongruent figures, and/or lines of symmetry, using clear plastic transparencies or tracing paper. Have each group describe the spatial relationships evident in the design.

Visual Arts Standard 5.12

The student will express ideas through artistic choices of media, techniques, and subject matter.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Vocabulary

media, technique, subject matter

Activities and Materials

- Drawing, participating in discussions, creating art, writing
- Drawing paper, drawing pencils, other art materials

Instructional Strategies

Visual Arts Standard 5.12

- Display works of art that differ in media, techniques, and subject matter. Lead a class discussion to identify the medium, technique, and subject matter of each work and examine how the choice of medium, technique, and subject matter helped the artist express his/her ideas.
- Provide examples of sketchbook pages that demonstrate the use of thumbnail sketches to explore ways to express ideas. Direct the students to express their own ideas through the use of thumbnail sketches, identifying and examining types of subject matter that will enable them to express these ideas. Direct several selected students to explain their ideas and their selection of subject matter, medium, and techniques that would help them to best express these ideas. Provide a variety of materials, and direct students to use the materials of their choice to express their ideas creatively. Select several completed works of art, and direct the students to explain why and how the use of the selected medium, technique, and subject matter aided the expression of their ideas.

English Standard 5.7

- Display illustrations from well-known children's stories. Direct the students to select an illustration and analyze how the illustrator's chosen medium, technique, and subject matter help to communicate the same message as in the story. Have students describe this analysis in writing.
- List several well-known fairy tales or fables, and have each student choose one to illustrate in a work of art. After selecting a story, have each student describe in writing exactly how his/her choice of medium,

technique, and subject matter will help express his/her ideas about the story. Then, have students create the work of art described.

Visual Arts Standard 5.13

The student will use technology to produce a work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

(none identified)

Vocabulary

animation, computer technology

Activities and Materials

- Participating in discussions, creating computer-generated works of art
- Computers with drawing/painting program

Instructional Strategies

Visual Arts Standard 5.13

- Display works of art created with a computer. Lead a class discussion of how the use of technology can be integrated with the production of art, including a brief history of the evolution of computer graphics. Have students examine the displayed artworks and comment on the evidence of use of the computer in creating them. Lead students to realize that computer-generated art is increasingly common in the area of commercial art. Demonstrate/review the drawing/painting computer program used by your school. Direct students to create their own computer graphic, using this program.
- Show excerpts of two different animated cartoons, one hand-drawn and one created entirely with computers. Direct students to discuss the differences in artistic styles they observe. Ask whether hand-drawn art is always more worthy or valuable than computer-generated art. Have students explain their answers, using appropriate art vocabulary. Direct students to create a cartoon cell, using the computer.

Visual Arts Standard 5.14

The student will use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 3.14

The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shapes of faces, using concrete models.

Vocabulary

abstract, additive, analyze, architecture, bas relief, ceramics, culture, form, geometric shape, high relief, mobile, nonrepresentational, relief, sculpture in the round, slip, subtractive, three-dimensional

Activities and Materials

- Participating in discussions, making ceramics, sculpting, plaster carving, making mobiles
- Clay, paint, brushes, papier-mâché

Instructional Strategies

Visual Arts Standard 5.14

- Display a variety of in-the-round, high relief, and bas-relief sculptures. Discuss the similarities and differences among these examples.
- List various types of media, tools, and processes used to make sculpture. Distribute clay and sculpting tools. Display a simple object from nature, such as a piece of fruit, and have students sculpt an in-the-round model of the object.
- Have students research cultural designs of a specific region. Then, have them incise one of these designs into a slab of clay and enhance the design by adding clay to create a bas-relief of the design. Students may further enhance their bas-relief with paint.
- Have students compare and contrast masks from various cultures and time periods. Direct them to design and construct a papier-mâché mask representing a specific culture.

Mathematics Standard 3.14

- Display images of several representative architecture structures, and guide students in identifying the geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism) incorporated in them.
- Display images of several famous sculptures, and describe the various geometric shapes and forms used in them. Distribute materials, and direct students to construct an abstract, nonrepresentational sculpture in the round, using geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).

