

**North Kitsap School District**  
**Essential Academic Learning Requirements**  
**ELEMENTARY VISUAL ART**

**GRADE 5**

**Essential Learning 1: The student understands and applies arts knowledge and skills.**

To meet this standard the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.1.1 Understands arts concepts and vocabulary: <u>Elements</u> <i>line</i> <i>shape / form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>	✓ <b>Benchmark 1: Identifies and uses visual art, dance, theatre and music vocabulary and concepts</b> <ul style="list-style-type: none"> <li>• Understands and demonstrates the use of line through direction, type, and quality.</li> <li>• Understands and demonstrates the relationship of 2D shapes to 3D forms.</li> <li>• Uses a color wheel to demonstrate color relationships.</li> <li>• Recognizes and demonstrates actual and simulated texture.</li> <li>• Recognizes and uses spatial devices and concepts to create depth.</li> <li>• Recognizes and demonstrates a range of values</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use line (diagonal, parallel, separated, implied line, constant line, partitioning space).</li> <li>• Create two-dimensional shape and three-dimensional form (dominance, subordinance, shading).</li> <li>• Demonstrate color, utilizing tertiary, analogous, complementary, transparent, translucent, and opaque.</li> <li>• Explore decorative qualities of actual and simulated textures.</li> <li>• Incorporate the edges of composition to add visual interest through the use of depth, scale, 1 pt. perspective, 2 pt. perspective.</li> <li>• Demonstrate the understanding of value through cast shadow and reflection.</li> </ul>	Demonstrates and understands use of line through direction, type and quality.  Demonstrates and understands the relationship of 2D shapes and 3D forms.  Use of tertiary, analogous, complementary, transparent, translucent and opaque color.  Demonstrates decorative qualities of actual and simulated texture.  Use of depth, scale, 1 pt. perspective and 2 pt. perspective.  Demonstrates the understanding of value through cast shadow.	✓ Discuss <i>The Surprise Answer</i> , by Rene Magritte. Do art activity called “Surprise Art.”. ✓ Discuss <i>The Artist’s Mother</i> , by Whistler, <i>Waiting for the Stage</i> , by Richard Woodville. Do art activities called “Color Value Art” and “History Art.” ✓ Discuss art print <i>Interior, Flowers and Parrot</i> , by Matisse. Do art activity called “Leaf Line Art.” ✓ Discuss <i>Girl With a Watering Can</i> , by Renoir. Do art activity called “Pointilism Art.” ✓ Discuss <i>An Afternoon at La Grande Jatte</i> , by Seurat. Do art activity called “Rainbow Mosaic.”

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1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/ dominance</i> <i>proportion</i> <i>movement / rhythm</i> <i>repetition / pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	✓ <b>Benchmark 1: Identifies and uses visual art, dance, theatre and music vocabulary and concepts</b> <ul style="list-style-type: none"> <li>Identifies and applies principles of balance, repetition, emphasis, and movement in an artwork.</li> </ul>	Identifies and creates: <ul style="list-style-type: none"> <li>Symmetry, asymmetry and radial symmetry in balance.</li> <li>Repetition in evenly repeated patterns.</li> <li>Emphasis in value, hue, intensity and shape.</li> <li>Repetition of line and color to create movement.</li> </ul>	Applies principles of balance, repetition, emphasis and movement in artwork.	✓ Discuss <i>Trains du Soir</i> , by Delvaux. ✓ Do art activity called “Line Trains.”
1.2 Develops arts skills and techniques.	✓ <b>Benchmark 1: Identifies and uses basic arts skills and techniques</b> <ul style="list-style-type: none"> <li>Uses a variety of techniques in observational drawing.</li> <li>Uses different 2D and 3D art mediums to create textural effects.</li> <li>Combines media for visual and expressive purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Uses contour, space (positive/negative) value (light/dark) proportion, cohesive composition in an observational drawing.</li> <li>Uses different mediums to create texture (for example: paper, paint, sand, glue, toothpicks, etc.).</li> <li>Uses a combination of mediums for visual and expressive purposes.</li> </ul>	Use of contour, space, value and proportion in observational art.  Use of different mediums to create texture and for visual or expressive purposes.	✓ Visit Buck Lake, have students bring pencils and paper to draw something they see. ✓ Have students make something from sand, glue, toothpicks, cardboard, etc.

