Big Ideas/Key Concepts: Students will gain fluency in using the Elements of Art and Principles of design as they develop their personal artistic expression and communication.

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<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td><strong>On-Going Standards</strong></td>
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<tr>
<td>5.ART.1.1 Execute the intended use of tools and proper care of workspace.</td>
<td>I can use a variety of tools and media carefully and accurately.</td>
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<td>5.ART.1.5 Execute and judge levels of craftsmanship as facilitated by the teacher.</td>
<td>I can complete works of art with attention to detail and craftsmanship.</td>
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<td>5.ART.3.2 Deconstruct, reflect on and critique subject matter, symbols and ideas in one’s own artwork as coached by the teacher.</td>
<td>I can judge the level of craftsmanship in my own work through critique, reflection and revision.</td>
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<tr>
<td>5.ART.3.3 Interpret, compare/contrast, and critique subject matter, symbols and ideas in artwork of others. Correlates with 5.RL.2 Q2 re: determining the theme of a text</td>
<td>I can demonstrate reflection and critique by refining my artwork.</td>
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| 1.0 Media, Techniques and Processes | |
| 5.ART.1.2 Integrate a variety of media in the intended manner as facilitated by the teacher. | I can use a variety of media to create works of art. |
| 5.ART.1.3 Experiment with and execute a variety of teacher-facilitated techniques. | I can combine various art techniques in works of art. |
5.ART.1.4 Experiment with, organize and execute a variety of teacher-facilitated processes.
*Correlates with ELA 5.W.5 Q1 re: editing and writing
*Correlates with 5.MU.8.2 S1 re: rehearsal and composition process (I Can statement)

5.WCE.ART.1 Experiment and develop skills in multiple art-making techniques and approaches.

2.0 Structures and Functions
5.ART.2.1 & 2.3 Compare, interpret and critique the elements of art and principles of design found in selected artwork.

5.ART.2.2 & 2.4 Execute, integrate and experiment with chosen elements of art and principles of design in one’s own artwork.

5.ART.2.5 & 2.7 Explain, compare and critique the purposes and context of selected artworks through teacher-guided cues.
*Correlates with ELA 5.W.9 re: analyzing primary resources

I can synthesize a work of art by following steps in the art-making process:
- Brainstorming
- Sketching
- Planning
- Reflecting
- Refining

I can select the most appropriate media and/or technique to express a personal idea.

I can synthesize a work of art using through the application of the elements and principles of art:
- Color—student-mixed hues, tints, shades, tones
- Form—convex, concave, positive, negative
- Texture—surface embellishment
- Value—gradation to create the illusion of depth on a two-dimensional surface
- Balance—formal, informal
- Pattern—repetition to create rhythm*

*Correlates with ELA 5.WCE.3 Q2 Essential Question re: patterns in nature

I can analyze an artist’s point of view based on the purpose of the art and the context for which it was created (EX artwork created during the Civil War).

Possible correlations with 5.SS.1 Q1 re: Antebellum South versus slavery and 5.MU.WCE.3 S1 re: spirituals
Possible correlations with 5.SS.14 Q1 re: depiction of Civil War and 5.MU.WCE.3 S1 re: Civil War music
3.0 Evaluation
5.ART.3.1 Implement, integrate and produce subject matter and ideas in one’s own artwork as coached by the teacher.

5.WCE.ART.2 Combine ideas to generate an innovative idea for art-making.

4.0 Historical and Cultural Relationships
5.ART.4.1 Interpret, compare/contrast, and evaluate teacher-selected artwork from historical and contemporary cultures, times and places.

5.0 Reflecting and Assessing
5.ART.5.1 Compare/contrast, evaluate, and critique the characteristics and merits of one’s own artwork as facilitated by the teacher.

5.ART.5.2 Compare/contrast, evaluate and critique the characteristics and merits of the artwork of others as coached by the teacher.

6.0 Interdisciplinary Connections
5.ART.6.1 Explain connections between visual arts and other standards-based arts disciplines as guided, modeled and facilitated by the teacher.

Correlates with ELA 5.RI.8 re: multiple accounts of the same event/topic

I can critique how effectively an idea is communicated using the elements and principles of art.

Correlates with ELA 5.RL.7 Q1 re: how illustrations contribute to a text and ELA 5.WCE.8 Q2 re: connotations and denotations in literature.

Correlates with 5.MU.6.1.3 re: how structure/language of music affects our emotional response (I Can statement)

I can present written or verbal critiques about the feelings, ideas, or moods communicated through selected artworks by describing details in the artwork using art vocabulary.

I can draw conclusions about the vocabulary shared by art and other arts disciplines (e.g. rhythm in music, balance in dance, emphasis in theatre).

I can examine the influence of historic events on works of art.

I can describe similarities and differences among art and artists from a variety of cultures.

I can use teacher created criteria to evaluate the characteristics and merits of my artwork.

I can present written or verbal critiques about the feelings, ideas, or moods communicated through selected artworks by describing details in the artwork using art vocabulary.
| 5.ART.6.2 Explain connections between visual arts and standards-based disciplines outside the arts as guided, modeled and facilitated by the teacher. | I can create artwork incorporating concepts, subject matter, technology or signs from other disciplines to communicate knowledge of art and the other discipline. |