DVUSD Visual Arts Objectives

Fifth Grade

**Media, Techniques and Processes**

1. Describes how different media, techniques and processes cause different effects

2. Experiments or explores media in order to make appropriate selections for their own art

3. Chooses vocabulary related to media, techniques, processes, tools and equipment in order to communicate their intended meaning

4. Cleans and cares for a variety of art materials independently

5. Develops painting techniques using a variety of painting tools to communicate ideas, feelings, experiences and stories

6. Introduces contour and gesture drawings

7. Demonstrates blockprinting techniques (e.g. soft-cut linoleum, styrofoam)

8. Selects from a variety of materials (e.g. papier maché, plaster, or cardboard) in order to create advanced assemblages

9. Compares and contrasts the computer, as an art tool, with other art media

10. Recognizes and uses technology as a tool for acquiring knowledge, as a resource for art making (e.g. interactive software related to both art making and art history) and through the internet for research   
**Elements and Principles**

1. Recognizes the design elements found in nature and in one's environment

2. Creates a functional work of art incorporating personal symbols (e.g. decorative designs on clay sculpture, textile design, product design)

3. Reflects and assesses one’s own product design

4. Visits local and regional galleries and museums to observe and discuss original works of art

5. Identifies and compares styles of art (e.g. impressionism, realism, surrealism, cubism)

6. Identifies and describes the emphasis in a work of art

7. Creates a linear composition (drawing) that demonstrates an understanding of the design concepts of line, value, texture, emphasis, space, rhythm, unity and balance

8. Identifies and uses proportion as an organizational principle of design in a work of art (e.g. lifesize drawing of the figure, arranging and paintings a still-life set-up, landscape painting in watercolor)

**Content**

1. Plans and creates works of art inspired by nature

2. Compares and contrasts art that reflects one's own experiences

3. Expresses individual ideas, feelings and moods through a work of art

4. Interprets a current or historical event in a work of art

**History and Cultures**

1. Compares art of the old world (renaissance) to the art of the new world (Native American and Pre-Columbian) (i.e. Leonardo Da Vinci, Jan Vermeer, Pieter Bruegel)

2. Identifies proportion as an organization principle of design in a renaissance artwork (e.g. Raphel Sanzio's The School of Athens)

3. Discusses and evaluates the work of Keith Haring, Marasol and Romare Bearden, artists whose artwork addresses current social issues

**Evaluation**

1. Analyzes and decodes selected works of art and artifacts using appropriate art vocabulary

2. Compares and contrasts reasons for a preference of specific works of art or art styles

3. Infers meaning from a non-objective work of art

4. Differentiates interpreting a work of art using elements of art and organizational principles versus an interpretation based upon cultural criteria

5. Evaluates one’s own work according to a rubric developed by the instructor and makes revisions based on analysis

6. Develops a rubric for analyzing one’s own and/or others’ art that will lead to critical interpretation

7. Assesses one’s own artistic growth over time in relation to specific criteria (e.g. instructor developed rubrics, written responses, sketchbook, portfolio)

8. Demonstrates analysis and criticism skills when visiting an art museum or gallery

**Connections**

1. Recognizes the role of art and artists in shaping and recording our democracy (e.g. Keith Haring,

Marasol, Romare Bearden)

2. Documents personal experiences that have influenced one’s own art making

3. Designs and creates a piece of art that reflects or expresses a musical theme

**Aesthetic Appreciation**

1. Enjoys reading about artists and their work

2. Appreciates the influence that artists have on each other

3. Has chosen a place for art in one’s personal life

4. Respects and appreciates the artwork of others