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1.3 Understands and applies arts styles from various artists, cultures, and times.	✓ <b>Benchmark 1:</b> <ul style="list-style-type: none"> <li>• Identifies specific attributes of art works of various artists, cultures and times using arts vocabulary.</li> </ul>	Realism (1830 – 1870) <ul style="list-style-type: none"> <li>• Vocabulary:               <ul style="list-style-type: none"> <li>- composition</li> <li>- balance</li> <li>- focal point</li> <li>- color scheme</li> <li>- intensity</li> </ul> </li> </ul>	Understands Realism (1830-1870).	✓ American History. ✓ Explorers to Civil War. ✓ Western Art. ✓ Remington. ✓ Russell. ✓ George Bingham. ✓ Currier & Ives prints. ✓ Winslow Homer. ✓ Hudson River School. (1850-1890)(Bierstadt)
1.4 Applies audience skills in a variety of arts settings and performances.	✓ <b>Benchmark 1</b> <ul style="list-style-type: none"> <li>• Demonstrates audience conventions in a variety of arts settings and performances.</li> </ul>	Audience conventions: <ul style="list-style-type: none"> <li>• Expresses a personal response to a variety of art performances.</li> <li>• Speak in a quiet voice.</li> <li>• Respect boundaries around artwork.</li> <li>• Respect rules established by the facility.</li> <li>• Listen attentively.</li> </ul>	Follows audience conventions.	✓ Visit history or art museum as a class.

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**Essential Learning 2: The student demonstrates thinking skills using artistic processes.**

To meet this standard, the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> <li>• Conceptualizes the context or purpose</li> <li>• Gathers information from diverse sources</li> <li>• Develops ideas and techniques</li> <li>• Organizes arts elements, forms, and/or principles into a creative work</li> <li>• Reflects for the purpose of elaboration and self-evaluation</li> <li>• Refines work based on feedback</li> <li>• Presents work to others</li> </ul>	✓ <b>Benchmark 1: Develops work using a creative process with instructor direction</b> <ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process.</li> </ul>	Using an art medium to: <ul style="list-style-type: none"> <li>• Research the idea.</li> <li>• Develop a plan.</li> </ul>	Applies a creative process when doing research or developing a plan of action.	✓ Put on a class play. ✓ Have students pick an item and then produce a visual advertisement for the item.

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2.2 Applies a performance process in the arts: <ul style="list-style-type: none"> <li>• Identifies audience and purpose</li> <li>• Selects artistic work (repertoire) to perform</li> <li>• Analyzes the structure and background of work</li> <li>• Interprets by developing a personal approach to the work</li> <li>• Rehearses, adjusts, and refines through evaluation and problem solving</li> <li>• Presents work for others</li> <li>• Reflects and evaluates</li> </ul>	✓ <b>Benchmark 1: Develops work using a performance process with instructor direction</b> <ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process.</li> </ul>	Using an art medium: <ul style="list-style-type: none"> <li>• Reflect, edit and communicate ideas to various audiences.</li> </ul>	Reflects edits and communicates ideas to various audiences.	✓ Present science project to class.

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2.3 Applies a responding process to an arts presentation: <ul style="list-style-type: none"> <li>• Engages actively and purposefully</li> <li>• Describes what is seen and/or heard</li> <li>• Analyzes how the elements are arranged and organized</li> <li>• Interprets based on descriptive properties</li> <li>• Evaluates using supportive evidence and criteria</li> </ul>	✓ <b>Benchmark 1:</b> <b>Applies a responding process to an arts presentation with instructor direction</b> <ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills, and techniques through a responding process.</li> </ul>	Using an art medium: <ul style="list-style-type: none"> <li>• Respond, reflect and present information.</li> </ul>	Responds, reflects and presents information to an arts presentation.	✓ Have students judge each other's science projects and explain their decisions.
<b>Essential Learning 3: The student communicates through the arts.</b>				
To meet this standard the student will:				
3.1 Uses the arts to express and present ideas and feeling.	✓ <b>Benchmark 1:</b> <ul style="list-style-type: none"> <li>• Expresses ideas and feelings through the arts.</li> </ul>	<u>Mood</u> <ul style="list-style-type: none"> <li>• Use color, line, and shape to create mood.</li> <li>• Review primary, secondary and tertiary colors.</li> <li>• Uses multi media to express an idea.</li> </ul>	Expresses mood using color, line and shape.  Three different palettes that show three different moods.  Use of multi media to express an idea.	✓ Discuss <i>Still Music</i> , by Shahn Ben. Do art activity called "Still Music Art." ✓ Discuss print <i>Parade</i> , by Lawrence Jacob and do art activity called "Movement Art." ✓ Have colored paper in center of room, have student volunteers pick up these colors and make a "live" color wheel.