Visual Arts Standard 5.15

The student will describe the changes that occur in clay, including plastic, leather-hard, greenware, bisque, and glazeware, during the ceramic process.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard 5.4

The student will investigate and understand that matter is anything that has mass and takes up space; and occurs as a solid, liquid, or gas. Key concepts include

- a) distinguishing properties of each phase of matter;
- b) the effect of temperature on the phases of matter;
- c) atoms and elements;
- d) molecules and compounds; and
- e) mixtures including solutions.

Vocabulary

bisque, ceramic process, ceramics, clay, glaze, glazeware, greenware, leather-hard, plastic, slip

Activities and Materials

- Making ceramics
- Clay (earthenware or stoneware)

Instructional Strategies

Visual Arts Standard 5.15

- Provide examples that show various states of clay (plastic, leather-hard, greenware, bisque, glazeware) that occur during the ceramic process. List the states, and define and discuss them. Discuss the function of a kiln and its effects on clay and glazes. Finally, have students describe the states in writing.
- Have students compare and contrast greenware and bisque and the effects of the high temperatures of the kiln during firing.

Science Standard 5.4

- Discuss the effect of heat on clay as it goes through the states of the ceramic process.
- Compare the amount of space clay occupies after firing to the amount of space it occupies before firing to determine how much it shrinks during the firing process. Have students explain why this shrinkage occurs.
- Demonstrate how heat causes air to expand: stretch a balloon over a soda bottle, place the bottle in rapidly boiling water, and observe the balloon expand and explode. Explain that as the air in the bottle warms, its molecules move farther and farther apart, thus filling the balloon. Have students explain why air bubbles must not be left in clay during the ceramic process.
- Compare the qualities of various glazes before and after firing to determine the effect heat has on the molecular structures of these glazes. Have students observe and describe the characteristics of several examples of glazeware.

Visual Arts Standard 5.16

The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

History and Social Science Standard USI.3

The student will demonstrate knowledge of how early cultures developed in North America by

- a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
- c) describing how the American Indians used the resources in their environment.

Vocabulary

artifact, cast, culture, deckle, fiber art, loom, mold, pattern, period, pulp, shuttle, stitchery, symmetry, textile, warp, weave, weft

Activities and Materials

- Weaving, stitching, paper making, drawing, basket making
- Yarn, looms, embroidery threads and needles, paper-making materials, drawing paper, drawing pencils, basket-making materials

Instructional Strategies

Visual Arts Standard 5.16

- After researching Kente cloth and the authentic colors used in it, direct students to weave a linear design characteristic of this textile form.
- Provide examples of colonial samplers for the students to examine. Have students design and stitch their own sampler, incorporating at least three historical stitchery techniques.
- Research woven articles from ancient times to the present, and assemble a timeline including artifacts, periods, and cultures.
- Have students investigate the process of papermaking, as invented by the Chinese around 100 A.D. Have students cast sheets of handmade paper to be used in a work of art.
- Have students compare and contrast the characteristics of tapestries from the Middle Ages with those of the present day. Have the class create a small tapestry in the style of those of the Middle Ages.
- Examine the intricacies and discuss the techniques of Celtic knot designs. Distribute drawing materials, and direct students to create their own Celtic knot design.

History and Social Science Standard USI.3

- Have students research and compare fiber weavings by the Inuit, Kwakiutl, Sioux, Pueblo, and Iroquois. Have them describe the uses for these weavings.
- Direct students to research and describe how the fibers used to create American Indian weavings reflect the environments of the tribes and the natural resources available to them. Have students describe the processes used to create these fibers. Also, have them analyze and describe the symbols and imagery incorporated into these weavings.

- Display baskets made by American Indian tribes such as the Inuit, Kwakiutl, Sioux, Pueblo, and/or Iroquois, and have students list the materials used in the production of the baskets. Distribute materials, and have students weave a small basket reflective of one of the American Indian cultures.

Visual Arts Standard 5.17

The student will describe and discuss various commercial art careers (e.g., product designer, fashion designer, graphic artist, photographer).

