

## STUDENT LEARNING GOALS for ART

- The student will:**
- Develop aesthetic awareness, imagination, perception, appreciation, knowledge and skills
  - Foster creativity, self-expression, self-confidence and self-discipline
  - Expand craftsmanship, problem solving abilities, cultural understandings and safety procedures
  - Participate in clean-up, share and help others, respect the property of the school and others, take turns, and work in groups

The Grade 5 essentials include the increased ability to observe and render three dimensional objects, the human figure and linear perspective. The students should improve their application of critical thinking skills when observing, classifying, describing, analyzing and judging art.



### Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st Century:

- Analyze
- Apply standard grammar
- Classify
- Collaborate
- Communicate effectively
- Compare & contrast
- Construct logical sequences
- Create hypotheses
- Critique
- Describe
- Detect fallacies
- Distinguish between fact & opinion
- Draw conclusions
- Follow directions
- Formulate questions
- Increase vocabulary
- Interpret
- Listen
- Make conjectures
- Make presentations
- Manage time
- Observe
- Organize
- Outline
- Paraphrase
- Predict outcomes
- Proofread
- Read critically
- Recognize cause & effect details
- Report
- Revise
- Self Assess
- Sequence
- Solve problems
- Speak publicly
- Summarize
- Take notes
- Take tests
- Think inventively
- Use resources
- Use technology
- Work productively
- Write

### Visual Communication and Production

- 5.1 Synthesize information to produce art
- 5.2 Mix and use hues, tints, and shades
- 5.3 Use elements of art to express ideas, images, and emotions
- 5.4 Create slide, flip, and turn repeating patterns
- 5.5 Use the principles of design
- 5.6 Brainstorm, research, and make preliminary sketches for artwork
- 5.7 Produce collaborative artwork characterizing a historical time period
- 5.8 Defend a historical/contemporary art issue
- 5.9 Incorporate symbols into artwork
- 5.10 Use linear perspective
- 5.11 Emphasize spatial relationships
- 5.12 Express ideas through artistic choices of media, techniques, and subject matter
- 5.13 Use technology to produce art
- 5.14 Create sculpture in-the-round, high relief, or bas-relief
- 5.15 Describe the changes that occur during the ceramic process
- 5.16 Produce fiber art that reflects the qualities of the fiber art of another age, culture, or country
  - Use art materials experimentally
  - Draw the human figure
  - Observe and render nature
  - Understand how to present art for exhibition
  - Use color theory: complementary colors

### Cultural Context and Art History

- 5.17 Describe types of art careers (see back)
- 5.18 Compare art/architecture/artifacts of the past with that of the present
- 5.19 Identify the influences of historic events/subject matter/media in works of art
- 5.20 Research art/artists from a variety of cultures
- 5.21 Discuss the influence of American historical events on art-work with emphasis on westward expansion and the Civil War
- 5.22 Research/compare/contrast the art of two cultures, using contemporary technology

### Judgment and Criticism

- 5.23 Use art vocabulary to compare/contrast art from various cultures/periods, including Pre-Columbian, African-American, Colonial American, and European
- 5.24 Discuss an artist's point of view based on written evidence
- 5.25 Compare/contrast natural and constructed environments
- 5.26 Use visual/historical information to analyze artwork
- 5.27 Use specific criteria to assess artwork

### Aesthetics

- 5.28 Discuss role of art and artists in society
- 5.29 Discuss cultural criteria used to value art and the changes that occur over time
- 5.30 Describe a valued object within today's culture in terms of aesthetic preferences
- 5.31 Use art vocabulary to articulate preferences among works of art

**Art Across the Curriculum:** The following assignments/activities are examples of how art will connect knowledge within and across the disciplines.

- **Math** - Demonstrate an understanding of linear perspective. Create art with compasses and rulers.
- **Social Studies** - Study the art of Colonial America and artists throughout history.
- **Language Arts** - Use literature, vocabulary identification, and communication skills in exploring art. Refer to Henrico County's Visual Literacy Curriculum for critical thinking skills.
- **Science** - Use scientific processing skills during the viewing and production of art, i.e., observe, describe, classify, predict and compare.
- **Health and Physical Education** - Render the human figure in action.
- **Music** - Refer to Multicultural Art Curriculum for connections between cultural art and music, music of Civil War period.
- **Careers** - Brainstorm/research art careers found in the local community and discuss the skills needed for success in those fields. For example: museum work, stage and tv, commercial art, technology, crafts.

**Enrichment:** The following assignments and activities are designed to reinforce basic skills and to expand students' interest and abilities:

- Recognize different surface techniques and styles of art
- Perceive the art principles as they apply to environment
- Explore various technology tools as avenues for creative expression
- Use a multi-media computer program
- Arrange for speakers and demonstrations

### Ethical Procedures

Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.

