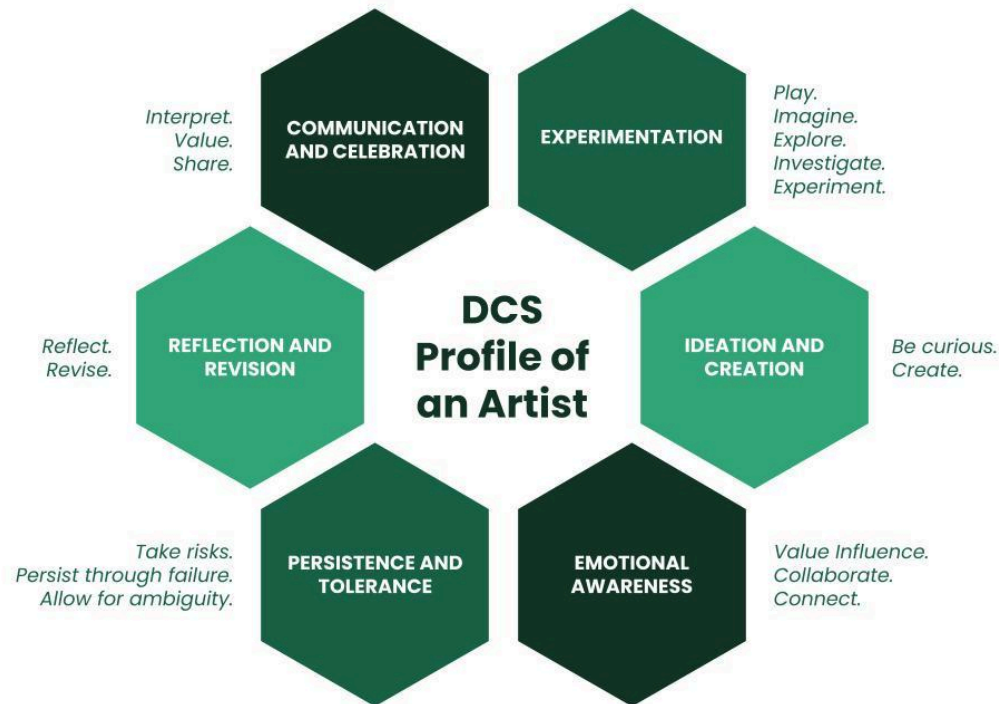




Dublin City Schools
Visual Arts Education– Grade 5
Graded Course of Study
2026

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study



DCS Profile of an Artist is a circular infographic featuring a central title surrounded by six green hexagons. Each hexagon contains a core artistic competency, paired with specific characteristics:

- **Communication and Celebration:** Interpret, Value, Share.
- **Experimentation:** Play, Imagine, Explore, Investigate, Experiment.
- **Ideation and Creation:** Be curious, Create.
- **Emotional Awareness:** Value Influence, Collaborate, Connect.
- **Persistence and Tolerance:** Take risks, Persist through failure, Allow for ambiguity.
- **Reflection and Revision:** Reflect, Revise.

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Visual Arts K-12 Vision

In Dublin City Schools, we believe that visual arts learning is essential for all students. Through art, learners engage both sides of the brain, strengthening their ability to problem-solve, imagine, and create. The artistic process develops technical proficiency, critical thinking, and confidence while also nurturing empathy and inclusion through shared creative experiences.

DCS Visual Arts is committed to cultivating the dispositions of an artist by providing space for:

- Experimentation, Play as process, and Imagination – explore new ideas, materials, and approaches.
- Ideation & Creation – develop and refine concepts into artistic works.
- Emotional Awareness – express, process, and understand feelings through art.
- Persistence & Tolerance for Ambiguity – embrace challenges, failure, and uncertainty as part of growth.
- Skill Development – refine craft and achieve technical proficiency across artistic domains.
- Reflection & Revision – interpret, analyze, and improve work.
- Communication & Celebration – collaborate with peers and teachers to broaden perspectives and enrich artistic practice.

Through these practices, students in Dublin City Schools will develop the capacity to think and create like artists in all contexts. Cultivating artistic literacy equips learners with creativity, confidence, and critical reasoning, preparing them to thrive in an interconnected world.

K-12 Enduring Understandings

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

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GRADE 5

PLAY, IMAGINATION, & EXPERIMENTATION

- Artists engage in play with intense focus and take seriously the resulting creative processes and products.
- Artists can articulate why play is important and can share their thinking involved.
- Artists value demonstrating understanding through various media and experiment with a variety of media when pursuing a project.
- Artists drive their own exploration of new media, seeking out mentors and guidance for technical support.

Creating

Conceive and Develop ideas.

5.1CR Experiment with various ideas to solve problems that address contemporary issues.

5.3CR Select and use the elements of art and principles of design to investigate interdisciplinary concepts.

PERSISTENCE THROUGH FAILURE AND TOLERANCE FOR AMBIGUITY

- Artists will take thoughtful risks. Art is not a recipe and artists figure out possibilities.
- Artists are open to more than one interpretation.
- Artists see challenges as opportunities for growth.

Performing

Materialize and produce work.

5.3PE Communicate an interdisciplinary concept using the elements of art and principles of design.

5.2PE Develop technical skills to strengthen art making.

REFLECTION AND REVISION

- Artists value time, reflection, and revision as necessary aspects of deepening learning.

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- Artists develop a mindset for in-depth and evolving exploration of a topic.
- The processes, not only products, of learning and creativity are showcased and discussed in order to deepen learning.

Performing	<i>Materialize and produce work.</i>
	5.1PE Incorporate constructive feedback throughout the artmaking process.
Responding	<i>Understand and evaluate meaning.</i>
	5.2RE Develop personal criteria to assess work and set goals for growth.
Connecting	<i>Relate to personal and external contexts.</i>
	5.1CO Investigate works of art and the social and cultural contexts that shaped their creation.

IDEA GENERATION AND CURIOSITY

- Artists use the language of idea generation and development, including conditional language and “what if…” to spark imagination and refine ideas.
- Artists apply critical thinking skills to evaluate their ideas and are flexible in choosing and adapting them.
- Artists understand the value of idea fluency, flexibility, originality, and elaboration to thinking and creativity, and to developing and realizing their vision.

Creating	<i>Conceive and Develop ideas.</i>
	5.2CR Utilize technology to investigate ideas and inform art making.

VALUING INFLUENCE AND COLLABORATION

- Artists see one another as “critical friends,” each helping the other to refine ideas and create to the best of their abilities.

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- Artists soak up ideas from other people and from the world, and integrate inspiration and feedback in ways that are their own.
- Artists reflect how their ideas have evolved in response to feedback and others' work, and are encouraged to articulate it.

Responding

Understand and evaluate meaning.

5.1RE Use established criteria to assess works of art individually and collaboratively.

5.3RE Evaluate the relationship between works of art and human experiences.

COMMUNICATION AND CELEBRATION

- Artists communicate ideas, emotions, questions and solutions in a variety of ways.
- Artists make connections between seemingly unrelated ideas and communicate these connections with purpose and intent.
- Artists celebrate the creative process by making their thinking visible to an audience. Making artwork visible to others celebrates the ability of art to inspire change, evoke an emotional response, and form connections.

Connecting

Relate to personal and external contexts.

5.2CO Recognize that art is a tool for advocacy and change.

5.3CO Create works of art that evoke emotional responses for a desired outcome.