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

English Standard 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Vocabulary

fashion designer, graphic artist, photographer, product designer

Activities and Materials

- Participating in discussions, designing, sketching
- Cereal boxes, drawing paper, drawing pencils, colored pencils

Instructional Strategies

Visual Arts Standard 5.17

- Provide brief job descriptions for a fashion designer, graphic artist or designer, photographer, and product designer. Lead a class discussion of the aspects of each career the students find most interesting. Have them explain why they find these aspects appealing.
- Display various cereal boxes, some that are marketed children and some to adults. Lead a class discussion comparing and contrasting the various product designs. Discuss the role of the product designer in creating these designs. Ask students what features of each design they think are the most effective in making people want to buy the product, including the use of color and the vividness of the images. Ask students whether they think the pictures or the words on the boxes are the most important elements of the marketing. Would they be more likely to buy a cereal in a box with no pictures on it but with a good description of the contents or one with a vivid, appealing picture of the contents and few or no words? Remind students it is often said that “a picture is worth a thousand words.”
- Lead a class discussion on fashion design, including the students’ favorite types of clothes. Provide materials, including colored pencils, and direct students to assume the role of fashion designer by sketching their ideas for their own clothing items—clothing for children their own age. Have several student volunteers display and describe their sketches, explaining why they believe their designs would be popular with other fifth graders.
- Display a variety of art photographs, and discuss with students the reasons these photographs are considered art. Then, display a variety of commercial photographs that are not art, and discuss the reasons they are not considered art even though they are done in a professional manner. Guide students to understand the difference between these two types of photography and the role/work of a commercial photographer.

English Standard 5.7

- Display a variety of CD and DVD covers. Describe to the class how graphic designers use typography and artwork to communicate the contents of the music or movie inside, as well as to entice the buyer. Lead a class

discussion on how these two elements—typography and artwork—communicate the same message. Discuss the role of the graphic designer in creating these designs. Direct students to write a description of what they would see or hear based on the information on the cover. Share the results with the class.

Visual Arts Standard 5.18

The student will compare contemporary and historical art and architecture.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard USI.3

The student will demonstrate knowledge of how early cultures developed in North America by

- describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
- describing how the American Indians used the resources in their environment.

Vocabulary

architecture, artifact, compare, contrast, elements of art, function, American Indian, pottery, sculpture

Activities and Materials

Participating in discussions, listing

Instructional Strategies

Visual Arts Standard 5.18

- Display pictures of American Indian homes and modern homes, and have students list the similarities and differences they see.
- Display pictures of American Indian clothing. Have students compare it to contemporary clothing, discussing function, fabrics, decoration, and style.
- Display American Indian pictographs and examples of the art of Andy Warhol, Georgia O’Keefe, and Jacob Lawrence. Have students compare and contrast the historic and modern art, noting especially the similarities between the two.
- Show examples of American Indian pottery and sculpture, and have students compare them with contemporary ceramics and sculpture.
- Direct students to compare and contrast symbols in metal relief sculpture from different cultures and times.
- Show examples of architecture from Spain, and discuss its influences on Southwestern architecture, both in the past and today. Have students list the influences.

History and Social Science Standard USI.3

- Discuss with students the architecture used by American Indians and the reasons it was largely determined by the materials (e.g., trees, grasses, sod, rocks, animal skins) available in their environments. Then, discuss the application of the same principles today (e.g., use of wood for homes in areas with an abundance of trees, use of bricks where there is much clay soil, use of stone in rocky areas).

Visual Arts Standard 5.19

The student will identify the influences of historical events, subject matter, and media in works of art.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard USI.5

The student will demonstrate knowledge of the factors that shaped colonial America by

- a) describing the religious and economic events and conditions that led to the colonization of America;
- b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;
- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
- d) identifying the political and economic relationships between the colonies and Great Britain.

Vocabulary

composition, decorative, equipment, functional, limner, media, medium, portrait, subject matter

Activities and Materials

- Participating in discussions, doing research
- Research materials

Instructional Strategies

Visual Arts Standard 5.19

- Display a variety of works of art depicting events in Virginia history. Discuss the influence of historical events on the ways in which artists depicted the subject matter, including the point of view of each artist and the idea or message the artist wished to convey. Compare and contrast how and why the same historical event might be depicted quite differently by two different artists.
- Show and discuss examples of the use of stencils in colonial Virginia. Ask students why stenciling was so popular as a means of interior decoration. For what material or medium was stenciling a substitute? Why?
- Have students research colonial Virginia architecture and then use their research to discuss ways colonial Virginia architecture was influenced by historical events.
- Discuss ways the lack of certain materials or tools might influence the production of a work of art. Cite examples of this type of influence.

