

CREATE - Conceive

Conceive – Standard of Achievement (1)

The student will use a variety of sources and processes to generate original ideas for artwork.

Enduring Understanding

Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.

Essential Questions

Where do ideas come from?

Why is idea generation important for the creative process?

How do different sources and processes affect the artists' final works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Identify, select, and utilize different sources, subjects, and other fields of knowledge to generate ideas for artmaking.	Cr1.1.5a	5.17	Creator Critical Thinker
1. Identify, select, and use sources such as personal experiences, imagination, play, or experimentation to generate ideas.		5.1 (a)	Creator Critical Thinker
2. Identify, select, and use sources such as observation and memory to generate ideas.		5.1 (a)	Creator Critical Thinker
3. Identify, select, and use sources such as sensory processes and kinesthetic movement to generate ideas.			Creator Critical Thinker
4. Identify, select, and use sources in the natural and man-made environment to generate ideas.			Creator Critical Thinker
5. Identify, select, combine, and use a variety of sources including print, non-print, contemporary media, concepts, and themes to generate ideas.			Creator Critical Thinker
B5. Originate and combine deliberate processes to generate ideas for artmaking.	Cr1.2.5a	5.2	Creator Critical Thinker
1. Review and combine thinking processes such as brainstorming, researching, preliminary sketching, planning, reflecting, and refining as well as listing, charting, comparing, mapping, interviewing, or using dialog to generate ideas for artworks.		5.2 (a)	Creator Critical Thinker
2. Use analysis or synthesis in innovative ways to generate ideas for artworks.		5.2 (a)	Creator Critical Thinker
3. Develop analogies or metaphors to generate ideas for artworks.			Creator Critical Thinker
4. Collaborate to design and apply a systematic thinking process to generate an idea.			Collaborator Critical Thinker

CREATE – Develop

Develop – Standard of Achievement (2)

The student will plan, advance, and refine original ideas for artworks.

Enduring Understanding

Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions.

An artist revises ideas to discern their value in the creative process.

Essential Questions

How does an artist measure the value of an idea?

How is involvement in the idea development process reflected in the artists' works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Demonstrate resilience and resourcefulness to problem-solve, organize, select and combine plans when solving art challenges.	Cr1.1.5a	5.1 (b)	Critical Thinker
1. Independently select and apply creative process steps to plan for artmaking.			Critical Thinker
2. Collaborate to design and conduct experiments with materials and tools to plan for artmaking.			Collaborator
3. Investigate and combine innovative solutions in response to artmaking problems.			Creator Critical Thinker
4. Document plans in lists, sketchbooks, journals, portfolios, diagrams, or graphic organizers.	Cr2.3.5a	5.2 (a)	Creator Critical Thinker
B5. Compare, evaluate and refine plans for artmaking.			Critical Thinker
1. Compare and assess multiple plans for artmaking.			Critical Thinker
2. Form questions and answers to justify a plan for artmaking.			Critical Thinker
3. Collaborate to compare plans for artmaking.			Collaborator
4. Synthesize ideas to refine plans for artmaking.			Critical Thinker

CREATE - Produce

Produce – Standard of Achievement (3)

The student will realize the culmination of original ideas from conception through resolution in original artworks.

