

5th Grade	
Elements and Principles of Art - Skill Guide	
Line	Be able to do a blind contour line, line design using repetitive organic & geometric lines, 1 point perspective.
Shape	Have a knowledge of Organic shapes, 3D geometric forms, positive & negative shapes, tessellations
Value	Demonstrate the use of value to create realism in drawings. Value scales at least 12 steps
Form	Demonstrate proper facial/body proportions using lines and shapes.
Space	Beginning Optical Illusions or Op Art. Recognize and create three layers of space in art: foreground, middle ground, and background. Have knowledge of positive and negative space.
Texture	Implied texture, Trompl'oeil
Color	Primary, secondary, Tertiary, monochromatic, tints and shades, complementary colors, and analogous colors
Balance	Demonstrate and recognize kinds of balance; symmetry, asymmetry, and radial.
Unity	Beginning knowledge of what unity is in an artwork.
Techniques/Skills:	} apply basic control of printmaking skills to paper by effectively using stencils, monoprints, relief and brayers. } refine thin to thick letters and demonstrate basic graphic lettering } Describe the use of line, shape, color, value, space, and texture in art. } Demonstrate the process of weaving through fiber arts: weaving, looms, string art. } Demonstrate the ability to create a mosaic. } Be able to describe differences and similarities in pairs of artwork. } Explain ideas, thoughts, experiences, and feelings expressed in personal artwork. } Use art vocabulary to talk about art and share themes, subjects, or main ideas. } "Read" art and connects the process to reading text; main idea, characters, settings, events, sequences, retell import information in own words.
Visual Art Core:	
Create:	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Combine ideas to generate an innovative idea for art-making. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
Investigate:	Experiment and develop skills in multiple art-making techniques and approaches through practice. Demonstrate quality craftsmanship through care for an use of materials, tools, and equipment. Identify, describe, and visually document places and/or objects of personal significance.
Reflect, Refine:	Create artist statements using art vocabulary to describe personal choices in art-making.
Presenting:	Interpreting and sharing artistic work.
Select:	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in <u>preserving, maintaining, and presenting</u> objects, artifacts, and artwork.
Analyze:	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
Share:	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
Responding:	Understanding and evaluating how the arts convey meaning.
Perceive:	Compare one's own interpretation of a work of art with the interpretation of others. Identify and <u>analyze cultural associations suggested by visual imagery</u> .
Analyze:	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
Interpret:	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
Connecting:	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making. Identify how art is used in inform or change beliefs, values, or behaviors of an individual or society.