History and Social Science Standard USI.5

- Describe how limners produced the earliest colonial portraits, and explain their influence on colonial American art.
- Have students compare and contrast genre works of art by artists living in the New England, Mid-Atlantic, and Southern colonies. Guide the discussion to include how the works differ in their depiction of the interaction of people with their environment. Have students explain the reasons for these differences.
- Discuss ways the scarcity of certain materials available only from Europe led to the development of new forms of functional and decorative art.

Visual Arts Standard 5.20

The student will research artists from a variety of cultures and the works of art they have produced.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

English Standard 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Vocabulary

art, artist, culture, research

Activities and Materials

- Doing research, creating written reports
- Research materials

Instructional Strategies

Visual Arts Standard 5.20

- Display American Indian (Inuit, Kwakiutl, Sioux, Pueblo, and/or Iroquois) works of art and artworks from West Africa (Ghana, Mali, and/or Songhai). Discuss with students the similarities and differences between American Indian and West African art, as exemplified in the displayed works.
- Display information in chart form on how to research the art and artists of a culture. Have students copy the chart for use when they do research. Demonstrate how to make sketches in a journal for consultation later.
- Have students choose an American Indian or West African culture and research the various art forms, media, and subject matter used in that culture. Direct them also to research several artists from that culture and compare and contrast representative works of art by the different artists.

English Standard 5.7

- Direct students to use their research on the artists and the representative works of art from a particular culture (see above) to write a report, describing the artists and explaining their art.

Visual Arts Standard 5.21

The student will identify and discuss how American historical events influenced works of art, with emphases on westward expansion and the Civil War.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science USI.9

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a) describing the cultural, economic, and constitutional issues that divided the nation;
- b) explaining how the issues of states' rights and slavery increased sectional tensions;
- c) identifying on a map the states that seceded from the Union and those that remained in the Union;
- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
- e) using maps to explain critical developments in the war, including major battles;
- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Vocabulary

Hudson River School, illustrate, photography, school of art

Activities and Materials

- Doing research, writing, analyzing
- Research materials

Instructional Strategies

Visual Arts Standard 5.21

- Display a variety of works of art representative of American historical events during the periods of westward expansion and the Civil War (e.g., works by Frederic Remington, Thomas Nast, Mathew Brady, Winslow Homer). Discuss the historical events the works represent. Have students analyze the influence the events had on each work, speculating on the reasons for the artist's choices.
- Have students examine the ways the invention and use of photography changed the way historical events were depicted by artists.
- Display a work of art that illustrates a particular historical event, and have students write a paragraph explaining what the artist might be trying to convey through it.
- Explain that the word *school* in the term "the Hudson River School" refers to a group of people whose outlook, inspiration, output, or style demonstrates a common thread, rather than a learning institution. Direct students to research and explain how the works of the Hudson River School artists (e.g., Thomas Cole, Frederic Edwin Church, John Frederick Kensett, Sanford Robinson Gifford, Albert Bierstadt) reflect and/or illustrate history and westward expansion.

History and Social Science USI.9

- Display examples of the works of Mathew Brady and Winslow Homer, and have students identify on a map the locations depicted in the displayed works. Direct students to list the cultural and economic differences between the Confederate and Union soldiers as depicted in the scenes. Have students discuss ways the Civil War influenced artists and their works just as it had a profound effect on everyone involved.

Visual Arts Standard 5.22

The student will research, compare, and contrast the art of two cultures, using contemporary technology.