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Enduring Understanding			
Ideas are endemic to artworks. The act of making art brings life to ideas and allows them to be shared.			
Essential Questions			
What processes are used to bring ideas to realization in artworks? How do artists' choices impact the efficacy of the final products?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Select and combine significant personal, local and global topics to express enduring ideas in original artworks.	Cr2.1.5a	5.1a	Creator Critical Thinker
1. Communicate interpretations of environmental change in original artworks.			Creator Critical Thinker Communicator
2. Combine personal or collective observations and manipulations of energy sources such as light, sound, wind, and water.			Creator Critical Thinker
3. Communicate interpretations of the relationship between geography and the way people live.			Communicator Critical Thinker
4. Express an opinion on the connection between a local and global issue of concern.			Communicator Critical Thinker
B5. Evaluate and combine a range of subject matter to produce original artworks.	Cr2.1.5a		Creator Critical Thinker
1. Depict the human face and figure in proportion including portraits, genre, and narratives.		5.14	Creator Critical Thinker
2. Depict real, imaginary or groups of animals.			Creator Critical Thinker
3. Depict natural and man-made objects, and interior or exterior environments.			Creator Critical Thinker
4. Develop observational drawings of selected subject matter.		5.14	Creator Critical Thinker
5. Produce original designs for objects, structures or environments.			Creator Critical Thinker
C5. Consider, select and integrate formal components to produce original artworks.	Cn10.1.6a	5.12 5.13	Creator Critical Thinker
1. Consider, select and integrate a variety of lines, shapes, colors, and forms to create unity.		5.12 (a,b)	Creator Critical Thinker
2. Consider, select and integrate a variety of patterns and textures to imply movement and create interest.		5.12 (c)	Creator Critical Thinker
		5.12 (f)	Creator Critical Thinker
3. Consider, select and integrate a variety of compositional approaches to create interest, unity, and balance.		5.12 (e)	Creator Critical Thinker
4. Consider, select and integrate value, shadow and contrast to imply volume and depth.		5.12 (d)	Creator Critical Thinker
5. Select and use a range of compositional techniques including linear and atmospheric perspective to create the illusion of depth.		5.13 (a)	Creator Critical Thinker
6. Select and develop accurate and invented proportions to represent the world.		5.13 (b)	Creator Critical Thinker
7. Select and use positive space, negative space, concave forms and convex forms to achieve formal or informal balance.		5.12 (b)	Creator Critical Thinker
		5.12 (c)	Creator Critical Thinker
8. Select and use approaches to abstraction, such as juxtaposition, transformation, and contradictory color.			Creator Critical Thinker
D5. Select, and combine materials, tools, and processes safely and appropriately to produce original artworks.	Cr2.2.5a	4.5 (b)	Critical Thinking Contribution
1. Select and combine drawing, painting, printmaking, sculpting, collage, and fiber arts materials and tools safely and appropriately.			Critical Thinker Contributor
2. Consider and select materials, tools, and processes by attributes, applications, and desired results.			Critical Thinker Contributor
3. Select and use measuring, scissor-cutting, brush handling, and gluing techniques for an intended outcome.			Critical Thinker Contributor
4. Select and demonstrate motor skills, when cutting, modeling, stitching, and weaving.			Critical Thinker Contributor
5. Execute and complete works of art with attention to detail and craftsmanship.		5.15	Critical Thinker Contributor
E5. Innovate and combine a variety of media, skills, techniques and art forms to produce original artworks.	Cr2.1.5a	5.16	Creator Critical Thinker
1. Innovate and combine traditional and alternative drawing media and techniques including contour, two-point perspective, and a range of values.		5.12 (d)	Creator Critical Thinker
2. Innovate and combine traditional and alternative painting media and brush manipulation, paint application, and color blending techniques.		5.12 (a)	Creator Critical Thinker
3. Innovate and combine traditional and alternative printmaking media and techniques such as inking, color mixing, rubbing, impressing, and screen printing.			Creator Critical Thinker

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4. Innovate and combine a variety of traditional and alternative textile media and techniques such as embroidery or tapestry to produce a textile artwork.			Creator Critical Thinker
5. Innovate and combine traditional and alternative collage media and techniques.			Creator Critical Thinker
6. Innovate and combine traditional and alternative sculpture media and techniques to produce a high-relief, bas-relief, or in-the-round sculpture.		5.16 (a)	Creator Critical Thinker
7. Innovate and combine ceramic media and techniques including model, hand-build, and embellish.		5.16 (a)	Creator Critical Thinker
8. Investigate and explore approaches to time-based media such as video, traditional animation, digital animation, and game design.		5.10	Creator Critical Thinker
9. Innovate and combine various craft techniques.		5.16 (b)	Creator Critical Thinker

LCPS Art Curriculum: FIFTH GRADE

PRESENT – Organize

Organize – Standard of Achievement (4)

The student will apply and refine skills and practices to prepare and display artworks.

