

## Eads Elementary School Visual Arts Standards Fifth Grade

### Visual Arts Standard #1

Students recognize and use the visual arts as a form of communication

Ref.	Expectations	P	PP	IP	US
5-1a.	Use brainstorming as a mean to generate ideas for work of art.				
5-1b.	Recognize that artists apply innovative solutions to solve visual problems.				
5-1c.	Create a work of art based upon an interpretation of a sensory experience.				
5-1d.	State the rationale for the choices or options selected in resolving the artistic problem.				
5-1e.	Recognize that there are various solutions to a single art problem.				
5-1f.	Create art to communicate real and imaginary sources.				
5-1g.	Create works of art inspired by spoken and written stories and poems.				
5-1h.	Using their own artwork or works of other, write a statement which explains how the artist's feelings are portrayed visually.				

### Visual Arts Standard #2

Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Ref.	Expectations	P	PP	IP	US
5-2a.	Recognize and apply the <i>Principles of Design</i> : <i>Contrast</i> <i>Rhythm</i> (regular, random, alternating) <i>Repetition</i> <i>Pattern</i> (simple and complex) <i>Proportion</i> (human, size relationships, exaggeration) <i>Balance</i> (asymmetry and symmetry, radial) <i>Emphasis</i> (focal point)				
5-2b.	Recognize and apply the <i>Elements of Art</i> : <i>Lines</i> -Types - straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, horizon, contour, gesture, broken <i>Variation</i> - width and length, depth, thick and thin, relationship -intersect, perpendicular, parallel <i>Shapes</i> - Types - geometric - square, circle, rectangle, oval, triangle organic shapes - free-form, open and closed, simple and complex <i>Variation</i> – size <i>Form</i> - Types - geometric, sphere, cube, box, pyramid, cone, organic <i>Variation</i> - length, width, depth, thick and thin, simple and complex <i>Texture</i> - Types - visual and tactile <i>Variation</i> - rough, smooth, hard, soft <i>Space</i> - Types - actual and implied Concepts -overlapping, object size, positive and negative, empty and full, near and far, point of view- foreground, middleground, background, composition <i>Color</i> -Types - primary, secondary, intermediate, neutral <i>Schemes</i> - monochromatic, complementary, warm and cool, analogous Concepts - color wheel, hue, value, opaque, transparent, tints and shades <i>Value</i> - Types - value scale, light, medium and dark				

### Visual Arts Standard #3

Students know and apply visual arts materials, tools, techniques, and processes.

Ref.	Expectations	P	PP	IP	US
5-3a.	Select colored pencils, chalk or oil pastels to create a two dimensional piece.				
5-3b.	Using wire, create a gestural sculpture.				
5-3c.	Use a computer and peripherals to manipulate and create artwork.				

5-3d.	Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate pass a safety assessment.				
5-3e.	Create a textile with different types of textiles and a variety of materials.				
5-3f.	Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate pass a safety assessment.				

#### Visual Arts Standard #4

Students relate the visual arts to various historical and cultural traditions.

Ref.	Expectations	P	PP	IP	US
5-4a.	Recognize the role of visual art in other cultures.				
5-4b.	Identify various art forms (e.g.. architecture, folk arts and crafts) from historical periods.				
5-4c.	Become familiar with names of artists, their art style and time period.				

#### Visual Arts Standard #5

Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Ref.	Expectations	P	PP	IP	US
5-5a.	Compare and contrast various Elements of Art used in different works of art.				
5-5b.	Identify expressive qualities in a work of art.				
5-5c.	Use selected criteria as the basis of making judgments about works of art				
5-5d.	Describe a valued object within the culture of today in terms of personal aesthetic preferences.				
5-5e.	Develop and describe personal reasons for valuing works.				

Adopted Spring 2003