Strand

Cultural Context and Art History

Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard USI.4

The student will demonstrate knowledge of European exploration in North America and West Africa by

- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
- b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
- c) identifying the locations and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Vocabulary

compare, contrast, culture, style, technology, theme

Activities and Materials

- Participating in discussions, doing research, making graphic organizers
- Computers with Internet access, overhead projector or two slide projectors, color transparencies or slides, videos

Instructional Strategies

Visual Arts Standard 5.22

- Locate and bookmark Web sites for students to use to research the art of various cultures. Discuss copyright laws pertaining to the use of information gathered from the Internet for the purpose of research. Present students with several choices of cultures to research and compare, have them choose two, and direct them to research on the Internet the art of the two cultures, comparing and contrasting the information found.
- Display representative art of two cultures, using an overhead with color transparencies side by side or two slide projectors and slides. Have the class compare and contrast the art of the two cultures, recording their observations in a graphic organizer.
- Have students view videos on representative art of two cultures and then write a short essay comparing and contrasting the art of the two cultures.

History and Social Science Standard USI.4

- Direct students to research on the Internet ways the art of American Indians and the European explorers interacted and affected each other. Have students compare and contrast the art of these two cultures, pointing out examples of mutual influence.
- Have students research on the Internet the art of two West African societies (e.g., Ghana, Mali, Songhai), and compare and contrast them.

Visual Arts Standard 5.23

The student will compare and contrast art from various cultures and periods, including Pre-Columbian, African-American, colonial American, and European, using appropriate art vocabulary.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

English Standard 5.1

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

Vocabulary

African American, colonial American, compare, contrast, European, portrait, Pre-Columbian, subject matter

Activities and Materials

Participating in discussions, making lists, presenting oral reports, writing essays, summarizing

Instructional Strategies

Visual Arts Standard 5.23

- Display representative ceramics from Pre-Columbian and colonial American times. Have students find similarities and differences between them in color, shape, and function and report their findings to the class, using appropriate art vocabulary.
- Display representative paintings by selected African-American and European artists. Guide students in listing on a chart words that describe the paintings. Direct students to make a list of words that are common to both. Then, have students compare and contrast the art of these two cultures, using the listed words.
- Display representative portraits painted by early eighteenth-century European and colonial American artists. Ask students to speculate about the age, occupations, and other characteristics of the persons depicted in the portraits. Direct students to compare and contrast the two styles of painting, using appropriate art vocabulary.
- Display sculptures by representative contemporary and Pre-Columbian sculptors. Ask students to list the subject matter, style, and materials used in each sculpture. Have students write a short essay comparing the sculptures of the two periods, using appropriate art vocabulary.
- Display two representative works of art from two different cultures depicting the same subject matter. Direct students to look for evidence showing different times and cultures in the two works of art, comparing and contrasting the works with appropriate art vocabulary.

English Standard 5.1

- Display two representative works of art from two different cultures or periods. Have students work in small groups to generate a list of words that describe the two selected artworks. Then, direct students in each group to work together to write a summary of their observations, comparing and contrasting the two works of art.

- Have students compare and contrast two portraits—one by a colonial American artist and one by a contemporary American artist. Have them share the observations in small groups, summarize their groups' findings, and report the findings to the class.

Visual Arts Standard 5.24

The student will discuss an artist's point of view based on evidence from written sources.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

English Standard 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Vocabulary

analyze, describe, elements of art, evaluate, interpret, mood, point of view, respond, subject matter, theme

Activities and Materials

Participating in discussions, listing, debating, writing

Instructional Strategies

Visual Arts Standard 5.24

- Discuss with students the reasons that an artist's intent in a work of art and a viewer's perception of the work of art do not always match. Display a narrative work of art for which written sources exist that provide evidence of the artist's point of view. Have the students examine the artwork carefully and decide in a class discussion what meaning the artist intended to convey. Then, provide students with written material that gives evidence of the artist's actual point of view. Have the class determine whether their assessment of the artist's intent was correct or not. If not, have students explain why.
- Display a work of art that conveys a definite mood, and have the class brainstorm a list of words to describe the mood. Discuss with students how the elements of art provide clues to determine the mood. In light of this information, allow the class to add or subtract words from the list. Based on this evidence, have students discuss the artist's point of view in the work.
- Display a work of art that is open to interpretation—for which the artist's point of view may have been vague or ambiguous. Direct the class to determine the artist's possible points of view. Then, divide the class into two teams, and have the teams debate the two different points of view. Finally, reveal the artist's actual point of view, and determine whether it was easier to support that point of view in the debate. Why, or why not?
- Display a surrealist work of art, and have students write a story that conveys their interpretation of it. (Surrealist works of art lend themselves to a wide variety of interpretations.) Have selected students share their stories with the class. Then, have students discuss why there were so many different interpretations of the same work. Have students decide what they think was the artist's point of view in creating the work. Corroborate their decision with written evidence about the work.

