

5th Grade Art

CREATIVE EXPRESSION: *Students will create works of art that reflect unique interpretations, experiences, ideas and feelings. * Visual art forms refer to architecture and environmental art, ceramics, communication design, drawing, electronic arts, fine crafts, painting, photography, printmaking, sculpture.*

Related Standard	3-5 Priority Standards	Bloom's Level	5 th Grade Indicators
N 2 IL 26 VA 1 CP 5	3-5-a. <u>Demonstrate</u> understanding of differences in materials and techniques used to produce works of art.	2	Demonstrate the use of paint (mark making) in an expressive manner. Experiment with creating a wide range of shapes (man-made and natural) and lines with a variety of materials.
N 3 IL 26 VA 1 CP 2	3-5-b. <u>Develop</u> personal expression by <u>creating</u> a variety of works from the visual art forms* that combines inspiration from artists and cultural influences, observation, life experiences and/or imagination.	6	Make art in the style of various modern art movements. Use a commercial product as subject matter in a work of art.
N 1 IL 26 VA 1 CP 2 CP 6	3-5-c. <u>Create</u> original works incorporating various elements and principles of design, materials, techniques, and processes to <u>communicate</u> ideas, feelings, meaning and/or understanding.	6	Demonstrate the emphasis of negative space in a drawing. Create a sense of emotion using color and line.
	Big Ideas		Abstract art elicits an emotional response based on colors, shapes, lines, etc.; not representational subjects. Artists create logos, package designs, book jackets, web pages, and advertising: it is called commercial art.
	Essential Questions		What is abstract art? What is representational art? What is commercial art?

CRITICISM AND AESTHETICS: Students will reflect upon and assess the characteristics and merits of art works.

Related Standard	3-5 Priority Standards	Bloom's Level	5 th Grade Indicators
N 5 IL 25 VA 3 CP 2	3-5-a. <u>Use</u> knowledge of the elements and principles of art to <u>interpret</u> the content, styles and/or meaning of works.	3,4	Discuss the emotional quality of color and line used in a work of art. Compare and contrast abstract and objective art. Compare and contrast two noteworthy artworks. Identify elements of space: foreground, middle ground, and background.
N 5 IL 25 VA 3 CP 6	3-5-b. <u>View</u> a visual art work and <u>provide</u> feedback to the artist (peer).	5	Students will use specific elements and principles vocabulary to critique/peer review the work of classmates. They will recognize that feedback to an artist is part of a loop: motivation — intention — creation — communication. Discussion at any point in the loop has an influence on the artist.
N 5 IL 27 VA 2 CP 5	3-5-c. <u>Understand</u> and <u>demonstrate</u> acceptable rules of behavior when attending visual arts events (e. g., museum and gallery exhibits, artists' demonstrations, artists' lectures	2	Viewing a work of art in a public space requires respect for everyone's viewing experience (quiet, taking turns in front of the work) We all bring our past experiences and ideas with us when we view a work of art. Our opinions of a work of art may not match others opinions and that is o.k.
N 3 IL 27 VA 2 CP 2 CP 5	3-5-d. <u>Investigate</u> <i>why</i> artists from their own, and other cultural/historical periods use elements and principles to persuade and influence.	4	Analyze a work of commercial art using the elements and principles to determine what influence the artist is trying to have on the viewer.
N 6 IL 27 VA 2 CP 5	3-5-e. <u>Demonstrate</u> awareness that there are a variety of careers in the visual arts.	2	Recognize that graphic artists create commercial art. Identify the work of contemporary graphic artists in everyday life.
N 3 IL 25 VA 3 CP 7	3-5-f. <u>Use</u> appropriate vocabulary to <u>explain</u> ideas and demonstrate understanding in the visual arts.	3	<u>Identify</u> the ideas of the artist in a work of art related to basic elements (shape, line, color, texture) and principles (repetition, pattern, space, balance) of art.
	Big Ideas		Commercial Art is an art form. Constructive criticism helps you grow as an artist.
	Essential Questions		What is commercial art? What is a critique?

CULTURAL HERITAGE: Students will understand the cultural contributions (social, ethical, political, religious) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

Related Standard	3-5 Priority Standards	Bloom's Level	5 th Grade Indicators
N 4 IL 27 VA 2 CP 3 CP 5	3-5-a. <u>Recognize</u> common subjects, major styles and/or techniques in the visual art forms of various artists, periods in history or cultural/ethnic groups.	1	Become familiar with examples of twentieth century art. Compare and contrast two noteworthy abstract artworks. Compare and contrast abstract and objective art (realism). Compare commercial art and the products that are most popular on the market.
N 4 IL 27 VA 2 CP 3	3-5-b. <u>Recognize</u> why works of art from across cultures and historical eras should be available for all to see: museums, auditoriums, theatres, books and poetry, etc.	1	Discuss the function of an art gallery, art museum, and art studio. Deduce why it is important for all people to have access to art works from world cultures in local museums, auditoriums, theaters, etc., for all to see
	Big Ideas		Abstraction from reality takes place along a continuum. Graphic art reflects the consumer culture.
	Essential Questions		What is abstract art? Why is graphic art important?

5th Grade Art

CIVIL BEHAVIOR IN ART: Students will demonstrate qualities related to the District Civil Behavior initiative: responsibility, motivation, positive attitude, excellence and empathy.

Related Standard	3-5 Priority Standards	Bloom's Level	5 th Grade Indicators
N 2 IL 26 VA 1 CP 5	3-5-a. <u>Use</u> materials and tools in a safe and responsible manner while <u>making</u> art and <u>keeping</u> the art room clean.	3, 2,	Use art tools and materials safely, as the teacher demonstrates. Clean up after yourself and as a team. Remain attentive during discussions, presentations, demonstrations, and follow directions given during those times.
N 3 IL 26 VA 1 CP 2	3-5-b. <u>Respect</u> the studio environment of the art room and the ideas and artwork of others by <u>offering</u> positive remarks and constructive criticism.	5	Recognize all ideas in art have value. Everyone wants to make art that is appreciated, so complement others on the successful parts of their work. If you have an idea about someone's art, ask if you can share it; but know they do not have to follow your idea.
N 1 IL 26 VA 1 CP 2 CP 6	3-5-c. While <u>creating</u> art, <u>recognize</u> the creative process requires trial-and-error and fix-up strategies to be most successful.	1	Make art without being afraid to try new things. Try again if you do not like the first try. Turn a mistake into a new idea. Learn from your mistakes, so you do not repeat them. Identify specific areas of your art to improve, and ask for help. Do NOT give up. Complete projects within a specific time frame (consideration given for developmental differences).
N 6 IL 27 VA 2 CP 5	3-5-d. <u>Demonstrate</u> awareness that works of art can communicate that the artist cares about others even those he or she may have never met.	2	Create art to communicate feelings and ideas. Create a work of art that shows (says) how you feel about the world around you, even a place you have not visited; how you feel about people, even if you have not met them.
	Big Ideas		Successful artists are observant, motivated, risk takers, persistent and resilient. Being part of a creative community requires responsibility.
	Essential Questions		How do your choices about your behavior impact your art making and the art making of others?