

Grade Five

The standards for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Study relates to art produced by cultures from Pre-Columbian times to 1877. Students will gain fluency in using and understanding the elements of art and the principles of design as they relate to artistic expression and communication.

Visual Communication and Production

- 5.1 The student will synthesize information to produce works of art.
- 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.
- 5.3 The student will use the elements of art—line, shape, form, color, value, texture, and space—to express ideas, images, and emotions.
- 5.4 The student will create repeating patterns, using translation (slide), reflection (flip), and rotation (turn).
- 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.
- 5.6 The student will develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.
- 5.7 The student will collaborate with others to produce a work of art that characterizes a historical time period.
- 5.8 The student will defend a position regarding a historical or contemporary issue through the production of a work of art.
- 5.9 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.
- 5.10 The student will use linear perspective in a work of art.
- 5.11 The student will emphasize spatial relationships in works of art.
- 5.12 The student will express ideas through artistic choices of media, techniques, and subject matter.
- 5.13 The student will use technology to produce a work of art.
- 5.14 The student will use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief.
- 5.15 The student will describe the changes that occur in clay, including plastic, leatherhard, greenware, bisque, and glazeware, during the ceramic process.

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

Cultural Context and Art History

- 5.17 The student will describe and discuss various commercial art careers (e.g., product designer, fashion designer, graphic artist, photographer).
- 5.18 The student will compare contemporary and historical art and architecture.
- 5.19 The student will identify the influences of historic events, subject matter, and media in works of art.
- 5.20 The student will research artists from a variety of cultures and the works of art they have produced.
- 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.
- 5.22 The student will research, compare, and contrast the art of two cultures, using contemporary technology.

Judgment and Criticism

- 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.
- 5.24 The student will discuss an artist's point of view based on evidence from written sources.
- 5.25 The student will compare and contrast natural and constructed environments.
- 5.26 The student will analyze works of art based on visual properties and historical context.
- 5.27 The student will apply specific criteria to assess a finished product.

Aesthetics

- 5.28 The student will discuss the role of art and artists in society.
- 5.29 The student will discuss how criteria used to value art within a culture vary over time.
- 5.30 The student will describe a valued object within present-day culture in terms of aesthetic preferences.
- 5.31 The student will articulate reasons for establishing preferences among works of art, using appropriate art vocabulary.