

Georgia Performance Standards

Fine Arts

Grades K-5 Visual Arts Introduction

Art is an integral part of the total elementary school curriculum, recognized by National Standards to be part of the core of quality education. All children in grades K-5 should receive regularly scheduled art instruction taught by certified visual arts specialists.

Art is an important means of self-expression. The Georgia Performance Standards for Visual Art builds opportunities for children to develop innate sensibilities through making and studying art. As students are guided through visual, tactile, and manipulative art experiences, they build important mental constructs. The standards guide development of the students' technical abilities and higher-order thinking skills. This sequenced, developmentally appropriate set of standards for elementary art has been designed to develop aesthetic understanding, creative thinking, perceptual awareness, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

The Visual Arts Skills Matrix provided with these standards lists skills, techniques, and materials that should be integrated into content as appropriate (rather than taught separately).

A well-constructed elementary art program will ensure that the students will understand the following:

- Imagination is important.
- There may be more than one answer to a question and more than one solution to a problem.
- Answers to a question need not be identical.
- Intrinsic satisfaction matters.
- Flexibility of thought is critical throughout the course of one's work.
- Personal success stems from the care invested in one's own work and the ability to work cooperatively with others in a dynamic studio setting.

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GRADE 5

VISUAL ARTS

This stage, marked by caution and self-criticism, is the most critical stage of artistic development. Students show interest in detail, perspective, subtle use of color, and art techniques. Their interest in art moves from solely one of personal expression to consciously improving the quality of visual forms. A student's artwork is inspired by visual stimuli, subjective experiences, and interpretations drawn from imagination or from observation. At this level, students are interested in learning how things work and desire more in-depth information about the concepts, skills, and strategies practiced in earlier grades.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and conversation.

VA5MC.1 Engages in the creative process to generate and visualize ideas.

- a. Creates a series of thumbnail sketches to alter visual images (e.g., magnifying, reducing, repeating or combining them in a variety of ways) to change how they are perceived and interpreted.
- b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet).
- c. Develops fluency, flexibility, and elaboration of ideas in the development of a work of art.

VA5MC.2 Formulates personal responses to visual imagery.

- a. Uses a sketchbook for planning and self-reflection.
- b. Responds to big ideas, universal themes, and symbolic images to produce images with richer, more personal meaning.
- c. Applies images from a variety of sources (e.g., personal experience, social and/or academic interests, books, visual resources, popular culture) and transforms them in free and open-ended ways.
- d. Explores and invents artistic conventions (styles, techniques) to connect and express visual ideas.

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VA5MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

- a. Generates different viewpoints for making and interpreting a visual image.
- b. Develops visual images by combining or modifying open-ended themes/topics in unique and innovative ways.
- c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how the placement may affect meaning and/or significance.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA5CU.1 Investigates and discovers personal relationship to community, culture, and the world through creating and studying art.

- a. Recognizes the unique contributions of contemporary and historical artists and art forms.
- b. Explores and articulates ideas, themes, and events from diverse cultures of the past and present.

VA5CU.2 Views and discusses selected artworks.

- a. Identifies elements, principle, themes, and/ or time period in a work of art.
- b. Investigates how art history shapes contemporary life.
- c. Discusses how social events inspire art from a given time period.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her own ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student selects media, techniques, and processes, analyzes what makes them effective or not effective in communicating ideas, and reflects upon the effectiveness of the choices. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of experiences and ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital. The student should be engaged in well-rounded studio art experiences.

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VA5PR.1 Creates artworks based on personal experience and selected themes.

- a. Interprets visually the big ideas (community, identity, nature, justice, conflict) and broad themes (mother and child, love, war, loss, family) in open-ended ways that resonate with personal meaning.
- b. Makes design decisions as the result of conscious, thoughtful planning and choices.
- c. Communicates values, opinions, or personal insights through an original work of art.
- d. Generates artworks to express individual ideas, thoughts, and feelings from memory and/or imagination.
- e. Creates representational art works from direct observation (e.g., landscape, still life, portrait.)
- f. Produces artworks emphasizing one or more elements of art (e.g. color, line shape form, texture).
- g. Combines materials in new and inventive ways to make a finished work of art.

