

**DRAFT 6-14-07**  
**Fine Arts Visual Standards and Benchmarks – 5<sup>th</sup> Grade**  
**Body of Knowledge**

**Goal 25:** Knows the language of the arts.

**Learning Standard A:** *Understand the sensory elements, organizational principles, and expressive qualities of the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Identify organizational principles of space in art work.	<ul style="list-style-type: none"> <li>• Distinguish between figure and ground in composition.</li> <li>• Differentiate between positive and negative space.</li> <li>• Identify one point perspective.</li> </ul>		
Recognize the effects of value on shapes and forms.	<ul style="list-style-type: none"> <li>• Describe value and line and how they transform shapes to 3-D forms.</li> </ul>		
Explain the importance of the light source in creating light and shadow.	<ul style="list-style-type: none"> <li>• Identify value by using tints and shades.</li> <li>• Describe value in a monochromatic color scheme.</li> </ul>		
Identify the use of pattern, rhythm, and movement in a visual composition	<ul style="list-style-type: none"> <li>• Recognize that repeated elements can create rhythm and movement.</li> </ul>		
Recognize scale and proportion in a composition.	<ul style="list-style-type: none"> <li>• Identify simplification, distortion, exaggeration, and emphasis.</li> <li>• Recognize variation in size and proportion to express an idea.</li> </ul>		
Recognize different aspects of balance.	<ul style="list-style-type: none"> <li>• Identify symmetrical, asymmetrical and radial balance.</li> </ul>		
Identify symbols from everyday life in a work of art.	<ul style="list-style-type: none"> <li>• Recognize various symbols in a work of art.</li> </ul>		
Recognize a work of art that conveys emotions.	<ul style="list-style-type: none"> <li>• Compare and contrast the moods depicted in various works of art.</li> </ul>		

**Learning Standard B:** *Understand the similarities, distinctions, and connections in and among the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Explain why specific elements, principles and tools might have been used to create a work of art.	<ul style="list-style-type: none"> <li>• Explain how elements, principles and tools are combined to express an idea in a work of art.</li> </ul>		

**Fifth Grade**

**Goal 26:** Through creating and performing, understands how works of art are produced.

**Learning Standard A:** Understand processes, traditional tools, and modern technologies used in the arts..

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Identifies tools and processes to create 2-D and 3-D works of art.	<ul style="list-style-type: none"> <li>Select media and tools appropriate to the process: pencil/drawing, brush/painting, modeling tools/clay</li> <li>Use appropriate tools when creating a work of art: brushes, scissors and modeling tools.</li> <li>Construct a 3-D sculpture from a sketch.</li> <li>Demonstrate fundamental processes in a variety of visual works of art. (printmaking, weaving, and sculpture)</li> </ul>		
Demonstrate the safe use of materials and tools.	<ul style="list-style-type: none"> <li>Use art materials in a safe and respectful manner.</li> <li>Demonstrate how to care for tools and media.</li> </ul>		
Identify different art making processes.	<ul style="list-style-type: none"> <li>Recognize the differences between painting, drawing, sculpture, weaving, printmaking, and photography.</li> </ul>		

**Learning Standard B:** Apply skills and knowledge necessary to create and perform in one or of more of the arts.

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Create 2-D and 3-D works of art.	<ul style="list-style-type: none"> <li>Create a cartoon.</li> <li>Create a still life demonstrating overlap and placement.</li> <li>Create an architectural structure using geometric shapes or forms.</li> <li>Create the illusion of depth in a 2-D work of art (i.e.: overlapping, size change, placement, color change, lines, and detail)</li> <li>Compare non-representational/non-objective to abstract works of art.</li> </ul>		
Exhibit appropriate craftsmanship.	<ul style="list-style-type: none"> <li>Demonstrate craftsmanship when using tools and materials to create an art work.</li> </ul>		
Demonstrate the use of originality/imagination when creating an art work.	<ul style="list-style-type: none"> <li>Create art work displaying originality and imagination.</li> </ul>		

**Fifth Grade**

**Goal 27:** Understands the role of the arts in civilizations, past, and present.

**Learning Standard A:** Analyze how the arts function in history, society and everyday life.

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
React to performances/artworks in a respectful, constructive, and supportive manner.	<ul style="list-style-type: none"> <li>Understand and demonstrate audience and museum etiquette.</li> </ul>		
Investigate different venues for the arts.	<ul style="list-style-type: none"> <li>Explain how works of art relate to the environment where they are performed. (outdoor sculpture, murals, theatre in the round, dancing in a parade vs. on a stage).</li> </ul>		
Describe the ways technology has effected visual arts.	<ul style="list-style-type: none"> <li>Explain how the arts are used in commercial applications (i.e.: posters, TV commercials, package design, industrial design, web site design).</li> </ul>		
Describe occupations that are related to different art forms.	<ul style="list-style-type: none"> <li>Categorize types of artists with their art and art related products or performances. (i.e.: commercial artist/logo design, artistic director/set design, book illustrator/illustrations).</li> </ul>		
Explain ways the arts play a part in everyday life.	<ul style="list-style-type: none"> <li>Define ways dance, drama, music and visual art play a role in everyday life (education, billboards, architecture, landscape design, political cartoons, fashion design background music, television).</li> </ul>		

**Learning Standard B:** Understand how the arts shape and reflect history, society and everyday life.

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Describe how the arts are a reflection of civilizations, past and present.	<ul style="list-style-type: none"> <li>Compare art works of similar subject matters from different cultures, times, or places.</li> </ul>		
Recognize and identify the function of a work of art.	<ul style="list-style-type: none"> <li>Identify functional works of art.</li> <li>Identify non-representational (non-objective) and abstract works of art.</li> <li>Compare the ways different cultures, times, or places use materials to produce works of art.</li> </ul>		
Select a visual artist who has made a significant contribution.	<ul style="list-style-type: none"> <li>List significant contributions made by an artist in the visual arts.</li> </ul>		