

MS 5th Grade Art

Creating Anchor Standard #1- Generate and conceptualize artistic ideas and work Anchor Standard #2- Organize and Develop artistic ideas and work Anchor Standard #3- Refine and complete artistic work		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.CR.1.5a	a. Combine ideas to generate an innovative idea for art-making	Students will use steps of the art-making process (inspiration, brainstorming, rough draft sketching, planning, reflecting, and refining) to produce ideas to create their own original piece of art.
VA.CR.1.5	b. 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 execute and complete works of art with attention to detail and craftsmanship by using research and/or apply media techniques (choosing an art movement and being inspired to learn more about the techniques used).
VA.CR.2.5a	a. 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.	Use the following to express meaning in works of art: 1) Color—student-mixed hues, tints, shades, tones 2) Form—convex, concave, positive, negative 3)Texture—surface embellishment 4)Value—gradation to create the illusion of depth on a two-dimensional surface 5)Balance—formal, informal
VA.CR.2.5b	b. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment	Students will create a sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay.
VA.CR.2.5c	c. Describe and visually document places and/or objects of personal significance.	Students will create art around a personal place or object. (Bedroom, School, etc.)
VA.CR.3.5	Create an artist statement using art vocabulary to describe personal choices in art-making.	Students will create a work of art and then create an art statement showing what art vocabulary they used in the project.
Performing/ Presenting/ Producing Anchor Standard #4- Analyze, interpret, and select artistic work for presentation. Anchor Standard #5- Develop and refine artistic work for presentation. Anchor Standard #6- Convey meaning through the presentation of artistic work.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.PR.4.5	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 will compare and contrast contemporary and historical works of art, including architecture.
VA.PR.5.5	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 will describe various commercial art careers and how to create an art exhibit.
VA.PR.6.5	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 will describe how artists contribute to society by creating a collaborative class/school art exhibit.
Responding Anchor Standard #7- Perceive and analyze artistic work. Anchor Standard #8- Interpret intent and meaning in artistic work. Anchor Standard #9- Apply criteria to evaluate artistic work.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.RE.7.5a	a. Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.	Students will examine the influence of historic events on works of art.
VA.RE.7.5b	b. 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 examine the influence of historic events on works of art and how visual imagery has been applied to 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 analyze an artist's point of view based on contextual information. Students will make subjective interpretations of what an artist was trying to convey during their lifetime and era.
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 describe similarities and differences among art and artists from a variety of cultures.

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.10.5	Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way.	Students will compare and contrast natural and constructed environments and create an inspired work of art demonstrating the related knowledge.
VA.CN.11.5	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 groups' beliefs, how community murals can reflect concerns of the neighborhood, how an advertising image can be persuasive, etc.).	Students will assess using compare and contrast to see how the value of what is depicted in art in different eras changes through the course of history. What was relative then, and is it still relative to today?