

# Texas Essential Knowledge and Skills

## 5<sup>th</sup> Grade

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### FOUNDATIONS:

The student is expected to:

- (A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
- (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
- (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.

### CREATIVE EXPRESSION:

- (A) integrate ideas drawn from life experiences to create original works of art;
- (B) create compositions using the elements of art and principles of design; and
- (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.

### HISTORICAL and CULTURAL RELEVANCE:

The student is expected to:

- (A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols;
- (B) compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;
- (C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and
- (D) investigate connections of visual art concepts to other disciplines.

### CRITICAL EVALUATION and RESPONSE:

The student is expected to:

- (A) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;
- (B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and
- (C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.

### S.T.E.A.M Connections

**Math:** Geometric/Organic Shapes, Comparative Measurements, Patterns, Symmetry (Radial), Angles, measure tools, 3D Forms, Fractions, Perspective (linear), reflection and on-grade level Math vocabulary

**Science:** Landscape, Environment, Clay, Construction, Proportion/Space in Landscapes, Color Theory, Light/Value, Perspective (atmospheric), Environmental Science