

Calvert County Public Schools
Exit Expectations
5th Grade Visual Arts

All exiting 5th grade Visual Arts students should be able to do the following:

1. Creative Expression:
 - a. Identify how artists create and express themselves using different types of media, techniques, and styles.
 - b. Describe how one artist's style/artwork is different from another and how they are similar (e.g. pyramid vs. castle).
 - c. Identify careers in art-illustrator, photographer, painter, printmaker, potter, and architect.
 - d. Recognize, describe, and use art vocabulary appropriately.

2. Historical/Cultural Perspective:
 - a. Recognize artworks from different periods in history. (Realism and Abstract)
 - b. Demonstrate how different cultures have used art in their societies and how they use it today.
 - c. Relate art projects to holiday/seasonal events, cultural symbols (peace, love, etc.) and themes (a series of artworks that share a commonality such as subjects, styles, the same technique, etc.).
 - d. Use math, science, reading and other core content in their own art work.

3. Process/Responding:
 - a. Demonstrate different techniques (drawing, painting, printing, sculpture, collage, and pottery).
 - b. Demonstrate different types of media (marker, oil pastels, crayons, watercolor, sharpie, tempera, soft pastels, clay, colored pencils, and collage).
 - c. Work safely with different materials and techniques. (Example: scissors, clay tools, sitting properly on stools, etc.)
 - d. Identify, describe, and use the Elements of Art (color, line, shape, form, texture, space and value).

COLOR

- Identify primary and secondary colors
- Demonstrate how the secondary colors are made and use them in their work
- Know that primary colors cannot be made.
- Mix the primaries together to make brown or mix two complementary colors together to make brown.
- Identify and use warm and cool colors.
- Identify and use tints and shades.
- Study and apply color theory (Complementary, Tertiary, Analogous, etc.).

LINES

- Create a variety of lines.
- Use lines to create repetition/pattern.
- Identify and create a horizon line.
- Distinguish between, vertical, horizontal, parallel, dotted, curvy, spiral, zigzag and diagonal lines.
- Use line to create the illusion of space (background, foreground, middle ground).
- Be able to properly use a ruler to draw lines.
- Use line to create a sense of depth (such as drawing a cube, etc.).

SHAPE

- Identify the difference between geometric and organic shapes.
- Combine geometric/organic shapes to make familiar objects/pictures.
- Create symmetry using shape.
- Overlap shapes to create depth of field.
- Create shapes going out of the picture field to show depth.

TEXTURE

- Create texture through a variety of media and describe it.
- Distinguish between seeing and feeling texture.

FORM

- Identify the basic geometric forms (cube, cylinder, cone, rectangular prism, sphere, and pyramid).
- Create balance using form (sculpture, mobile, etc.).
- Identify rectangular and triangular prisms.

SPACE

- Use overlapping.
- Use positive and negative space.
- Use overlapping shapes to create depth of field.

VALUE

- Create lights and darks.
- Create tints and shades.

4. Responding:

- a. Identify, describe, and use the Principles of Design (balance, contrast, emphasis, proportion, pattern, rhythm, unity and variety).
- b. Discuss the Principles of Design in conjunction with the Elements of Art.

5. Critical Analysis:

- a. Understand how Art Criticism and “criticism” are different.
- b. Talk about a work of art using art vocabulary.
- c. Address an artwork in a positive manner.
- d. Identify some of the Elements of Art and Principles of Design.
- e. Make a judgment about a piece of art (the critique process) and defend it.