Enduring Understanding

The way artworks are prepared and arranged for presentation affects their significance in the eye of the viewer. Artists and curators attempt to convey meaning through the display of artworks.

Essential Questions

How does the organization of artworks on display influence the interpretation of the viewer?
 What are the preparation and organization responsibilities for displaying artworks?
 Who assumes responsibility for the preparation and display of artworks?

	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Collaborate to prepare, arrange justify and display artworks for a specific purpose and audience.	Pr5.1.5a		Collaborator
1. Sign, label and title personal artworks.			Collaborator
2. Trim, center and mount artworks.			Collaborator
3. Select a theme and location for a display.			Critical Thinker Contributor
4. Arrange and display artworks for an audience.			Critical Thinking Contribution
5. Include artists' statements with a display.	Cr3.1.5a		Communicator
6. Design invitations and signs for a display.			Creator Communicator
7. Prepare and arrange artworks in a portfolio.			Critical Thinker

PRESENT – Curate

Curate – Standard of Achievement (5)

The student will sift through, contemplate and select artworks based on criteria or purpose.

Enduring Understanding

Curation of artworks requires active engagement in the examination and selection of artworks. Curation encompasses abilities that reflect aesthetic, critical, contextual and technical decisions.

Essential Questions

How do personal experiences affect curation of artworks?
 Why is it important to engage in the curation process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Analyze, sort and select a collection of artworks based on criteria.			Critical Thinker
1. Analyze, sort and select from personal artworks using specific criteria.			Critical Thinker
2. Analyze and select from a set of artworks to create a collection for a purpose.			Critical Thinker
3. Collaborate to determine a set of criteria for analyzing, selecting and displaying artworks.			Critical Thinker Collaborator
B5. Evaluate and clarify reasons for valuing selected artworks.			Critical Thinker Collaborator
1. Evaluate and clarify reasons for choosing personal artworks for display.		5.4	Critical Thinker Collaborator
2. Clarify reasons for compiling a collection of artworks.			Critical Thinker
3. Collaborate to evaluate and define curatorial roles and process.	Pr4.1.5a		Critical Thinker Collaborator
4. Analyze and present evidence of the informational and inspirational value gleaned from an art exhibition.	Pr6.1.5a		Critical Thinker Collaborator

PRESENT – Communicate

Communicate – Standard of Achievement (6)

The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).

Enduring Understanding –

Communication is a multi-faceted endeavor that involves one or more of the senses. Effective communication depends on the mode of delivery, the content and the receptivity of the audience.

Essential Questions

How does an artist choose the best way to communicate with an audience?
 What is the relationship between artists' intent and chosen means of communication?

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	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Compare and contrast personal and global reasons for creating, sharing and valuing art.			Critical Thinker Contributor
1. Express an opinion on the nature of art.			Communicator
2. Describe and defend preferences among selected artworks.		5.4	Communicator
3. Compare how popular culture and fine art are valued.			Critical Thinker
4. Compare and contrast ways artists contribute to society.		5.7	Critical Thinker
B5. Elaborate on the progression of the creative process using art vocabulary.			Communicator
1. Elaborate on progress made in the creation of personal artworks using art vocabulary.			Communicator
2. Write a paragraph to describe the inspiration and process for a personal artwork.			Communicator
3. Apply communication skills in class discussions and presentations.		5.5 (b)	Communicator

LCPS Art Curriculum: FIFTH GRADE

RESPOND – Perceive

Perceive – Standard of Achievement (7)

The student will contemplate and explain content, value and intended purpose of artworks.