# FIFTH GRADE VISUAL ARTS VOCABULARY & CONCEPTS

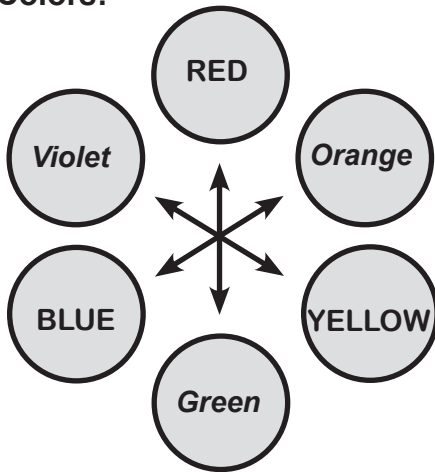
## Color Theory

**Primary:** Red, Blue, Yellow  
**Secondary:** Orange, Violet, Green  
**Intermediate:**  
 Red-orange, Red-violet,  
 Blue-green, Blue-violet  
 Yellow-green, Yellow-orange

**Tints:** Color + white  
**Shades:** Color + black

**Cool Colors:** Blue, Green, Violet  
**Warm Colors:** Red, Yellow, Orange

**Complementary Colors:**



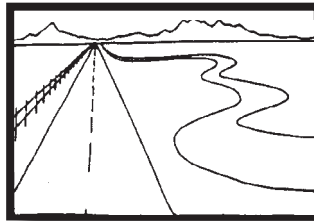
## DESIGN

### Elements

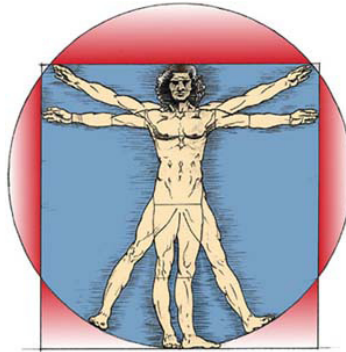
line  
 shape  
 form  
 space  
 value  
 color  
 texture

### Principles

rhythm  
 movement  
 contrast  
 balance  
 proportion  
 variety  
 emphasis  
 unity

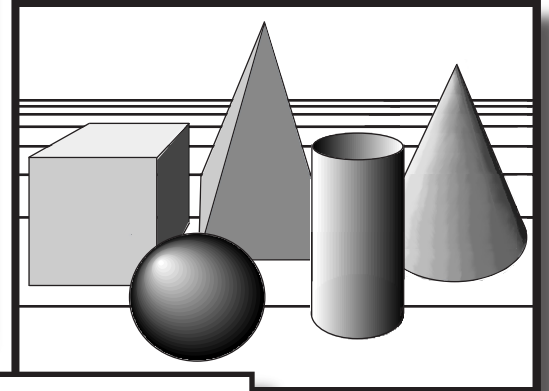


Linear Perspective



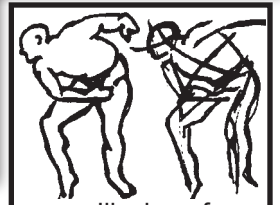
Human Figure

## Two Dimensional (2-D) & Three Dimensional (3-D) Art



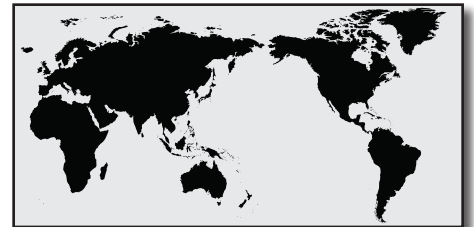
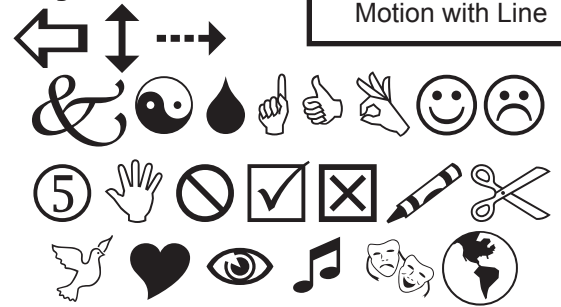
## Spatial Relationships

Size, Placement,  
 Overlapping,  
 Converging lines



Illusion of Motion with Line

## Symbols



Learn about famous artists and the art of various cultures around the world.



## Vocabulary

aesthetic	culture	point of view
architecture	elements of art	research
artifacts	environment	round
bas relief	glazeware	shades
bisque	greenware	sketch
ceramic process	high relief	symbols
collaborate	historical	synthesize
compare	hues	technology
complementary color	illusion	three dimensional
contemporary	leatherhard	(3D)
contrast	linear perspective	tints
	plastic	



## Types of Artists

Illustrator	Printmaker	Graphic Designer
Painter	Decorator	Animation Artist
Cartoonist	Portrait Artist	Fashion Designer
Sculptor	Set Designer	Crafts Artist

## Skills:

Drawing  
 Painting  
 Printing  
 Ceramics