Arizona Arts

Visual Arts: Grade 5

Adopted 2015

Creating

1. **Generate and conceptualize artistic ideas and work**
   a. Combine ideas to generate an innovative idea for art-making.
   b. Identify and demonstrate diverse methods of artistic investigation (such as researching subject matter, techniques, the work of other artists) to choose an approach for beginning a work of art.
2. **Organize and develop artistic ideas and work**
   a. Develop skills in multiple artmaking techniques and experiment with approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures) through practice.
   b. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
   c. Describe and visually document places and/or objects of personal significance.
3. **Refine and complete artistic work**
   a. Create an artist statement using art vocabulary to describe personal choices in art-making.

Presenting

4. **Select, Analyze and Interpret artistic work for performance**
   a. Define the roles and responsibilities of museum professionals (such as museum educator, curator, security guard, conservator, docent, exhibition designer); explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and artwork.
5. **Develop and refine artistic techniques and work for presentation**
   a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (such as debating or writing about the care and transportation of personal artwork, care of family heirlooms, unprotected Native American petroglyphs).
6. **Convey meaning through the presentation of artistic work**
   a. Cite evidence about how an exhibition in a museum or other venue (such as school lobby, bulletin board, local business) presents ideas and provides information about a specific concept or topic.

Skip to main content

Responding

7. **Perceive and analyze artistic work**
   a. Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.
   b. Identify and analyze cultural associations suggested by visual imagery (such as the skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations, broken chain as symbol of freedom).

8. **Interpret intent and meaning in artistic work**
   a. Distinguish between relevant and non-relevant contextual information (artist's life and times) to support an interpretation of the mood, message or meaning of that artwork.

9. **Apply criteria to evaluate artistic work**
   a. Recognize differences in criteria used to evaluate works of art depending on styles (such as Cubist, Anasazi, Harlem Renaissance), genres (such as portrait, still life, landscape), and media.

Connecting

10. **Synthesize and relate knowledge and personal experiences to make art**
    a. Create a work of art that reflects or is inspired by the natural and/or built environment in a new way.

11. **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
    a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (such as religious art can illustrate a groups' beliefs, community murals can reflect concerns of the neighborhood, an advertising image can be persuasive).