Florida Fine Arts

Visual Arts: Grade 5

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Develop a range of interests in the art-making process to influence personal decision-making. VA.5.C.1.1
2. Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art. VA.5.C.1.2
3. Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works. VA.5.C.1.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Use the art-making process to develop ideas for self-expression. VA.5.C.1.IN.A
   b. Use defined criteria to analyze and interpret exemplary works of art. VA.5.C.1.IN.B

   Supported

   a. Experiment with the art-making process to develop ideas for self-expression. VA.5.C.1.SU.A
   b. Use teacher-selected criteria to analyze and interpret exemplary works of art. VA.5.C.1.SU.B

   Participatory

   a. Explore the art-making process to communicate personal interests. VA.5.C.1.PA.A
   b. Use a teacher-selected criterion to analyze and interpret exemplary works of art. VA.5.C.1.PA.B

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Revise artwork as a necessary part of the creative process to achieve an artistic goal. VA.5.C.2.1
2. Analyze personal artworks to articulate the motivations and intentions in creating personal works of art. VA.5.C.2.2

   Apply established criteria to the art-making process to measure artistic growth. VA.5.C.2.3

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4. Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth. VA.5.C.2.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to analyze and revise personal artworks. VA.5.C.2.IN.A

b. Describe the artistic intent of personal artworks. VA.5.C.2.IN.B

Supported

a. Use a teacher-selected criterion to analyze and revise personal artworks. VA.5.C.2.SU.A

b. Identify the artistic intent of personal artworks. VA.5.C.2.SU.B

Participatory

a. Use feedback from others to revise personal artworks. VA.5.C.2.PA.A

b. Convey the meaning of personal artworks. VA.5.C.2.PA.B

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Use the structural elements of art and organizational principles of design when engaged in art criticism. VA.5.C.3.1
2. Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects. VA.5.C.3.2
3. Critique works of art to understand the content and make connections with other content areas. VA.5.C.3.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art. VA.5.C.3.IN.A

Supported

a. Use defined criteria to examine a variety of works of art. VA.5.C.3.SU.A

Participatory

a. Use a teacher-selected criterion to examine a variety of familiar visual art. VA.5.C.3.PA.A

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. VA.5.S.1.1
2. Use media, technology, and other resources to inspire personal art-making decisions. VA.5.S.1.2
3. Create artworks to depict personal, cultural, and/or historical themes. VA.5.S.1.3

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4. Use accurate art vocabulary to communicate about works of art and artistic and creative processes. VA.5.S.1.4

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Explore the use of art tools, processes, and media. VA.2.S.1.IN.A

   a. Manipulate tools and media to enhance communication in personal artworks. VA.5.S.1.IN.A

   b. Use diverse resources to inspire artistic expression and achieve varied results. VA.5.S.1.IN.B

   c. Incorporate ideas from art exemplars for specified time periods and cultures. VA.5.S.1.IN.C

   d. Choose accurate art vocabulary to describe works of art and art processes. VA.5.S.1.IN.D

   Supported

   a. Experiment with art tools and media to express ideas. VA.5.S.1.SU.A

   b. Explore diverse resources to inspire artistic expression and achieve varied results. VA.5.S.1.SU.B

   c. Use accurate art vocabulary to communicate ideas about art. VA.5.S.1.SU.C

   Participatory

   a. Use a variety of visual art tools and media to express ideas. VA.5.S.1.PA.A

   b. Use selected art vocabulary to communicate about art. VA.5.S.1.PA.B

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

1. Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision. VA.5.S.2.1
2. Identify sequential procedures to engage in art production. VA.5.S.2.2
3. Visualize the end product to justify artistic choices of tools, techniques, and processes. VA.5.S.2.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal. VA.5.S.2.IN.A

b. Re-create visual art processes in given media. VA.5.S.2.IN.B

Supported

a. Follow sequential procedures and techniques to achieve an artistic goal. VA.5.S.2.SU.A

Participatory

a. Use a variety of visual art tools and media. VA.5.S.2.PA.A

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks. VA.5.S.3.1
2. Use craftsmanship and technical ability in personal works to show refinement of skills over time. VA.5.S.3.2
3. Use tools, media, techniques, and processes in a safe and responsible manner. VA.5.S.3.3
4. Use ethical standards, including copyright laws, when producing works of art. VA.5.S.3.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use two- and three-dimensional materials, tools, and processes to achieve an intended result. VA.5.S.3.IN.A

b. Work within safety guidelines while using tools, media, techniques, and processes. VA.5.S.3.IN.B

c. Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art. VA.5.S.3.IN.C

Supported

a. Develop skills by using various tools, media, techniques, and processes to create two- and three-dimensional works of art. VA.5.S.3.SU.A

b. Demonstrate safety procedures for using art tools and materials. VA.5.S.3.SU.B

c. Recognize the difference between one's own ideas and those of others. VA.5.S.3.SU.C

Participatory

a. Use a variety of visual art tools and media to create works of art. VA.5.S.3.PA.A

b. Imitate the safe use of art tools and materials. VA.5.S.3.PA.B

Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Use structural elements of art and organizational principles of design to develop content in artwork. VA.5.O.1.1
2. Organize the structural elements of art to achieve visual unity. VA.5.O.1.2
3. Explain how creative and technical ability is used to produce a work of art. VA.5.O.1.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work. VA.5.O.1.IN.A

Supported

a. Explore the structural elements of art and organizational principles of design to support artistic development. VA.5.O.1.SU.A

Participatory

a. Explore the use of structural elements of art in personal artworks. VA.5.O.1.PA.A

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ne structural rules and conventions of an art form serve as both a foundation and eparture point for creativity.

1. Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. VA.5.0.2.1
2. Use a variety of sources for ideas to resolve challenges in creating original works. VA.5.0.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the intent of the artist within visual art examples. VA.5.0.2.IN.A
b. Use creative and innovative ideas to complete personal artworks. VA.5.0.2.IN.B

Supported

a. Match the intent of the artist within visual art examples. VA.5.0.2.SU.A
b. Create imagery and symbols to express thoughts and feelings. VA.5.0.2.SU.B

Participatory

a. Recognize that visual art examples convey meaning. VA.5.0.2.PA.A
b. Generate ideas and images for artwork that communicate personal experience. VA.5.0.2.PA.B

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Create meaningful and unique works of art to effectively communicate and document a personal voice. VA.5.0.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use symbols, visual language, and/or written language to document self or others. VA.5.0.3.IN.A

Supported

a. Use personal symbols in artwork to document surroundings and community. VA.5.0.3.SU.A

Participatory

a. Create works of art to document self-perception. VA.5.0.3.PA.A

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Examine historical and cultural influences that inspire artists and their work. VA.5.H.1.1
2. Use suitable behavior as a member of an art audience. VA.5.H.1.2
3. Identify and describe the importance a selected group or culture places on specific works of art. VA.5.H.1.3

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4. Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists. VA.5.H.1.4

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify historically and culturally significant influences in artwork. VA.5.H.1.IN.A

   b. Identify ways that respect is shown to personal works of art. VA.5.H.1.IN.B

   Supported

   a. Recognize a cultural or historical influence on artwork. VA.5.H.1.SU.A

   b. Recognize reasons for respecting the work of others. VA.5.H.1.SU.B

   Participatory

   a. Associate visual art with a culture or time. VA.5.H.1.PA.A

   b. Follow directions for suitable behavior in an art audience. VA.5.H.1.PA.B

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Compare works of art on the basis of style, culture, or artist across time to identify visual differences. VA.5.H.2.1
2. Describe the ways in which artworks and utilitarian objects impact everyday life. VA.5.H.2.2
3. Discuss artworks found in public venues to identify the significance of the work within the community. VA.5.H.2.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify similarities and differences in visual art produced across time and cultures. VA.5.H.2.IN.A

b. Examine artworks and utilitarian objects, and describe their significance in the school and/or community. VA.5.H.2.IN.B

c. Identify various venues in which artwork is on display for public viewing. VA.5.H.2.IN.C

Supported

a. Recognize similarities and differences in visual art produced across time and cultures. VA.5.H.2.SU.A

b. Identify common uses of visual art. VA.5.H.2.SU.B

c. Recognize various venues in which artwork is on display for public viewing. VA.5.H.2.SU.C

Participatory

a. Recognize similarities and differences in works of art. VA.5.H.2.PA.A

b. Recognize the function of visual art in a variety of activities and environments. VA.5.H.2.PA.B

c. Recognize a venue in which artwork is on display for public viewing. VA.5.H.2.PA.C

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

1. Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas. VA.5.H.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Apply a selected critical-thinking process in visual art to a different curriculum or discipline. VA.5.H.3.IN.A

Supported

a. Apply a teacher-defined critical-thinking process in visual art to a different curriculum or discipline. VA.5.H.3.SU.A

Participatory

a. Integrate a teacher-defined pattern from visual art with a different curriculum or discipline. VA.5.H.3.PA.A

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

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Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks. VA.5.F.1.1

2. Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices. VA.5.F.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore traditional or non-traditional uses of media and techniques to create two- and three-dimensional artworks. VA.5.F.1.IN.A

b. Explore the effects and merits of different solutions to solve an artistic problem. VA.5.F.1.IN.B

Supported

a. Combine art media to create two- and three-dimensional works of art. VA.5.F.1.SU.A

b. Create, interpret, and respond to visual art using a variety of media. VA.5.F.1.SU.B

Participatory

a. Create visual art using a variety of media. VA.5.F.1.PA.A

b. Create, interpret, or respond to visual art using a variety of media. VA.5.F.1.PA.B

Careers in and related to the arts significantly and positively impact local and global economies.

1. Describe the knowledge and skills necessary for art-making and art-related careers. VA.5.F.2.1
2. Explore careers in which artworks and utilitarian designs are created. VA.5.F.2.2
3. Discuss contributions that artists make to society. VA.5.F.2.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the skills, training, or prerequisites for two or more community opportunities in or related to visual art for employment or leisure. VA.5.F.2.IN.A

Supported

a. Recognize a prerequisite for two or more community opportunities in or related to visual art for employment or leisure. VA.5.F.2.SU.A

Participatory

a. Associate visual art with leisure, recreation, or a job. VA.5.F.2.PA.A

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Create artwork to promote public awareness of community and/or global concerns. VA.5.F.3.1

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2. Create artwork that shows procedural and analytical thinking to communicate ideas. VA.5.F.3.2
3. Work collaboratively with others to complete a task in art and show leadership skills. VA.5.F.3.3
4. Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills. VA.5.F.3.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, interpret, and respond to visual art that promotes awareness of community and/or global concerns. VA.5.F.3.IN.A
b. Prioritize and complete tasks related to individual or collaborative visual art projects. VA.5.F.3.IN.B

Supported

a. Create, interpret, or respond to visual art that promotes awareness of community and/or global concerns. VA.5.F.3.SU.A
b. Sequence two or more steps related to individual or collaborative visual art projects. VA.5.F.3.SU.B

Participatory

a. Contribute or respond to visual art that promotes awareness of community and/or global concerns. VA.5.F.3.PA.A
b. Complete one or more steps related to individual or collaborative visual art projects. VA.5.F.3.PA.B