English Standard 5.7

- Display a narrative painting showing several persons, and have students generate a list of words that describe the work, including words that might reasonably describe the persons depicted. Challenge students to use their imaginations when coming up with these words, thus making the persons into vivid characters. Next, have students select one person and write a short story about him/her. Direct students to develop a creative story line describing what might have happened to that person immediately preceding the scene and what might happen immediately after. Finally, have pairs of students exchange and read each others' stories and discuss the relationship between the story and the painting. Based on their discussion of the stories and the painting, have each pair decide the artist's point of view and present it to the class.

Visual Arts Standard 5.25

The student will compare and contrast natural and constructed environments.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

English Standard 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Vocabulary

constructed environment, elements of art, man-made, natural environment

Activities and Materials

Participating in discussion, writing

Instructional Strategies

Visual Arts Standard 5.25

- Display photographs of natural environments, such as a nature preserve, and constructed environments, such as a playground or formal garden. Direct students to compare and contrast the two types of environments in a class discussion. Discuss the elements of art exemplified in the natural and constructed environments.
- Lead a class discussion on the differences between natural objects in the environment and man-made objects in the environment. Display a variety of man-made and natural objects that can be found in the environment, and discuss their similarities and differences. Discuss the elements of art exemplified in such man-made and natural objects.

English Standard 5.7

- Have students view a variety of natural and constructed environments. Have them choose one of each and compare and contrast them in a written essay.

Visual Arts Standard 5.26

The student will analyze works of art based on visual properties and historical context.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

History and Social Science Standard USI.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1865;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;
- f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
- g) distinguish between parallels of latitude and meridians of longitude;
- h) interpret patriotic slogans and excerpts from notable speeches and documents;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Vocabulary

analyze, historical context, visual properties

Activities and Materials

Participating in discussions, analyzing

Instructional Strategies

Visual Arts Standard 5.26

- Display several historical paintings depicting historical events. Lead a class discussion to identify the event shown in each work of art and to place the painting in its historical context—when it was painted, who painted it, why it was created, and what the artist was trying to express. Then, lead the discussion to the visual properties of the paintings and how the artist used the elements of art—line, shape, form, color, value, texture, and space—to create mood and meaning.
- Display works of art created by hand in traditional fine art media and other works created with computers. Lead a class discussion on the influence of technology on art production, analyzing the aesthetic contrast between the visual properties of the two types of art. Discuss why computer-generated art is generally considered to have less aesthetic value than art done by hand. Ask students in what contexts computer-generated art might have equal or greater value?

History and Social Science Standard USI.1

- Display two different paintings of the same event in U.S. history before 1877, with each painting showing a different historical perspective. Have students analyze the works based on their visual properties and the historical context, pointing out the contrasting points of view.

- Display historical political posters from before 1877 containing images and patriotic slogans. Have students analyze the posters based on their visual properties and their historical contexts, and direct them to interpret the meaning of the slogans in those contexts.

Visual Arts Standard 5.27

The student will apply specific criteria to assess a finished product.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

English Standard 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Vocabulary

analyze, assess, describe, formal properties, interpret, judge, respond to, sensory properties

Activities and Materials

Participating in discussions, assessing, writing

Instructional Strategies

Visual Arts Standard 5.27

- List the five steps for critiquing works of art: describe, analyze, interpret, judge, respond to. Display a selected work of art, and lead the class in a group critique—describe (examine the sensory properties), analyze (examine the formal properties), interpret (determine the meaning of the composition), judge (determine the success of the work in its historical and cultural context), respond to (evaluate the aesthetic qualities). Engage students actively at each stage of the process of assessing the finished product.
- Display works of art created by fifth graders in another class. Lead a class discussion to assess the artworks created by the students' peers. Direct students to examine the sensory and formal properties of the works and the meanings conveyed, to make judgments on the success of the works in context, and to evaluate the aesthetic qualities of the works. Conclude the class discussion by collectively assessing the five most-favored works of art based on the specific criteria discussed.

