

3rd-5th Grade

Visual Arts Curriculum Objectives

CREATE: <i>Imagine and develop artistic ideas and work.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Brainstorm and elaborate on imaginative ideas to generate innovative concepts. (3, 4, 5) ● Investigate personal ideas and/or cultural background through the art-making process. (3) ● Create artwork using a variety of materials and approaches. (3, 4, 5) <ul style="list-style-type: none"> ○ Ex: pencil, colored pencils, pens, crayons, markers, oil pastel, tempera, tempera-cakes, watercolor, stamps, sponges, paper, glue, clay, yarn, and found objects ● Develop skills in multiple art-making forms through practice. (3, 4, 5) <ul style="list-style-type: none"> ○ Ex: drawing, painting, printmaking, mixed media, and sculpture ● Create collaborative artwork that has meaning and purpose. (4) ● Demonstrate care and safe use of materials, tools and equipment. (3, 4, 5) ● Enhance and revise artwork by adding details and considering peer discussion and self-reflection. (3, 4, 5) ● Use art vocabulary to create an artist statement to describe personal choices. (5) 	<p>Cr1a-3, 4, 5 Cr1b-3, 4, 5 Cr2a-3, 4, 5 Cr2b-3, 4, 5 Cr2c-3, 4, 5 Cr3a-3, 4, 5</p>
PRESENT: <i>Interpret and share artistic work.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Participate in the discussion and planning of exhibiting art. (3) ● Analyze how technology has impacted the presentation of artwork. (4) ● Consider the presentation and protection of art in the past and present. (5) ● Identify how different cultures record and illustrate stories and preserve history through art. (3) ● Discuss purposes of exhibiting art in different venues. (4) ● Cite evidence about how an exhibition provides information about a specific concept or topic. (5) 	<p>P4a-3, 4, 5 P5a-3, 4, 5 P6a-3, 4, 5</p>
RESPOND: <i>Understand and evaluate how the arts convey meaning.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Use art-specific vocabulary to discuss and respond to a work of art. (3, 4) <ul style="list-style-type: none"> ○ Elements of Art: line, color, value, space, form, texture, and space ○ Principles of Art: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity ● Use art-specific vocabulary to compare personal art to art from similar media and/or art from different cultures. (5) ● Discuss and analyze imagery that convey messages and analyze cultural associations suggested by visual imagery. (3, 4, 5) <ul style="list-style-type: none"> ○ Ex: skulls and skeletons used in Day of the Dead festivals, guardian totems in Haida culture, broken chain as symbol of freedom, etc. ● Interpret art by referring to contextual information and analyzing relevant and non-relevant information to determine mood, message, and/or meaning of that artwork. (3, 4, 5) ● Distinguish their preference for an artwork based on evaluation which is based on some given criteria. (3, 4, 5) 	<p>R7a-3, 4, 5 R7b-3, 4, 5 R8a-3, 4, 5 R9a-3, 4, 5</p>

<ul style="list-style-type: none"> ○ Ex: realism, usefulness, expressiveness, formal excellence, craftsmanship etc. 	
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CONNECT: <i>Relate artistic ideas and work personal meaning and external context.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Develop a work of art that reflects observations of environmental surroundings, community or cultural traditions. (3, 4) ● Create a work of art that reflects their environment from a new perspective. (5) ● Recognize that responses to art change over time. (3, 4) ● Infer information about time, place, culture through observation of art. (3, 4) ● Identify how art is used to inform or change beliefs, values, or behaviors. (5) 	<p>Co10a-3, 4, 5 Co11a-3, 4, 5</p>

5th Grade Visual Arts Standards: Create

Alaska Arts Standards-Create

Students will be able to imagine and develop artistic ideas and work.

Anchor Standard #1: Generate and conceptualize artistic ideas and work.			
Enduring Understandings: Creative and innovative thinking are essential life skills to be developed.			
Essential Questions:			
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creative, innovative, and inventive thinking? • What encourages people to take creative risks? • How does collaboration expand the creative process? • How does knowing the context histories, and traditions of art forms help us create works of art and design? 			
Grade Level Standards:			
1a-5: Combine ideas to generate an innovative concept. 1b-5: Identify diverse methods of artistic investigation in selecting an approach for beginning a work of art.			
Anchor Standard #2: Organize and develop artistic ideas and work.			
Enduring Understandings: Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes while balancing experimentation, freedom and responsibility in developing and creating artworks.			
Essential Questions:			
<ul style="list-style-type: none"> • How do artists/designers work and reflect on the direction of their work? • How do artists/designers learn from trial and error? • What responsibilities come with the freedom to create? • How do objects, artifacts, places, and design shape lives and communities? 			
Grade Level Standards:			
2a-5: Develop skills in multiple art-making techniques and experiment with approaches (such as using elements and principles of design, applying artistic norms of diverse cultures, etc.) through practice. 2b-5: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. 2c-5: Describe and visually document places and/or objects of personal significance.			
Anchor Standard #3: Refine and complete artistic work.			
Enduring Understandings: Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work.			
Essential Questions:			
<ul style="list-style-type: none"> • What role does perseverance play in revising, refining, and developing work? • Considering art forms and careers, how do artists/designers grow and become accomplished? • How do artists/designers create works of art or design that communicate effectively? 			
Grade Level Standard:			
3b-5: Using art vocabulary, create artist's statement to describe personal choices.			
Crosswalk Standards			
<u>Reading Standards for Literature</u>	<u>Reading Standards for Informational Text</u>	<u>Science</u>	<u>Writing</u>
RL.5.7	RI.5.3, RL.5.7	3-5 ETS.1-1	W.5.1, W.5.2

5th Grade Visual Arts Standards: Present

Alaska Arts Standards-Present

Students will be able to interpret and share artistic work.

Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production.

Enduring Understanding: Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

Essential Questions:

- Why do people value objects, artifacts and fine artworks, and select them for presentation?
- What criteria, methods and processes are used to select work for preservation or presentation?
- How are artworks cared for, and by whom?

Grade Level Standard:

4a-5: Analyze similarities and differences associated with presenting two-dimensional, three-dimensional, and digital artwork (such as hanging on wall, placing on pedestal, lighting, video display monitor, space to walk around a sculpture, etc.).

Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production.

Enduring Understanding: Artists/designers, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.

Essential Questions:

- What does the role of revision play in creating artwork?
- What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade Level Standard:

5a-5: Develop a logical explanation for safe and effective use of materials and techniques for preparing and presenting artwork (such as debating or writing about the care and transportation of personal artwork, care of family heirlooms, unprotected Native American petroglyphs, etc.).

Anchor Standard 6: Perform, present, and/or produce artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions:

- What is the purpose of exhibiting art?
- How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences?

Grade Level Standard:

6a-5: Cite evidence about how an exhibition is a museum or other venue (such as school lobby, bulletin board, local business, etc.) presents ideas and provides information about a specific concept or topic.

Crosswalk Standards

Speaking and Listening

SL.5.1, SL.5.2, SL.5.5

5th Grade Visual Arts Standards: Respond

Alaska Art Standards–Respond

Students will understand and evaluate how the arts convey meaning.

Anchor Standard 7: Recognize and analyze artistic work, including those from diverse cultural tradition.		
Enduring Understanding: Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural world and constructed environments. Art/design and images influence understanding of and responses to the world.		
Essential Questions:		
<ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • How does learning about art impact how we interpret the world? • What can we learn from our responses to art? 		
Grade Level Standards:		
7a-5: Use art-specific vocabulary to compare how art words made in different cultures reflect the times and places in which they were made.		
Anchor Standard 8: Interpret intent and meaning in artistic work		
Enduring Understanding: People gain insights into meaning of artworks and by engaging in the process of art criticism/critical inquiry.		
Essential Questions:		
<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer “read” a work of art as text? • How does learning and using art vocabulary help us understand and interpret works of art? 		
Grade Level Standard:		
8a-5: Distinguish between relevant and non-relevant contextual information (e.g., artist’s life and times) to support interpretation of the mood, message, or meaning of that artwork.		
Anchor Standard 9: Apply criteria to evaluate artistic work		
Enduring Understanding: People evaluate art based on varied criteria.		
Essential Questions:		
<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? How and why might criteria vary? • How can people appreciate and respect a work of art aside from personal preference? • How does collaboratively reflection on artwork help us experience it more completely? 		
Grade Level Standard:		
9a-5: Recognize differences in criteria used to evaluate works of art depending on styles (e.g., Cubist, Anasazi, Aleut, etc.), genres (e.g., portrait, still life, landscape, etc.) and media.		
Crosswalk Standards		
<u>Speaking and Listening</u>	<u>Alaska Cultural Standards</u>	<u>Science</u>
SL.5.4	5-C-1	3-5 ETS.1-2

5th Grade Visual Art Standards: Connect

Alaska State Standards–Connect

Students will relate artistic ideas and work with personal meaning and external contexts.

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.				
Enduring Understanding: Participation in the arts encourages people to connect experiences to construct meaning.				
Essential Questions:				
<ul style="list-style-type: none"> How does participating in and with art enrich people’s lives and raise awareness of community and environment? 				
Grade Level Standard:				
<p>10a-5: Create a work of art that reflects or is inspired by the natural and/or man-made environment from a new perspective.</p> <p>1-5: Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.</p>				
Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
Enduring Understanding: People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.				
Essential Questions:				
<ul style="list-style-type: none"> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art influence, enhance, and preserve aspects of life? 				
Grade Level Standard:				
<p>10a-5: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (e.g., how community murals can reflect concerns of a neighborhood, how an advertising image can be persuasive in terms of a social issue etc.).</p> <p>1-5: Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</p>				
Crosswalk Standards				
<u>Speaking and Listening</u>	<u>Reading for Informational Text</u>	<u>Alaska Cultural Standards</u>	<u>Science</u>	<u>Writing</u>
SL.5.3	RI.5.8	5-C-1	5-ESS.3-1	W.5.2