Rhode Island Arts

Visual Arts & Design: Grades 5, 6

Adopted 2010

Creative Processes – Visual Art and Design is the process of creative problem solving using both traditional and innovative media, tools, techniques, and processes in order to make the imagined visible.

VAD1 (5-6)-1. Students demonstrate knowledge and application of Visual Art and Design concepts by… VAD1 (5-6)-1

a. applying VAD concepts for intended purposes and explaining the effects: line, shape, form, texture, color, color schemes/groups, organization of visual compositions, emphasis/focal point, pattern, balance/symmetry, and contrast

b. applying and revising strategies and techniques to address artistic problems

c. using observation to develop a visual representation of a variety of shapes, with some accuracy

d. documenting personal progress through a portfolio of self-created art work identifying strengths and weaknesses

VAD1 (5-6)-2. Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design by… VAD1 (5-6)-2

a. explaining purposes for using different media, tools, techniques, and processes with basic skill, while creating two- and three-dimensional works of art and design (e.g., media, tools and techniques in drawing, painting, printmaking, mixed media, sculpture, ceramics, digital media)

b. demonstrating knowledge of vocabulary of media, techniques, and processes (e.g., vocabulary relating to printmaking, lino block, brayer/inking)

Cultural Contexts – Visual Art and Design creatively expresses the values and ideas of human experience, community, and civilization.

VAD2 (5-6)-1. Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts by… VAD2 (5-6)-1

a. comparing a variety of purposes for making visual art and design (e.g. telling a story, communicating ideas and emotions, creating functional objects, design)

b. analyzing the connections between Visual Arts and Design and other disciplines (e.g., how patterns in design relate to mathematical concepts)

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c. Describing the roles of the arts and artists in society to interpret events and cultures, to innovate and take risks while solving problems

d. describing a career opportunity in the arts and identifying the education required

e. identifying specific qualities about the visual arts and design in at least two cultures and time periods

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Communication – Visual Art and Design is a vehicle for expression and communication through the use and development of metaphor and symbol systems.

VAD3 (5-6)-1. Students demonstrate the ability to communicate in the language of Visual Art and Design by... VAD3 (5-6)-1

a. selecting and applying media, techniques, processes, or visual arts and design concepts to convey specific feelings, ideas, or meanings

b. creating a unique solution for a visual art or design problem (e.g., illustrating the major conflict in a novel or story read)

c. identify how different cultures use different visual symbols to represent similar ideas (e.g., courage, fear, values, freedom, wealth)

d. comparing how their own works of art or design are symbolic representations of events, ideas, feelings, or beliefs within the context of historic and contemporary art

VAD3 (5-6)-2. Students demonstrate the ability to extract meaning from works of art by... VAD3 (5-6)-2

a. comparing and contrasting how subject matter, feeling and broad ideas are represented in different ways between different artists (e.g., two works of art that represent heroism from different cultures or in different media)

Aesthetic – Applying knowledge of Visual Art and Design in order to reflect on and evaluate the work of self and others.

VAD4 (5-6)-1. Students reflect upon, analyze and evaluate the work of self and others by... VAD4 (5-6)-1

a. describing subject matter, media, and basic visual arts concepts seen in a work of art or design

b. making interpretations based on observations

c. describing creative elements in the work

d. asking questions about other's artwork relating to subject matter, media, and basic visual arts concepts and about when and where the work of art or design was created (e.g., What was going on at the time?)

e. contributing in individual or group discussions about work in which the student gives and receives constructive criticism

f. describing one's own work for creativity, quality of craftsmanship, effective use of basic visual arts and design concepts, and choice of subject matter based on the analysis of exemplar works of art or design