

COMMUNITY UNIT SCHOOL DISTRICT 200
ESSENTIAL LEARNINGS – VISUAL ARTS:
GRADE 5

The arts contribute to the education of the whole person allowing us to see ourselves as unique individuals who can think and act creatively through a variety of experiences with materials, tools and techniques. Our goal is to develop and enhance the capacity of one’s creative spirit through exploration, production, and interpretation of art experiences while meeting the expressive needs of the student. Using visual communication, students will develop a sensitivity and appreciation for a fuller understanding of life, self and others as part of a global society. Art records and reflects historical and cultural perspectives. The students will make connections between visual arts and other disciplines.

1. Subject Expectation The students will know the language of the arts.
 (State Goal 25)

Essential Learning 1 (Learning Standard A)	Describe and demonstrate the elements, organizational principles and expressive qualities of visual arts
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- Critical Content** **25.A.2d** **ELEMENTS**
- a. Color
 - mix secondary and intermediate colors
 - explore an understanding of color harmonies, *such as* analogous, complementary, and monochromatic

 - b. Line
 - recognize and use line functionally and expressively

 - c. Space
 - identify positive and negative space in a composition
 - demonstrate the use of foreground, middle-ground and background in a realistic composition
 - explore 1 point perspective

 - d. Shape/Form
 - identify organic and geometric shapes in 2-D and 3-D art works

 - e. Texture
 - explore different techniques that show simulated textural qualities

 - f. Value
 - create visual interest through value selection

25.A.2d **PRINCIPLES**

- a. Balance
 - **demonstrate an understanding of formal and informal**
- b. Variety
 - **illustrate the use of variety in a composition**
- c. Emphasis
 - **identify focal point**
 - **use a variety of elements to create emphasis as a center of interest/focal point**
- d. Pattern
 - **demonstrate an understanding of formal and informal pattern**
- e. Repetition
 - **use repetition of line, shape, and/or color to create visual unity in both 2-D and 3-D art work**
- f. Rhythm
 - **use elements of design to create rhythm**
- g. Movement
 - **explore use of repetition and pattern to create movement**
- h. Contrast
 - **use contrast in a composition to create visual interest**

25.A.2d **EXPRESSIVE QUALITIES**

- a. **create individual expression through selected use of elements and principles of design**
- b. **use stylization in works of art**

Essential Learning 2 (Learning Standard B)	Identify the similarities, distinctions and connections in and among the arts
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Critical Content	25.B.1	a. identify similarities in and among the arts such as pattern, sequence, rhythm, mood, balance, and emphasis
	25.B.2	b. understand how elements and principles of design combine within an art form to express ideas

Essential Learning 3	Reflect upon and assess one's work and the work of others
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Critical Content	a. use appropriate vocabulary in discussing works of arts <i>such as</i> value, color harmony, center of interest
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2. Subject expectation (State Goal 26) Through creating, producing, and performing, the student will understand how works of art are produced.

Essential Learning 1 (Learning Standard A)	Explore the processes and uses of traditional tools, and modern technology used in the arts
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| Critical Content | 26.A.2e | a. practice proper care and use of art supplies and equipment |
| | 26.A.2f | b. demonstrate competence in selecting and using a variety of mediums, processes and techniques in creating 2-D and 3-D works of art
- design
- drawing
- painting
- weaving
- printmaking
- constructing
- collage
- relief
- sculpting |

Essential Learning 2 (Learning Standard B)	Explore skills and knowledge necessary to create and perform in the visual arts
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| Critical Content | 26.B.2d | a. modify basic shapes to create realistic and/or stylized images |
| | 26.B.2d | b. demonstrate understanding of realistic proportion |
| | 26.B.2d | c. draw expressively to capture individual characteristics of the face |
| | 26.B.2d | d. demonstrate knowledge of basic techniques of perspective |
| | 26.B.2d | e. experiment with a variety of compositional elements in creating works of art |
| | 26.B.2d | f. explore the development of using symbols and themes in works of art |
| | 26.B.2d | g. learn to think of art as an outcome of a problem-solving process that can involve many decisions by the artist |

Essential Learning 3	Reflect upon and assess one's work and the work of others
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| Critical Content | a. identify the specific tools, processes and techniques used in a particular work of art using appropriate vocabulary |
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3. Subject expectation (State Goal 27) The student will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Explore how the arts function in history, society and everyday life
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| Critical Content | 27.A.2b | a. describe how the arts function in commercial application <i>such as</i> mass media and product design |
| | 27.A.2a | b. understand that careers in visual arts exist and that artists use their knowledge to create works of art and objects in everyday living |
| | 27.A.2a | c. recognize that there are many kinds of art, two and three dimensional, natural and human made, functional and non-functional, realistic, non-objective and abstract |
| | 27.B.2 | d. identify that works of art could represent ideas and images of a historic period or place |

Essential Learning 2 (Learning Standard B)	Explore how the arts shape and reflect history, society and everyday life
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| Critical Content | 27.B.2 | a. identify and describe the relationship between the arts and various people, places and times |
| | 27.B.2 | b. recognize major art movements and styles found in representative works in art history |
| | 27.B.2 | c. produce a work of art that reflects a period of art |

Essential Learning 3	Reflect upon and assess one's work and the work of others
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| Critical Content | a. respect and cultivate individual expression in art works |
| | b. identify similarities and differences in art reproductions and original works of art |
| | c. describe how a work of art creates a mood |