

5TH GRADE VISUAL ARTS CHECKLIST

Fine Arts Goals 25 – 27 Illinois Learning Standards A – B Performance Descriptors

PRINCIPLES OF VISUAL ART

- _____ Distinguish between figure and ground in a still life composition.
- _____ Differentiate between positive and negative spaces in a sculpture.
- _____ Describe value and line and how they transform shapes to 3-D forms.
- _____ Distinguish the light and dark values of a color using a monochromatic scale.
- _____ Recognize a repeated element that creates a random rhythm (e.g., crazy quilt).
- _____ Recognize variation in size and proportion to express an idea (e.g., Giacometti's, Botero's, and Tatlin's sculptures).
- _____ Identify universal symbols from every day life.
- _____ Describe the moods depicted in a variety of art works with the same subjects (e.g., landscapes, still life).

CONNECTIONS TO THE ARTS

- _____ Explain how elements, principles, and tools are combined to express an idea in a work of art.
- _____ Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist.

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Select and use appropriate tools and materials to create in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam).
- _____ Explain the processes used with specific tools (e.g., clay sculpture: coil, slab; chalk: smudge, rubbing).
- _____ Recognize the different characteristics of similar materials (e.g., watercolor/tempera; plasticene clay/fire clay; crayon/chalk).
- _____ Describe and/or demonstrate how the same idea is executed in 2-D and 3-D media.
- _____ Describe or demonstrate tools and processes of printmaking (e.g., block, mono, stamp, vegetable printing).

_____ Describe or demonstrate the process of weaving (e.g., paper weaving, cardboard, loom).

_____ Describe or demonstrate the process of photography (e.g., camera, darkroom, paper prints).

_____ Describe or demonstrate various processes that can be used to create sculpture (e.g., clay, paper mache, found objects).

CREATION ANDN PERFORMANCE

_____ Create a cartoon strip with a sequence of actions.

_____ Draw a still life composed of objects based on mechanical forms (e.g., balls, boxes, blocks, cups) demonstrating overlap and placement.

_____ Sketch and build a sculpture from a 2-D drawing.

_____ Design an architectural structure from imagination.

_____ Draw a building from observation using geometric shapes and forms.

_____ Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement, color change, detail).

_____ Construct a plan for a work of art using research.

HISTORY, SOCIETY OF THE ARTS

_____ Evaluate audience behaviors of self and others.

_____ Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works (e.g., outdoor sculpture, murals, theatre in the round, dancing in a parade vs. on a stage).

_____ Describe how the site (e.g., outdoor art fair vs. museum, half-time show at a sporting event vs. symphony hall) influences who the audience is and the way the audience responds.

_____ Explain ways dance, drama, music, and visual art play a part in everyday life (e.g. education, architecture, landscape design, political cartoons, fashion design, background music, television).

_____ Analyze how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).

_____ Categorize types of artists with their art and art related products or performances (e.g., commercial artist, artistic directors).

- _____ Describe how the same idea is expressed in works of art (e.g., portraits, wedding dances, national anthems) from different cultures, times, or places.
- _____ Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles).
- _____ List artists who have made significant contributions and describe their ideas.