

Olathe Public Schools

Elementary Visual Art Standards at a Glance – Grade 5

Artistic Process: Creating — Conceiving and developing new artistic ideas and work.

Fine Arts Anchor Standards	Grade 5 Performance Standards	Learning Targets
Anchor 1 — Generate and conceptualize artistic ideas and work.	Combine ideas to generate an innovative idea for art making.	<ul style="list-style-type: none"> Combine at least two or more ideas (including but not limited to: techniques, media, tools, elements, principles, genre, etc.).
Anchor 1 — Generate and conceptualize artistic ideas and work.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	<ul style="list-style-type: none"> Identify sources (including but not limited to: art works, personal experience, technology, etc.). Demonstrate methods of investigation.
Anchor 2 — Organize and develop artistic ideas and work.	Experiment and develop skills in multiple art-making techniques and approaches through practice.	<ul style="list-style-type: none"> Experiment with various techniques (including but not limited to: drawing, painting, sculpture, printmaking, mixed media, etc.). Develop skills through practice. Drawing — Techniques. Ceramics — Mixed Techniques. Construction — 3D. Painting — Variety of media.
Anchor 2 — Organize and develop artistic ideas and work.	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	<ul style="list-style-type: none"> Identify criteria for grade-level quality craftsmanship. Apply appropriate grade-level craftsmanship to personal artwork. Care for materials, tools, and equipment.
Anchor 2 — Organize and develop artistic ideas and work.	Identify, describe, and visually document places and/or objects of personal significance.	<ul style="list-style-type: none"> Identify and describe objects and/or places which hold a personal meaning for the student. Visually document personally significant objects and/or places.
Anchor 3 — Refine and complete artistic work.	Create artist's statements using art vocabulary to describe personal choices in art making.	<ul style="list-style-type: none"> Create artists' statements describing personal choices, using art vocabulary.

Artistic Process: Presenting — Realizing artistic ideas and work through interpretation and presentation.

Fine Arts Anchor Standards	Grade 5 Performance Standards	Learning Targets
Anchor 4 — Select, analyze, and interpret artistic work for presentation.	Define the roles and responsibilities of a curator, explaining the skill and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.	<ul style="list-style-type: none"> Explore how artworks are cared for, presented, and valued.
Anchor 5 — Develop and refine artistic techniques and work for presentation.	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	<ul style="list-style-type: none"> Give reasons for safe and effective ways to prepare and exhibit works of art.

Fine Arts Anchor Standards	Grade 5 Performance Standards	Learning Targets
Anchor 6 — Convey meaning through the presentation of artistic work.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	<ul style="list-style-type: none"> • Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Artistic Process: Responding — Understanding and evaluating how the arts convey meaning.

Fine Arts Anchor Standards	Grade 5 Performance Standards	Learning Targets
Anchor 7 — Perceive and analyze artistic work.	Compare one's own interpretation of a work of art with the interpretation of others.	<ul style="list-style-type: none"> • Compare his/her own interpretation of a work of art with the interpretation of others. • Color — Color family. • Balance — Radial symmetry. • Emphasis — Focal point. • Proportion — Size.
Anchor 7 — Perceive and analyze artistic work.	Identify and analyze cultural associations suggested by visual imagery.	<ul style="list-style-type: none"> • Identify and analyze cultural associations suggested by visual imagery.
Anchor 8 — Interpret intent and meaning in artistic work.	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.	<ul style="list-style-type: none"> • Study art by looking at different components to determine mood and ideas.
Anchor 9 — Apply criteria to evaluate artistic work.	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	<ul style="list-style-type: none"> • Understand that art is judged in different ways depending on style, genre, media, subject matter, historical context, and cultural context.

Artistic Process: Connecting — Relating artistic ideas and work with personal meaning and external context.

Fine Arts Anchor Standards	Grade 5 Performance Standards	Learning Targets
Anchor 10 — Synthesize and relate knowledge and personal experiences to make art.	Apply normal and conceptual vocabularies of art and design to view surroundings in new ways through art making.	<ul style="list-style-type: none"> • Use art vocabulary and art making to see his/her surroundings in a new way.
Anchor 11 — Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	<ul style="list-style-type: none"> • Recognize that art can influence a person's beliefs, values, and/or behaviors.