

Elements of Visual Arts: Grade 5

COLOR	<p>Produce and use—in various artworks and using a variety of media—the following:</p> <ul style="list-style-type: none"> ▪ primary colors (yellow, red, blue) ▪ secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange) ▪ warm colors (yellow, orange, red) and cool colors (blue, green, violet) ▪ intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green) ▪ tints and shades (to show color value) ▪ complementary color pairs ▪ language of color 		
LINE	<p>Portray the following features and functions of line:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ direction ▪ expression/emotion ▪ movement ▪ shape ▪ textures ▪ patterns ▪ imaginative drawing ▪ observations drawing </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ form ▪ detail ▪ contours ▪ design ▪ space ▪ value (light, medium, and dark) ▪ gesture </td> </tr> </table> <p>Use a variety of types and qualities of line to create texture in a two- or three-dimensional work of art.</p>	<ul style="list-style-type: none"> ▪ direction ▪ expression/emotion ▪ movement ▪ shape ▪ textures ▪ patterns ▪ imaginative drawing ▪ observations drawing 	<ul style="list-style-type: none"> ▪ form ▪ detail ▪ contours ▪ design ▪ space ▪ value (light, medium, and dark) ▪ gesture
<ul style="list-style-type: none"> ▪ direction ▪ expression/emotion ▪ movement ▪ shape ▪ textures ▪ patterns ▪ imaginative drawing ▪ observations drawing 	<ul style="list-style-type: none"> ▪ form ▪ detail ▪ contours ▪ design ▪ space ▪ value (light, medium, and dark) ▪ gesture 		
SHAPE	<p>Produce shapes in a variety of styles, artworks, and media to demonstrate the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ geometric shapes ▪ organic shapes ▪ free-form shapes </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ positive and negative shapes ▪ realism </td> </tr> </table>	<ul style="list-style-type: none"> ▪ geometric shapes ▪ organic shapes ▪ free-form shapes 	<ul style="list-style-type: none"> ▪ positive and negative shapes ▪ realism
<ul style="list-style-type: none"> ▪ geometric shapes ▪ organic shapes ▪ free-form shapes 	<ul style="list-style-type: none"> ▪ positive and negative shapes ▪ realism 		
TEXTURE	<p>Produce a variety of textures in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate and portray visual/implied texture and actual texture.</p> <p>Differentiate between visual/implied and actual texture.</p>		
VALUE	<p>Produce a range of four values in various environments and works of art in a variety of media; including:</p> <ul style="list-style-type: none"> ▪ a black-to-white scale with three intermediate values of gray ▪ a one-color value scale, including a range of two intermediate color values ▪ two- and three- dimensional artworks that incorporate four levels of value ▪ a value scale in which repeating lines and shapes are used to generate four levels of value 		
SPACE	<p>Use the element of space and spatial devices in various environments, in works of two- and three- dimensional art, and in a variety of media to demonstrate/portray the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ baseline ▪ over/under ▪ above/below ▪ beside ▪ behind/in front ▪ foreground/background </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ middle ground ▪ overlap ▪ size ▪ placement on a page ▪ detail/diminishing detail ▪ color/diminishing color </td> </tr> </table>	<ul style="list-style-type: none"> ▪ baseline ▪ over/under ▪ above/below ▪ beside ▪ behind/in front ▪ foreground/background 	<ul style="list-style-type: none"> ▪ middle ground ▪ overlap ▪ size ▪ placement on a page ▪ detail/diminishing detail ▪ color/diminishing color
<ul style="list-style-type: none"> ▪ baseline ▪ over/under ▪ above/below ▪ beside ▪ behind/in front ▪ foreground/background 	<ul style="list-style-type: none"> ▪ middle ground ▪ overlap ▪ size ▪ placement on a page ▪ detail/diminishing detail ▪ color/diminishing color 		



FORM	<p>Produce forms in a variety of styles, artworks, and media to demonstrate the following:</p> <ul style="list-style-type: none"> ▪ geometric forms ▪ organic forms ▪ free-form forms ▪ positive and negative forms ▪ the illusion of three-dimensional form on a two-dimensional surface ▪ realism
------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Source: Washington State Office of Superintendent of Public Instruction (OSPI)

Visual Arts Instruction	Interdisciplinary Skills & Attributes
<p>Explicit visual arts instruction supports a young artist's development. You might prefer to follow the same step-by-step approach presented in the art docent lessons or you can choose to implement the lessons in a way that suits the needs and skill level of the students in the classroom.</p> <p>Common Characteristics of Grade 5 Artists:</p> <ul style="list-style-type: none"> • Take more time with their projects and can produce highly-detailed works • Enjoy learning new drawing and painting skills that help them make their artwork realistic • Will often still draw very small when using a pencil, so only use pencils when a drawing needs a basic outline • Can create detailed cutting projects that involve a variety of mediums • Are ready to move beyond tempera paints to acrylics • Can create their own unique art from directed-line instruction • Are often very hard on their own artwork • Demonstrate pride in their artistic efforts and enjoy chatting about their artwork 	<p>Visual arts sessions naturally lend themselves to opportunities for students to demonstrate LWSD's Interdisciplinary Skills & Attributes (ISAs). Below are some examples of ways these ISAs may be evident during art lessons.</p> <ol style="list-style-type: none"> 1. Participates in class discussions: asks questions and shares ideas about mentor artists 2. Demonstrates effort: perseveres through challenging tasks or when acquiring new art skills 3. Follows school rules: demonstrates care and responsibility when using art supplies, such as paint brushes and scissors 4. Respects others: builds the art confidence of peers by showing empathy and support 5. Cooperates and shares responsibility in a group: shares art materials, such as paints or glue, with a partner or table group 6. Completes work on time: uses time wisely to finish an art project 7. Follows directions and is attentive: follows steps on the video or teacher instructions 8. Organizes work space and materials: returns materials to their proper location during clean-up

