

# VISUAL ARTS

## Grade 5

*NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).*

### **NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.**

**Benchmark 1:** Students select media, techniques, and processes: analyze what makes them effective or not effective in communicating ideas: and reflect upon the effectiveness of their choices.

**Learning Targets (Type):**

- 1) I can draw shapes and lines to make other objects. *(S,P)*
- 2) I understand how the size of one shape relates to another (basic proportion). *(S,P)*
- 3) I can draw a portrait that shows my understanding of facial proportion. *(S,P)*
- 4) I can recognize primary colors and mix secondary colors. *(S,P)*
- 5) I can paint purposeful shapes as well as thin and thick lines with a paintbrush. *(S,P)*
- 6) I can make a painting with a clear foreground, middle-ground, and background. *(S,P)*
- 7) I can cut out complicated shapes with scissors and layer shapes to create a collage. *(S,P)*
- 8) I know the correct amount of glue to use to secure paper together. *(S,P)*
- 9) I can carve a foam plate or create a relief plate to make a print. *(S,P)*
- 10) I can make a print by rolling ink on a plate and pressing it onto paper. *(S,P)*
- 11) I can make a clay form using the pinch-pot or slab technique. *(S,P)*
- 12) I can roll a coil out of clay. *(S,P)*
- 13) I know how to slip and score to join two pieces of clay together. *(S,P)*
- 14) I can define the three dimensions: length, width, and depth. *(S,P)*
- 15) I know that sculpture can be made with clay, paper, wood, metal, or papier mâché. *(S,P)*
- 16) I can follow teacher’s instructions for the right way to use art materials. *(S,P)*
- 17) I can analyze ideas to determine the best solution in a creative process. *(S,P)*
- 18) I can generate ideas with other students. *(S,P)*
- 19) I can formulate art products with my peers. *(S,P)*
- 20) I can perform art activities while keeping myself and classmates safe. *(S,P)*

**Benchmark 2:** Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

**Learning Targets (Type):**

- 1) I can tell the difference between various art media. *(R)*
- 2) I can choose the best materials to express my thoughts and ideas. *(R)*

### **NATIONAL STANDARD 2: Students use knowledge of structures and functions.**

**Benchmark 1:** Students generalize about the effects of visual structures and functions and reflect upon these effects in their work.

**Learning Targets (Type):**

- 1) I can identify and create any geometric shape. *(K)*
- 2) I can name the primary and secondary colors. *(K)*
- 3) I can describe and make texture in my artwork. *(K)*
- 4) I can recognize and create foreground, middle ground, and background in art. *(K)*
- 5) I can think about what artwork means based on what I see. *(K)*

**Benchmark 2:** Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

**Learning Targets (Type):**

- 1) I can identify and create patterns in a piece of artwork. *(K)*
- 2) I can describe where my eye goes first in a piece of art. *(K)*
- 3) I can explain contrast in a piece of art. *(K)*

**Benchmark 3:** Students select and use the qualities of structures and functions of art to improve communication of their ideas.

**Learning Targets (Type):**

- 1) I can use images and symbols to show my ideas. *(R)*

### **NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.**

**Benchmark 1:** Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.

**Learning Targets (Type):**

- 1) I can choose my subject by viewing examples of artwork and watching teacher demonstrations. *(R)*
- 2) I can identify the subject in a piece of artwork. *(R)*
- 3) I can begin to determine meaning in a piece of art. *(R)*

**Benchmark 2:** Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

**Learning Targets (Type):**

- 1) I can identify the subject in a piece of artwork. *(K,R)*
- 2) I can come up with more than one way to make an art project. *(K,R)*
- 3) I can decide which idea is the best and why. *(K,R)*
- 4) I can solve art-making problems through trial and error. *(K,R)*

### **NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.**

**Benchmark 1:** Students know and compare the characteristics of artworks in various eras and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I am respectful of other people and their culture. *(K)*

**Benchmark 2:** Students describe and place a variety of art objects in historical and cultural contexts, including Montana American Indian historical and cultural contexts.

**Learning Targets (Type):**

- 1) I can recognize notable artists and their styles. *(K)*

**Benchmark 3:** Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art, including Montana American Indian art.

**Learning Targets (Type):**

- 1) I can think about where a piece of art came from. *(R)*
- 2) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(R)*

**NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.**

**Benchmark 1:** Students compare multiple purposes for creating works of art.

**Learning Targets (Type):**

- 1) I can think about why an artist would have made their artwork the way they did. *(S)*
- 2) I know that artists make artwork for many different reasons. *(S)*
- 3) I can engage in a discussion and critique of various artworks. *(S)*

**Benchmark 2:** Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

**Learning Targets (Type):**

- 1) I can look for clues about an artist's background by what their artwork looks like. *(S)*
- 2) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(S)*

**Benchmark 3:** Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

**Learning Targets (Type):**

- 1) I can recognize strengths in my own artwork and in the artwork of others. *(R)*
- 2) I can express my opinion of an art piece and defend it with examples. *(R)*

**NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.**

**Benchmark 1:** Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

**Learning Targets (Type):**

- 1) I know that artists can make a career in any medium of art. *(K)*
- 2) I understand that artists can make art work in a variety of ways including music, theatre, and through dance. *(K)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

**Learning Targets (Type):**

- 1) I can use my reading, writing, math, social studies and science skills in my artwork. *(S)*