

**5th Grade**

<b>Creating</b> <b>Anchor Standard #1- Generate and conceptualize artistic ideas and work</b> <b>Anchor Standard #2- Organize and Develop artistic ideas and work</b> <b>Anchor Standard #3- Refine and complete artistic work</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.CR.1.5a	Combine ideas to generate an innovative idea for art-making.	Teacher will group students and provide examples of artists who created art with innovative ideas for their time era. Students will work collaboratively on a work of art that depicts unique ideas to their life and group.
VA.CR.1.5	Identify and demonstrate diverse methods of artistic investigation (such as researching subject matter, techniques, the work of other artists, etc.) to choose an approach for beginning a work of art.	Students will learn multiple ways an artists may begin an investigation for personal work (ex- researching what another artist has done, researching a specific object (how to draw a soccer ball), or a specific medium (such as how to shade with graphite). Students will first choose subject matter, and then brainstorm with the help of the teacher on how to begin research in order to be successful with their final piece.
VA.CR.2.5a	Develop skills in multiple artmaking techniques and experiment with approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.) through practice.	Students will create art using mixed media and explore the ways that different materials create different effects. Students will learn perspective, value (gradation), balance (formal/informal), texture (surface embellishment), form (convex, concave, positive, negative), etc. Students will study art from diverse cultures including European (fresco, mosaic, carvings, sculpture, etc.). Students will use this knowledge to create personal work of interest to the individual.
VA.CR.2.5b	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	Students will locate, use, and put away materials correctly. Demonstrate respect for work spaces and cleaning of a variety of different materials.
VA.CR.2.5c	Describe and visually document places and/or objects of personal significance.	Students will use personal choice to identify and visually describe an object or place of personal significance. Synthesize prior knowledge and experience to create works of art. Communicate information and ideas through illustration.
VA.CR.3.5	Create an artist statement using art vocabulary to describe personal choices in art-making	Students will learn the skills and appropriate art vocabulary for analyzing, responding, interpreting, and evaluating works of art. Students will create a personal artist statement for a specific work of art.
<b>Performing/ Presenting/ Producing</b> <b>Anchor Standard #4- Analyze, interpret , and select artistic work for presentation.</b> <b>Anchor Standard #5- Develop and refine artistic work for presentation.</b> <b>Anchor Standard #6- Convey meaning through the presentation of artistic work.</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.PR.4.5a	Define the roles and responsibilities of museum professionals (such as museum educator, curator, security guard, conservator, docent, exhibition designer, etc.); explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and artwork.	Students can define the roles and responsibilities of different museum professionals and explain the skills and knowledge needed in maintaining and presenting art. Students will also be able to discuss how certain jobs may intersect or colberate to preserve and protect an artwork.
VA.PR.5.5a	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (such as debating or writing about the care and transportation of personal artwork, care of family heirlooms, unprotected Native American petroglyphs, etc.).	Students can develop a logical argument for safe and effective use of materials and techniques for preparing and presenting art. Students will also be able to differentiate between differents categories and mediums of art and how this will affect their preservation procedures.
VA.PR.6.5a	Cite evidence about how an exhibition in a museum or other venue (such as school lobby, bulletin board, local business, etc.) presents ideas and provides information about a specific concept or topic.	Students can cite evidence about how an exhibition presents ideas and provides information about a specific concept or topic that is showcased in a venue. Students will be able to select a range of artworks and write a gallerist statement based on the theme of artwork they have chosen.
<b>Responding</b> <b>Anchor Standard #7- Perceive and analyze artistic work.</b> <b>Anchor Standard #8- Interpret intent and meaning in artistic work.</b> <b>Anchor Standard #9- Apply criteria to evaluate artistic work.</b>		

Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.RE.7.5a	Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.	Students will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.
VA.RE.7.5b	Identify and analyze cultural associations suggested by visual imagery (such as the skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations, broken chain as symbol of freedom, etc.).	Students will describe similarities and differences among art and artists from a variety of cultures. Examine the influence of historic events on works of art.
VA.RE.8.5	Distinguish between relevant and non-relevant contextual information (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that artwork.	Students will demonstrate inquiry skills and knowledge of art interpretation to distinguish between relevant and non-relevant information in order to read into the meaning of a work of art.
VA.RE.9.5	Recognize differences in criteria used to evaluate works of art depending on styles (such as Cubist, Anasazi, Harlem Renaissance, etc.), genres (such as portrait, still life, landscape, etc.), and media.	Students will examine and discuss why/how works of art have been interpreted in different ways throughout history.

**Connecting**  
**Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.**  
**Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.CN.10.5a	Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way.	Students can create a work of art that reflects or is inspired by their environment in a new way. Student will be able to make connections with their surroundings and illustrate that in their art.
VA.CN.11.5a	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (such as how religious art can illustrate a group's' beliefs, how community murals can reflect concerns of the neighborhood, how an advertising image can be persuasive, etc.).	Students can identify and discuss how art is used to inform or change beliefs, values, or behaviors of an individual or society. Students can also compare and contrast how different categories of art use the same and dissimilar strategies to convey their messaging. Students can look at different forms of statement and activist art for strong messages. (Safe for school examples: No Smoking, anti littering, self love, etc...)