VA5PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels, and charcoal).
- b. Draws images from careful observation.
- c. Produces drawings that emphasize proportion and/or distortion.
- d. Creates drawings using a variety of techniques (e.g., linear perspective, contour line, gesture line).
- e. Creates paintings with a variety of media (e.g., acrylic, tempera, watercolor).
- f. Uses color schemes in a work of art (analogous, monochromatic, complementary, neutral, tertiary).
- g. Creates an edition of prints.
- h. Creates art works using available technology (e.g., computers, cameras, digital/video recorder).

VA5PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.
- b. Creates ceramic objects demonstrating refinement of the additive or subtractive method. (e.g., pinch method, coil method, relief) and techniques (e.g., score and slip, wedging, slab method, surface texture).
- c. Creates sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).
- d. Creates compositions using traditional and/or contemporary craft methods (e.g., weaving, stitchery, batik, jewelry, book arts).

VA5PR.4 Plans and participates in appropriate exhibition(s) of artworks.

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- a. Prepares artwork for exhibition by writing a title, statement and signature on his or her finished work of art.
- b. Chooses artwork to be displayed.
- c. Attends art exhibits in the school and/or local community.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of own artwork and artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student compares multiple purposes for creating works of art. The student demonstrates the ability to reflect upon and interpret the construction of meaning in own artwork and the artwork of others. Interacting with peers, the student expresses and validates a personal viewpoint and offers constructive criticism.

VA5AR.1 Develops and maintains an individual portfolio of artworks.

- a. Distinguishes between complete and incomplete artworks.
- b. Develops strengths, interests, and areas for improvement as a creator, interpreter, and viewer of art.

VA5AR.2 Uses a variety of approaches to understand and critique works of art.

- a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).
- b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.
- c. Distinguishes between representational, abstract art and non-objective forms.
- d. Analyzes and assesses an artist's intent by looking past the superficial and readily apparent meaning in an artwork and scrutinizing not only what is present but what is missing.
- e. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.
- f. Writes about art for an audience and captures the feelings represented in words.

VA5AR.3 Explains how selected principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.

- a. Uses art terms with emphasis on the elements of art: line, shape, form, color, space, value, texture.
- b. Uses art terms with emphasis on the principles of design: balance, proportion, rhythm, emphasis, unity, contrast.
- c. Describes how line can be used to show shape, movement, and space.

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- d. Explains how the relationship of size between objects affects the scale and proportion in a work of art.
- e. Recognizes aerial and linear perspective techniques in a work of art.
- f. Describes how repeated colors, lines, shapes, forms, or textures can show movement in an artwork.
- g. Discusses the effect of color properties (hue, intensity, and value) and color schemes (analogous, monochromatic, complementary) on the composition.
- h. Identifies the use of light to show texture, shape and form.
- i. Describes how changes in light affect the perception of color.
- j. Explains how warm and cool colors create space in a work of art. (e.g., warm forward/cool recedes).
- k. Identifies emphasis in a composition by the amount of contrasts in hues (colors), intensity (brightness), and value (dark-light).
- l. Differentiates relief sculpture and sculpture in the round.
- m. Examines how artists use linear perspective (one- and two-point), atmospheric perspective, overlapping, size variation, and placement in the picture plane to achieve depth in artworks.
- n. Analyzes proportion in artworks as the relationship of one part to another or to the whole.
- o. Explains that negative space is the area that surrounds an object.
- p. Describes how textures, real or implied, affect an artwork.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6). The student compares the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context. The student describes ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

VA5C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.

- a. Makes interdisciplinary connections applying art skills, knowledge, and ideas to improve understanding in other disciplines.
- b. Researches, describes, and discusses various art-related careers (e.g., art historian, art critic, curator, web designer, game designer, fine artist).
- c. Describes and discusses design in daily life (e.g., clothing, houses, cars, furniture).
- d. Identifies how and why skills (e.g., observation, perception, imagination) impact art and enhance non-art endeavors.

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VA5C.2 Develops life skills through the study and production of art.

- a. Manages goals and time.
- b. Adapts to change.
- c. Works in teams.
- d. Guides and leads others.
- e. Directs own learning.
- f. Demonstrates persistence.