Enduring Understanding

Perception involves careful looking to inform the understanding of art and the world.
Artists’ personal experiences and methods of looking influence the way in which they perceive artistic endeavors.

Essential Questions

Why is it important to follow a formalized method of looking at artworks?
How does taking the time to observe and examine artworks inform understanding of the art making process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Select and apply critical thinking approaches to form and revise opinions about content and meaning in artworks.	Re8.1.5a	5.3	Critical Thinker Contributor
1. Analyze and interpret artworks based on visual properties and contextual information.		5.3 (b)	Critical Thinker
2. Analyze the effects of artists’ styles on content and meaning in artworks.			Critical Thinker
3. Analyze an artist’s point of view based on formal elements, theme and context.		5.3 (c)	Critical Thinker
4. Discuss opinions about commercial art and popular culture art forms.			Critical Thinker Communicator
5. Compare and contrast natural and constructed environments.		5.3 (a)	Critical Thinker
6. Create and apply specific criteria to evaluate completed artworks.	Re9.1.5a	5.2 (b)	Critical Thinker
7. Describe, analyze, interpret and judge content and meaning in artworks.			Critical Thinker
8. Define intellectual property as it relates to art.		5.8	Critical Thinker Contributor
B5. Evaluate and justify how relationships among content observed in artworks, personal experiences and external influences affect perceptions.	Re7.1.5a		Critical Thinker
1. Study an artwork to evaluate and justify perceptions based on external influences.			Critical Thinker
2. Discuss how personal experiences and external influences combine to affect perceptions of symbolic, literal, abstract and formal content in artworks.			Critical Thinker Communicator
3. Compare and contrast objects in terms of aesthetic preferences.			Critical Thinker

RESPOND – Reflect

REFLECT – Standard of Achievement (8)

The student will initiate, recall, and contemplate learning experiences and personal performances to inform future artistic endeavors.

Enduring Understanding

Reflective practice leads to improved performance in artistic endeavors.
Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.

Essential Questions

What constitutes reflective practice?
What is learned from reflective practices?
In what ways does reflective practice guide decision-making in the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Appraise the artmaking experience to gain insight, draw conclusions, and revise artworks or to inform future artistic endeavors.			Critical Thinker
1. Analyze an artmaking experience and appraise how each step informs the final outcome.			Critical Thinker
2. Problem-solve to revise plans for artworks based on intended outcomes.			Critical Thinker
3. Utilize previous surplus ideas to achieve intended outcomes in new artworks.			Critical Thinker
B5. Analyze and apply reflective approaches to make sense of personal growth through applying the creative process.			Critical Thinker Communicator
1. Review and apply reflective approaches, such as journals, titles, artist statements, graphic organizers, gallery walks or critiques, to measure personal growth.			Critical Thinker Communicator
2. Document reflections in various formats.			Critical Thinker Communicator

RESPOND – Evaluate

EVALUATE – Standard of Achievement (9)

The student will appraise the artistic experience and its personal and global significance.

Enduring Understanding

Artworks and the art making process have extrinsic and intrinsic value.
Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.

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Essential Questions			
What can be gained by applying a formal observation system to determine the value of an artwork? How does the selected evaluation system affect the perception of an artwork? What values are inherent to artworks and the artistic experience? How does the type of evaluation system used provide insight into the creative process?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Judge and support reasons for valuing artworks and approaches to artmaking.			
1. Select a preferred work of art and defend the selection.		5.4	Critical Thinker Communicator
2. Explain how criteria used to assess the value of art may vary over time.		5.6 (a)	Critical Thinker Communicator
3. Debate reasons why selected artworks have value in popular culture.			Critical Thinker Communicator
4. Apply one set of criteria to evaluate more than one artwork.	Re9.1.5a	5.2 (b)	Critical Thinker Communicator
5. Judge and support an approach used by an artist.			Critical Thinker Communicator
6. Develop criteria to evaluate the work of self and others.		5.3 (d)	Critical Thinker Communicator Contributor
B5. Judge and support the personal value of engaging in the creative process using 21st Century skills.			
1. Communicate judgments of artworks based on various points of view.			Critical Thinker Communicator
2. Collaborate to analyze how others influence personal opinions about artworks.			Critical Thinker Collaborator
3. Use critical thinking to determine the relationship between message and meaning in contemporary media.			Critical Thinker Communicator
4. Use time efficiently to manage the creative process.			Contributor
5. Describe the value of perceptual experiences with digital media.			Critical Thinker Communicator
6. Effectively use listening skills.		5.5 (a)	Critical Thinker Communicator Contributor
7. Recognize a variety of strengths in others and oneself.		5.5 (c)	Critical Thinker Contributor

