

Art, Grade 5 (IMRA 26)

Subject: Fine Arts

Grade: 05

Expectations: 13

Breakouts: 41

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
 - (A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art
 - (i) develop ideas drawn from life experiences about self, peers, family, school, or community as sources for original works of art
 - (ii) develop ideas from the imagination as sources for original works of art
 - (iii) communicate ideas drawn from life experiences about self, peers, family, school, or community as sources for original works of art
 - (iv) communicate ideas from the imagination as sources for original works of art

- (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity
 - (i) use appropriate vocabulary when discussing the elements of art, including line
 - (ii) use appropriate vocabulary when discussing the elements of art, including shape
 - (iii) use appropriate vocabulary when discussing the use of the elements of art, including color
 - (iv) use appropriate vocabulary when discussing the elements of art, including texture
 - (v) use appropriate vocabulary when discussing the elements of art, including form
 - (vi) use appropriate vocabulary when discussing the elements of art, including space
 - (vii) use appropriate vocabulary when discussing the elements of art, including value
 - (viii) use appropriate vocabulary when discussing the principles of design, including emphasis
 - (ix) use appropriate vocabulary when discussing the principles of design, including repetition/pattern
 - (x) use appropriate vocabulary when discussing the principles of design, including movement/rhythm
 - (xi) use appropriate vocabulary when discussing the principles of design, including contrast/variety
 - (xii) use appropriate vocabulary when discussing the principles of design, including balance
 - (xiii) use appropriate vocabulary when discussing the principles of design, including proportion
 - (xiv) use appropriate vocabulary when discussing the principles of design, including unity
 - (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art
 - (i) discuss the elements of art as building blocks of works of art
 - (ii) discuss the principles of design as organizers of works of art
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) integrate ideas drawn from life experiences to create original works of art
 - (i) integrate ideas drawn from life experiences to create original works of art
 - (B) create compositions using the elements of art and principles of design
 - (i) create compositions using the elements of art
 - (ii) create compositions using the principles of design
 - (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials
 - (i) produce drawings using a variety of materials
 - (ii) produce paintings using a variety of materials
 - (iii) produce prints using a variety of materials

- (iv) produce sculpture, including modeled forms, using a variety of materials
 - (v) produce other art forms using a variety of materials
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
 - (A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols
 - (i) compare the purpose of artworks from various times, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols
 - (ii) compare the purpose of artworks from various places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols
 - (iii) compare the effectiveness of artworks from various times, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols
 - (iv) compare the effectiveness of artworks from various places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols
 - (B) compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures
 - (i) compare the purpose of artworks created by historic and contemporary men and women, making connections to various cultures
 - (ii) compare the effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures
 - (C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers
 - (i) connect art to career opportunities for positions
 - (D) investigate connections of visual art concepts to other disciplines
 - (i) investigate connections of visual art concepts to other disciplines
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists
 - (i) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists
 - (B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums
 - (i) use methods to identify themes found in collections of artworks created by self in real or virtual portfolios, galleries, or art museums

- (ii) use methods to identify themes found in collections of artworks created by peers in real or virtual portfolios, galleries, or art museums
 - (iii) use methods to identify themes found in collections of artworks created by major historical or contemporary artists in real or virtual portfolios, galleries, or art museums
- (C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios
 - (i) compile collections of personal artworks for purposes of self-assessment or exhibition