



Archdiocese of Washington Catholic Schools

Academic Standards

Visual Arts

5th Grade

RESPONDING TO ART: History

Standard 1

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

- VA.5.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture, and identify where, when, why, and by whom the work was made (Focus: North America).
- VA.5.1.2 Identify and compare works of art and artifacts with similar functions.
- VA.5.1.3 Identify themes and symbols used in works of art and artifacts throughout history that portray universal ideas and beliefs.

Standard 2

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

- VA.5.2.1 Identify and be familiar with a range of selected works of art identifying artists, culture, style, and period.
- VA.5.2.2 Identify distinguishing characteristics of style in individual artist's work and art movements.
- VA.5.2.3 Begin to identify works of art and artifacts from major periods or movements of Western art and place on a chronological time line.

Standard RESPONDING TO ART: Criticism

Standard 3

Students describe, analyze, and interpret works of art and artifacts.

- VA.5.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- VA.5.3.2 Construct meaning in the work based on personal response, properties found in the work, and background information on the context of the work.
- VA.5.3.3 Use appropriate art vocabulary.



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Standard 4

Students identify and apply criteria to make informed judgments about art.

- VA.5.4.1 Listen to multiple critiques of works of art by peers, teachers, people from the art world and identify criteria used.
- VA.5.4.2 Apply criteria based on properties found in the work and research from the historical context of the work to make informed judgments.

RESPONDING TO ART: Aesthetics

Standard 5

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

- VA.5.5.1 Identify problems or puzzles in a work of art or aesthetic issue, construct a hypothesis, and evaluate alternate hypotheses.
- VA.5.5.2 Identify and analyze a variety of well reasoned points of view on aesthetic issues (censorship, plagiarism) and develop a personal point of view.

Standard 6

Students theorize about art and make informed judgments.

- VA.5.6.1 Identify artwork made from the artist's philosophy that art is at its best when it moves people to act for the betterment of society (instrumentalism).
- VA.5.6.2 Understand that personal preference is one of many criteria used in making judgments about art.

CREATING ART: Production

Standard 7

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

- VA.5.7.1 Demonstrate refined observational skills through accurate rendering of representational objects and subject matter from life.
- VA.5.7.2 Utilize new interests, current events, or personal experiences as subject matter in the work.
- VA.5.7.3 Generate symbols and subject matter and borrow ideas from an artist's work in order to communicate ideas.



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Standard 8

Students understand and apply elements and principles of design effectively in their work.

- VA.5.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.
- VA.5.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, mid-ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Standard 9

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

- VA.5.9.1 Discriminate between visual characteristics of a variety of media and selectively use these in their work.
- VA.5.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

DRAWING:

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals
Processes: contour line, rendering, sketching, value, shading, crosshatching, and stippling

PAINTING:

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, Styrofoam, stencil, textile ink
Processes: collograph, relief (linoleum cutting), silkscreen, etching

CERAMICS:

Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques



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SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam

Processes: carving, additive, subtractive, modeling, constructing, casting

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitching, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

NEW MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

VA.5.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 10

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

- VA.5.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.
- VA.5.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.
- VA.5.10.3 Demonstrate respect for their work and the work of others.

CAREERS AND COMMUNITY

Standard 11

Students recognize a variety of art-related professions and careers in our society.

- VA.5.11.1 Identify the roles of artists and critics in the community.
- VA.5.11.2 Identify various responsibilities of selected careers in art (illustrator, costume and set designer, sculptor, display designer, painter, graphic designer, animator, visual editor).

Standard 12

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.



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- VA.5.12.1 Identify individual art experiences and how these affect daily life.
- VA.5.12.2 Visit, analyze, and respond to art at local museums, exhibitions, performances, and exhibited by visiting artists in the school.
- VA.5.12.3 Identify ways in which the arts are supported in the community.

INTEGRATED STUDIES

Standard 13

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

- VA.5.13.1 Compare characteristics of a theme, historical period, or event through the multiple perspectives of different disciplines.
- VA.5.13.2 Create products or performances (debates, critiques, papers) that communicate in-depth knowledge gained through integrated study of a theme, historical period, or event.

Standard 14

Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.

- VA.5.14.1 Compare characteristics of a theme, historical period, or event through the multiple perspectives of different art forms.
- VA.5.14.2 Create products or performances (debates, critiques, papers, artwork) that communicate in-depth knowledge gained through integrated study of a theme, historical period, or event.