

## Fifth Grade Art State Standards

- A. A student should be able to create art:
- B. A student should be familiar with Alaska Native artworks and other art in the nation and in the world.
- C. A student should be able to critique art
- D. A student should be able to recognize meaning through art
- A1. Use new/traditional **materials** (might include, but are not limited to: paint, wood, clay, paper, chalk, crayons, felt pens, pencils... wire, fabric, etc.), **tools**, (might include, but are not limited to: brushes, scissors, computers, etc...), **techniques and processes** (might include, but are not limited to: sculpture, clay construction, carving, finger-painting, print making, collage).
- A2. Demonstrate creativity towards innovative thinking and problem solving (select own tools and materials to express themselves)
- A3. Collaborate with others to create works of art
- B1. Recognize role of tradition/rituals in art as well as the role of art in traditions and rituals.
- B2. Explore similarities/differences through the art of different cultures.
- B3. Learn to respect cultural perspectives
- C1. Introduced students to criteria for evaluating art; elements, principles craftsmanship, function, organization, originality, technique, or theme as appropriate to grade level
- C2. Examine works of art and offer constructive opinions

- D1. Listen to the constructive opinions about art from others
- D2. Make artistic choices in everyday living
- D3. Express own interpretation of art work (subject, content, composition)

### Key Elements

#### Color

name: **value** (how light or dark the color is), **tint** (*making a lighter value by adding white*), **shade** (*adding a darker value by adding black*), **monochromatic** (*a color scheme using a single hue and its tints and shades*)

explore: use of black and white as modifiers of other colors

use: monochromatic color scheme in art projects

#### Line

name: **hatching** (*use of closely drawn parallel lines for creating value*), **cross-hatching** (*overlapping a layer of hatching with another layer that moves in a different direction to increase the darkness of the area*)

utilize: **action lines** (*lines that indicate the motion of an object*), and hatching techniques

#### Shape

explore: drawing people using appropriate shapes and proportions

#### Form

explore: **additive sculpture** techniques (*creating a sculpture by adding or combining objects together*) using a variety of materials (found objects, wood, wire, etc.)

#### Texture

name: **simulated texture** (*a texture that imitates a real or known texture in nature*)

explore: the creation of simulated texture with a variety of tools and media

#### Space

name: **focus** (*closer objects have more detail while distant objects seem more blurred and have less detail*)

explore: concept that closer objects appear to have more details, while things further away have less detail

Principle

**Harmony**- blending the elements in a way that is pleasing. Tying the work together by using similar colors, shapes, line types (etc.) to make the work appear cohesive.