LCPS Art Curriculum: FIFTH GRADE

CONNECT – Relate

Relate – Standard of Achievement (10)

The student will consider and associate artistic endeavors in relation to personal experiences and external

Enduring Understanding

The art experience enriches the human condition by fostering conceptual links across time and cultures.
The arts provide evidence of human existence and invite interaction.

Essential Questions

How does art promote conceptual links between personal experiences and external influences?
How do artworks reveal evidence of human interactions?

	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Determine and clarify reasons for various relationships found among art, history and culture.	Re7.2.5a Cn11.1.5a	5.6	Critical Thinker
1. Determine and justify ways artists have responded to historic events.		5.6 (b)	Critical Thinker
2. Compare and contrast historical and contemporary artworks and architecture.		5.6 (d)	Critical Thinker
3. Determine and justify reasons for similarities and differences among art and artists from a variety of diverse cultures and experiences.		5.6 (c)	Critical Thinker
4. Determine and justify reasons for historical and cultural influences on personal artmaking.			Critical Thinker
B5. Determine and clarify connections among artistic ideas, knowledge and personal experiences.			Critical Thinker
1. Determine and clarify the degree of personal relevancy among ideas found in artworks.			Critical Thinker
2. Apply interdisciplinary knowledge to connect with artistic experiences.		5.17	Critical Thinker
3. Identify various commercial art careers.		5.9	Critical Thinker Contributor

CONNECT – Reconcile

Reconcile – Standard of Achievement (11)

The student will explore and integrate experiential and academic domains of knowledge as part of the artistic

Enduring Understanding

Connectivity is an essential characteristic of the artistic experience.
Reconciling connections in the creative process enriches and validates the human experience.

Essential Questions

How are connections between art and culture developed?
How do artists reconcile connections among art, culture, and personal experience validate artistic endeavors?

	National Visual Arts Standards	SOL's	LCPS 5C's
A5. Investigate, judge and connect personal experiences, cultural influences, and cross-curricular learning to refine the creative process.		5.17	Critical Thinker Contributor
1. Evaluate the degree of importance contemporary culture, personal experiences and cross-curricular learning contribute to the creative process.			Critical Thinker Contributor
2. Review, judge, discern between authentic and prescribed cross-curricular connections to refine the creative process.			Critical Thinker Contributor
B5. Synthesize prior learning to extend the artmaking experience.		5.17	Critical Thinker Contributor
1. Discern and synthesize prior learning to transform the creative process.			Critical Thinker Creator
2. Synthesize and incorporate cross-curricular concepts and incorporate into artistic endeavors.			Critical Thinker Creator
3. Explore authentic opportunities for how artmaking skills are used for problem-solving.		5.11	Critical Thinker Contributor
C5. Evaluate the benefits of and use collaboration and compromise to solve artmaking problems.		5.5	Critical Thinking Contribution
1. Assume shared responsibility in artistic endeavors.			Collaborator
2. Advocate artistic ideas from opposing viewpoints to support a position.			Critical Thinker Contributor
3. Evaluate the benefits of diverse ideas in developing and innovating artistic endeavors.			Critical Thinker Contributor