

Visual Arts Learning Expectations Grades Five and Six

In grades five and six students develop a deeper artistic practice working with intention to create meaningful art pieces that and communicate ideas clearly. The artists begin to understand that creativity and innovation is a long-term process that includes successes and mistakes. They learn to analyze interpret, evaluate and respond to the work of artists to gain understanding of the visual world in which they live. Students combine individual ideas, tools and materials to express themselves through the visual language of art making.

Habits of Mind visible in the art making process

Thinking/Understanding:	Making/Developing Craft	Reflecting/Processing
<ul style="list-style-type: none">• Imagines possibilities for creating art work• Uses art materials to discover answers to curious questions.• Recognizes the visual evidence artists choose to include/exclude to communicate effectively when observing images• Engages in the habits of mind that develop artistic thinking• Identifies and distinguishes images that tells stories, records history, documents the past/present/future• Recognizes that artists use symbols to communicate across cultures• Realizes that artists reveal their understanding of the world and themselves in artwork	<ul style="list-style-type: none">• Takes initiative in creating meaningful work• Chooses tools and materials with intention to express ideas• Connects the thinking to the making• Meets the unexpected, “mistakes” and obstacles while creating as part the process• Works from observation, memory and imagination to communicate ideas in visual language• Invests in artistic practice through observing and reflecting on process in repeated experiences• Practices with intention to improve craft	<ul style="list-style-type: none">• Attends to presentations and critiques to stretch ideas and information• Notices, considers and communicates with peers to expand new learning• Engages in reflection on the creative process during and after the making process• Evaluates personal work honestly to analyze the learning in both mistakes and successes• Articulates the excitement of turning ideas into images and forms• Articulates the stages of design, ideas, drafts, setbacks, and new questions.

Artistic Practice Development visible in the art making process

Drawing Goal: To create compositions with multiple drawing tools through mark making, adding lines and forms to communicate the artists' intention

- Creates drawings from observation, memory, imagination and invention
- Identifies and chooses markings to provide visual clues to the intention of the artist
- Creates images through mark making with drawing tools that have clear forms, shapes and lines
- Creates observational drawings with good accuracy
- Applies interest to imagery by combining drawing techniques, line variety in direction, length, and weight
- Creates stories expressively with mark making
- Attends to entire surface

Painting Goal: To create a composition using paint to tell a story, express an emotion, suggest a feeling, develop a pattern or illustrate the relationship of colors

- Clearly communicates ideas in visual language using paint
- Paints competently with/ without drawings
- Controls tempera paint to create intended results
- Uses layering of colors in watercolor work
- Selects appropriate brushes for effect and purpose
- Demonstrates understanding of the relationship of colors on painted surface through application
- Attends to the entire surface

Printing Goal: To create a composition that transfers images using printmaking tools, stamps, stencils, and plates to other surfaces multiple times

- Controls the tools of printmaking to create images
- Recognizes that printing techniques involve making many images from one source
- Combines strokes made with the rollers, stamps/stencils to create images
- Explores new application of inks within the composition
- Explores the possible textures, shapes, forms and layers an artist can create through stamping and stenciling
- Overlaps layers on prints adding interesting effects in the images
- Transfers imagery from inking plates as intended
- Attends to entire surface

Collage Goal: To create compositions that communicates the artists' intention by combining multiple pieces of paper/found materials together in one image

- Creates clear images through overlapping, layering, connecting and weaving materials.
- Manipulates paper by folding, creasing, splitting, curling and bending
- Cuts and tears basic and complex shapes accurately to have clear images in the collage
- Analyzes properties of materials for their visual impact
- Creates complex and free form shapes easily.
- Uses cutting tools and adhesives skillfully with multiple materials.
- Controls placement of elements for specific effects.
- Purposely sequences the process of collage to compose a clear image.
- Creates images that include multiple pieces, materials, and processes for visual excitement
- Attends to entire surface

3D Construction Goal: To construct a form that has multiple sides, height, width and depth, structural integrity, that embodies the artists' vision

- Recognizes that constructing forms, with multiple sides, creates new problems to solve
- Creates 3D forms through anchoring and supporting structures, creating tabs, slots, and flaps to attach materials securely
- Constructs forms in paper, cardboard, clay and found materials competently
- Experiments with joining solutions within the work
- Creates form that have height, width and depth
- Creates forms in clay by pinching, coiling, and pressing for textural, structural, aesthetic results
- Considers the structural integrity when planning forms
- Demonstrates competence with tools for construction
- Demonstrates understanding of technical problems of constructing 3D forms not encountered in 2D work
- Creates 3D forms that are able to remain upright without extraneous supports
- Realizes the elements of structural integrity, balance, scale, form and works to employ them successfully