English Standard 5.7

- Have students examine several illustrations from selected children's books. Discuss ways illustrators collaborate with authors to communicate the same idea/message. Point out that the *style* as well as the subject matter of the illustrations fits the tone, style, and subject matter of the story. Direct students to select an illustration and write a short critique of it, assessing it according to the criteria discussed.
- Direct students to select one of their own works of art created in the past and to write an "objective" critique (description, analysis, interpretation, judgment, and response) of their own work.

Visual Arts Standard 5.28

The student will discuss the role of art and artists in society.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 5.1

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

Vocabulary

commercialism, consumerism, popular culture, society

Activities and Materials

Participating in discussions, doing research, summarizing, writing reports

Instructional Strategies

Visual Arts Standard 5.28

- Display several magazine ads that clearly utilize creative commercial art. Lead a class discussion on the ways the ads reflect our contemporary society. Be sure to include discussion of the role of commercial or graphic artists in marketing products in our society.
- Display two works of art from two different time periods that have been studied by the students. Guide them in analyzing the elements of art and principles of design in the two works. Have students research the roles art played in society during the two time periods. Then, have them discuss the roles of art and artists in those societies, comparing and contrasting them.

English Standard 5.1

- Display works of Italian art created during the Renaissance. Put students into small groups, and have each group select one of the works to examine and discuss the role of art and artists in Italy at the time of its creation. Allow groups to research information on the Internet as well as in print resources, challenging them to find information about the influence of science and religion on art production at that time. Have students in each group organize their information into a report and present the report to the rest of the class.
- Display Grant Wood's painting *American Gothic* and several contrasting parodies of the painting that reflect changes in society and artists' values over time. Discuss the influence of commercialism on the parodies and how each one reflects specific aspects of society at the time it was done. Direct groups of students to work together to research and analyze the original painting and one of the parodies, comparing and contrasting them. Then, have each group report their findings and conclusions to the class.
- Display examples of Pop Art. Lead a class discussion on what defines "Pop" culture, and guide students in creating a list of factors that define Pop Art today. Have groups of students discuss these listed factors, draw conclusions about the role of Pop Art in today's society, and summarize their conclusions in a report to the rest of the class.

Visual Arts Standard 5.29

The student will discuss how criteria used to value art within a culture vary over time.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

History and Social Science Standard USI.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1865;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;
- f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
- g) distinguish between parallels of latitude and meridians of longitude;
- h) interpret patriotic slogans and excerpts from notable speeches and documents;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Vocabulary

aesthetic, artifact, criteria, Kente cloth, pictograph, provenance

Activities and Materials

Participating in discussions, listing

Instructional Strategies

Visual Arts Standard 5.29

- Describe for students the differences in value placed on Vincent van Gogh's art while he was living and after his death. Explain that his work did not receive much praise during his lifetime because of the criteria used to value art at the time. However, later on as aesthetic tastes and valuation criteria changed, his paintings became some of the more highly valued of all times. Display several paintings by Van Gogh. Discuss the value people put on his works during his lifetime, including the fact that he never sold one painting, and then explain the value people put on his works today. Discuss why this is so by discussing and listing the criteria for valuing art that were used during Van Gogh's lifetime in contrast to the criteria used today.
- Display an American Indian pictograph. Have students discuss why and how it was created, as well as the value it held when it was created and the value it might have today. Ask students to account for this change of value over time.
- Display examples of Kente cloth. Have students compare its uses and value in the past with those of today. Ask students to discuss the change of criteria used to value Kente cloth within the cultures of Ghana and Togo, where it is made.
- Discuss the fact that some art and artifacts are very valuable today because of the specific history behind them, i.e., their provenance, rather than because of their intrinsic artistic value (e.g., an artistic object that once belonged to a very famous person or that played a role in a famous historical event).

