Texas Fine Arts

Art: Grade 5

Adopted 2013

Elementary Art

1. **The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:** 5.1

   A. develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; 5.1.A

   B. use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and 5.1.B

   C. discuss the elements of art as building blocks and the principles of design as organizers of works of art. 5.1.C

2. **The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:** 5.2

   A. integrate ideas drawn from life experiences to create original works of art; 5.2.A

   B. create compositions using the elements of art and principles of design; and 5.2.B

   C. produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials. 5.2.C

3. **The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:** 5.3

   A. compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols; 5.3.A

Skip to main content

   B. compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures; 5.3.B

C. connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and 5.3.C

D. investigate connections of visual art concepts to other disciplines. 5.3.D

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4. **The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:** 5.4

A. evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists; 5.4.A

B. use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and 5.4.B

C. compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios. 5.4.C