

**Grade 5 Art: Creating Standard 1**

**Anchor Standard 1:**

Generate and conceptualize artistic ideas and work.

**21<sup>st</sup> Century Learning Expectations:**

1. Hinsdale students will communicate through various means.
2. Hinsdale students will be able to solve problems
3. Hinsdale students will take responsibility for their own learning.
5. Hinsdale students will demonstrate technical fluency and adaptability.
6. Hinsdale students will demonstrate responsibility for their actions and choices.

**Enduring Understandings:**

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

**Learning Competencies**

**Essential Questions**

*Students will be able to:*

Combine ideas to generate an innovative idea for art-making.

Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

What conditions, attitudes, and behaviors support creativity and innovative thinking?

What factors prevent or encourage people to take creative risks?

How does collaboration expand the creative process?

How does knowing the contexts histories, and traditions of art forms help us create works of art and design?

Why do artists follow or break from established traditions?

How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Grade 5 Art: Creating Standard 2**

**Anchor Standard 2:**

Organize and develop artistic ideas and work.

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1. Hinsdale students will communicate through various means.
2. Hinsdale students will be able to solve problems
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**Enduring Understandings:**

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**Learning Competencies**

**Essential Questions**

*Students will be able to:*

Experiment and develop skills in multiple art-making techniques and approaches through practice.

Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Identify, describe, and visually document places and/or objects of personal significance.

How do artists work?

How do artists and designers determine whether a particular direction in their work is effective?

How do artists and designers learn from trial and error?

How do artists and designers care for and maintain materials, tools, and equipment?

Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?

What responsibilities come with the freedom to create?

**Grade 5 Art: Creating Standard 3**

**Anchor Standard 3:**

Refine and complete artistic work.

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**Enduring Understandings:**

Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Learning Competencies**

*Students will be able to:*

Create artist statements using art vocabulary to describe personal choices in artmaking.

**Essential Questions**

What role does persistence play in revising, refining, and developing work?

How do artists grow and become accomplished in art forms?

How does collaboratively reflecting on a work help us experience it more completely?

**Grade 5 Art: Presenting Standard 1**

**Anchor Standard 4:**

Select, analyze, and interpret artistic work for presentation.

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**Enduring Understandings:**

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

**Learning Competencies**

*Students will be able to:*

Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

**Essential Questions**

How are artworks cared for and by whom?

What criteria, methods, and processes are used to select work for preservation or presentation?

Why do people value objects, artifacts, and artworks, and select them for presentation?

**Grade 5 Art: Presenting Standard 2**

**Anchor Standard 5:**

Develop and refine artistic techniques and work for presentation.

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**Enduring Understandings:**

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Learning Competencies**

*Students will be able to:*

Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

**Essential Questions**

What methods and processes are considered when preparing artwork for presentation or preservation?

How does refining artwork affect its meaning to the viewer?

What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Grade 5 Art: Presenting Standard 3**

**Anchor Standard 6:**

Convey meaning through the presentation of artistic work.

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**Enduring Understandings:**

Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding

**Learning Competencies**

*Students will be able to:*

Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

**Essential Questions**

What is an art museum?

How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?

How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?



**Grade 5 Art: Responding Standard 1**

**Anchor Standard 7:**

Perceive and analyze artistic work

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**Enduring Understandings:**

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Visual imagery influences understanding of and responses to the world.

**Learning Competencies**

*Students will be able to:*

Compare one's own interpretation of a work of art with the interpretation of others

Identify and analyze cultural associations suggested by visual imagery.

**Essential Questions**

How do life experiences influence the way you relate to art?

How does learning about art impact how we perceive the world?

What can we learn from our responses to art?

What is an image?

Where and how do we encounter images in our world?

How do images influence our views of the world?

**Grade 5 Art: Responding Standard 2**

**Anchor Standard 8:**

Interpret intent and meaning in artistic work.

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**Enduring Understandings:**

People gain insights into meanings of artworks by engaging in the process of art criticism.

**Learning Competencies**

*Students will be able to:*

Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

**Essential Questions**

What is the value of engaging in the process of art criticism?

How can the viewer "read" a work of art as text?

How does knowing and using visual art vocabularies help us understand and interpret works of art?

**Grade 5 Art: Responding Standard 3**

**Anchor Standard 9:**

Apply criteria to evaluate artistic work.

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**Enduring Understandings:**

People evaluate art based on various criteria.

**Learning Competencies**

*Students will be able to:*

Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

**Essential Questions**

How does one determine criteria to evaluate a work of art?

How and why might criteria vary?

How is a personal preference different from an evaluation?

**Grade 5 Art: Connecting Standard 1**

**Anchor Standard 10:**

Synthesize and relate knowledge and personal experiences to make art.

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**Enduring Understandings:**

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Learning Competencies**

*Students will be able to:*

Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.

**Essential Questions**

How does engaging in creating art enrich people's lives?

How does making art attune people to their surroundings?

How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

<b>Grade 5 Art: Connecting Standard 2</b>	
<b>Anchor Standard 11:</b>	
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	
<b>21<sup>st</sup> Century Learning Expectations:</b>	
<ol style="list-style-type: none"> <li>1. Hinsdale students will communicate through various means.</li> <li>2. Hinsdale students will be able to solve problems</li> <li>3. Hinsdale students will take responsibility for their own learning.</li> <li>5. Hinsdale students will demonstrate technical fluency and adaptability.</li> <li>6. Hinsdale students will demonstrate responsibility for their actions and choices.</li> </ol>	
<b>Enduring Understandings:</b>	
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>	<p>How does art help us understand the lives of people of different times, places, and cultures?</p> <p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>