History and Social Science Standard USI.1

- Have students find pictures of sculptures in their Social Studies textbook. Ask them to discuss the original meanings and purposes of the sculptures and to compare these with the sculptures' present meanings and values, including their value in teaching history.
- Display examples of the artwork of a selected American Indian tribe from Pre-Columbian times to 1877. Have students discuss the similarities and differences they see between the earlier and later artworks. Direct students to discuss evidence that and reasons why criteria used to value art within this culture may have changed over time.

Visual Arts Standard 5.30

The student will describe a valued object within present-day culture in terms of aesthetic preferences.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Vocabulary

aesthetic, appropriate, elements of art, preference, principles of design, value

Activities and Materials

- Participating in discussions, listing, doing research, writing
- Preference cards

Instructional Strategies

Visual Arts Standard 5.30

- Have students bring to class objects of personal aesthetic value. Have each student display the object and explain his/her reasons for valuing it, describing its personal aesthetic worth, using art vocabulary. Direct students to include the elements of art and the principles of design in their descriptions.
- Display four or five valuable works of art, and ask each student to select the one they prefer, analyze the design elements in it, and list the qualities they observe. Form groups of students who have chosen the same work, and have students in each group share and discuss their lists with each other, discussing the value of the work within present-day culture in terms of their aesthetic preference. Then, have each group report their findings to the class, explaining their preference and the value of the artwork.
- Make a set of preference cards, stating aesthetic preferences for various styles or types of paintings. Have each student draw a card, choose a painting to match the card, and defend their choice, using appropriate vocabulary.
- Conduct a class discussion on reasons why persons may want to look at a work of art without understanding it or even liking it. Ask students whether liking a work of art is always a prerequisite for ascribing value to it.
- Display two or three well-known works of art with contrasting styles. Direct students to list design qualities of the work of art they *least* prefer and explain their reasons. Then, have them research and defend the value of the least preferred artwork within present-day culture, giving reasons for the high value placed on the work.

English Standard 5.7

- Display a famous work of art, and also display charts listing the elements of art and the principles of design. Ask students to write a description of the work of art, using appropriate art vocabulary, including the elements of art and the principles of design. Direct students to include in their description the aesthetic criteria of present-day culture that causes great value to be placed on this artwork.

- Have students read descriptions of valuable works of art taken from art gallery brochures, art auction catalogs (see Christie's and Sotheby's online auctions), and/or art museum Web sites. Discuss a representative sample of such descriptions, noting commentary having to do with the aesthetic value of the artworks awarded by present-day culture. Then, direct students to write a description of a personal work of art that might be used in a brochure designed to sell their work to the public.

Visual Arts Standard 5.31

The student will articulate reasons for establishing preferences among works of art, using appropriate art vocabulary.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 5.1

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

Vocabulary

appropriate, criticism, defend, preference

Activities and Materials

Participating in discussions, listing, playing games

Instructional Strategies

Visual Arts Standard 5.31

- Display a variety of paintings, each identified with a number. Direct students to identify by number the painting that they
 - like the most
 - dislike the most
 - think is the most valuable
 - think is least valuable
 - think took the longest to create.
- Discuss the choices they made and reasons they made them. Ask students to explain why people react differently to a work of art. Also, have them explain the reasons for establishing preferences among works of art, using appropriate art vocabulary. Ask: “Why is it important to establish such preferences? What purpose does it serve to do so, especially if you are not having to make choices? What does it teach you about yourself? About others? On what basis should such establishment of preferences take place? What art vocabulary should be used?”
- Display two widely different works of art (e.g., works by Salvador Dalí and Jan Vermeer or by Vincent van Gogh and Norman Rockwell). Have students discuss the differences between the two contrasting works, using appropriate art vocabulary. Direct them to include the elements of art and principles of design in their discussion. Then, ask students to articulate the reasons for establishing a preference between the two contrasting works, using appropriate art vocabulary, and then choose the one they prefer.

English Standard 5.1

- Display four or five famous sculptures in contrasting styles. Have each student analyze each sculpture, making notes on paper and using appropriate art vocabulary. Then, have each student choose the one he/she prefers. Form groups of students according to the choices made. Have students in each group work together to rationalize their choice of sculpture, using appropriate art vocabulary to explain their preference. Finally, have each group summarize the information they have discussed and present it in a report to the class.