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3.2 Uses the arts to communicate for a specific purpose.	✓ <b>Benchmark 1:</b> <ul style="list-style-type: none"> <li>Creates and/or performs an artwork to communicate for a given purpose with instructor direction.</li> </ul>	<ul style="list-style-type: none"> <li>Consciously controls elements and principals to create a composition with instructor direction.</li> </ul>	Creates artwork to communicate for a given purpose.	✓ Poster for a special event or day in history. ✓ Discuss <i>Across the Continent</i> , by Currier and Ives and do art activity called "Lithograph Art."
3.3 Develops personal aesthetic criteria to communicate artistic choices.	✓ <b>Benchmark 1:</b> <ul style="list-style-type: none"> <li>Explains how personal aesthetic criteria are reflected in artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate own work defending choices made in elements and principles.</li> </ul>	Evaluates own work.	✓ Have student explain choices made using color, subject, perspective and other art elements.
<b>Essential Learning 4: The student makes connections within and across the arts, to other disciplines, life, cultures, and work.</b>				
To meet this standard the student will:				
4.1 Demonstrates and analyzes the connections among the arts disciplines.	✓ <b>Benchmark 1:</b> <ul style="list-style-type: none"> <li>Describes skills, concepts, and vocabulary common among arts disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>Find and describe art elements in examples from different media.</li> <li>Apply the art elements in a variety of mediums.</li> </ul>	Finds and describes art elements from different media.  Use of art elements in a variety of mediums.	✓ Discuss <i>Across the Continent</i> , by Currier and Ives. Have students bring in examples from magazines, books or videos. ✓ Use drawing pencils, pastels, chalk, paints and markers.

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4.2 Demonstrates and analyzes the connections between the arts and other content areas.	✓ <b>Benchmark 1:</b> <ul style="list-style-type: none"> <li>• Identifies skills, concepts, and vocabulary common to the arts and other content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate a body of artwork from a specific time period with relation to history.</li> </ul>	Discerns artwork from a specific time period with relation to history.	✓ Discuss <i>Fur Traders Descending the Missouri</i> , by Bingham; <i>Across the Continent</i> , by Currier and Ives. Do art activity called “Magazine Art.” ✓ Compare/contrast cultures within our community (T charts, Venn diagrams). ✓ Visit local artists and galleries.
4.3 Understands how the arts impact lifelong choices.	✓ <b>Benchmark 1:</b> <ul style="list-style-type: none"> <li>• Analyzes how the arts impact personal and community choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the influence of art and design throughout the human environment.               <ul style="list-style-type: none"> <li>- consumerism</li> <li>- fashion</li> <li>- architecture</li> <li>- graphic arts</li> <li>- community planning</li> <li>- landscaping (gardening)</li> </ul> </li> </ul>	Analyzes influence of art and design throughout the human environment.	✓ Compare/contrast cultures within our community (T charts, Venn diagrams). ✓ Visiting with local artists and galleries. ✓ Discuss <i>Persistence of Memory</i> , by Salvador Dali; <i>Woman with Mango</i> , by Gauguin; <i>A Blackfoot Travois</i> , by Curtis. Do art activities called “Surrealism Art” and “Nature Drawings.”



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4.4 Understands that the arts shape and reflect culture and history.	✓ <b>Benchmark 1:</b> <ul style="list-style-type: none"> <li>• Identifies specific attributes of artworks that reflect culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects understanding elements of art/design in a piece of art.</li> <li>• Recognize sources of inspiration and content in artwork.</li> </ul>	Recognizes sources of inspiration and content in artwork.	✓ Colonial America – Federalist style to present day. ✓ Changes in Native American art after European influence. ✓ Discuss art print called <i>A Blackfoot Travois</i> , by Curtis, and do art project called “Northwest Art.”
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.	✓ <b>Benchmark 1:</b> <ul style="list-style-type: none"> <li>• Describes career roles in the arts</li> <li>• Demonstrates arts skills used in the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the visual thinking process required in careers in art, and art skills required in careers.</li> </ul>	Recognizes the visual thinking process required in careers in art and art skills required in careers.	✓ Discuss <i>Brooklyn Bridge</i> , by Stella, and do art activity called “Stained Glass Art.” ✓ Visit businesses. ✓ Bring in guest speakers, artist in residence. ✓ Research art careers. ✓ Interview a chef, mechanic, gardener, engineer, patent lawyers, inventor.