

5th Grade

Visual and Performing Arts: Visual Arts Content Standards.

ARTISTIC PERCEPTION

At the fifth grade level, children will perceive and respond to works of art, objects in nature, events, and the environment. They will continue to process, analyze, and respond to sensory information through the language and skills unique to the visual arts. In the fifth grade the students will learn to identify principles of design in visual compositions, emphasizing unity and harmony.

Ideas for what to do:

This lesson will start out as a more theoretical lesson, teaching the students about the elements and principles of design, which are the building blocks used to create art. Many of these terms have been used and taught previously, but in this lesson, they will be brought together.

We will begin by identifying the elements of design. There are seven and sometimes eight main elements of design. This can vary depending on the what the teacher opts to present.

1. Line
2. Shape
3. Color
4. Value
5. Form
6. Texture
7. Space
8. Perspective

All of these have been taught in previous grades. Together, they are used to create art, and they are believed to be the foundation for creating visually pleasing art. There are many different representations and pages that illustrate and organize the elements of art, and these can be used to review with the class. Below are a few examples found by searching online for images of Elements of Art Design.

Elements of Art

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.

Line
A mark made by a pointed tool such as a brush, pen or stick; a moving point.

Shape
A flat, enclosed area that has two dimensions, length and width. Artists use both geometric and organic shapes.

Color
Is one of the most dominant elements. It is created by light. There are three properties of color: Hue (name), Value (shades and tints), and Intensity (brightness).

Value
Degrees of lightness or darkness. The difference between values is called value contrast.

Form
Objects that are three-dimensional having length, width and height. They can be viewed from many sides. Forms take up space and volume.

Texture
Describes the feel of an actual surface. The surface quality of an object; can be real or implied.

Space
Is used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/or positive.

The Elements of Design
(the tools to make art)

Line		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.
Shape		2D (two dimensional)/ flat Geometric (square, circle, oval, triangle) Organic (all other shapes)
Form		3D (three dimensional), Geometric (cube, sphere, cone), Organic (all other forms such as people, animals, tables, chairs, etc).
Colour		Refers to the wavelengths of light. Refers to hue (name), value (lightness/darkness), intensity (saturation, or amount of pigment), and temperature (warm and cool). Relates to tint, tone and shade.
Value		The lightness or darkness of an image (or part of an image).
Texture		The feel, appearance, thickness, or stickiness of a surface. (for example: smooth, rough, silky, furry).
Space		The area around, within, or between images or parts of an image (relates to perspective). Positive and negative space.

Elements of Art

Line
Line is the path of a moving point. Lines define the edges of shapes and forms.

Shape
Shape is an area enclosed by line. It is 2 dimensional and can be geometric or organic.

Form
Forms are 3-Dimensional. They occupy space or give the illusion that they occupy the space.

Color
Color is the most expressive element of art and is seen by the way light reflects off a surface.

Value
Value is the lightness or darkness of a surface. It is often referred to when shading but value is also important in the study of color.

Texture
Texture is the actual surface feel or the simulated appearance of roughness, smoothness & many others.

Space
Space is the illusion of objects having depth on the 2-dimensional surface. Linear and aerial perspective are used.

Once the elements have been reviewed, we now move on to the principles of art and design. These principles describe the way an artist will use the elements of art in a work of art. The principles of art are:

1. Pattern
2. Contrast
3. Emphasis
4. Balance
5. Scale
6. Harmony
7. Movement
8. Unity
9. Variety

These are again, easily found materials and handouts that can be given or shown to students to help them learn these concepts. See the two images below that were found online, including the third one, which includes both the elements and principles of art and design.

The Principles of Design (how to use the tools to make art)		
Pattern		A regular arrangement of alternated or repeated elements (shapes, lines, colours) or motifs.
Contrast		The juxtaposition of different elements of design (for example: rough and smooth textures, dark and light values) in order to highlight their differences and/or create visual interest, or a focal point.
Emphasis		Special attention/importance given to one part of a work of art (for example, a dark shape in a light composition). Emphasis can be achieved through placement, contrast, colour, size, repetition... Relates to focal point.
Balance		A feeling of balance results when the elements of design are arranged symmetrically or asymmetrically to create the impression of equality in weight or importance.
Scale		The relationship between objects with respect to size, number, and so on, including the relation between parts of a whole.
Harmony		The arrangement of elements to give the viewer the feeling that all the parts of the piece form a coherent whole.
Rhythm/Movement		The use of recurring elements to direct the eye through the image; the way the elements are organized to lead the eye to the focal area. The eye can be directed, for example, along edges and by means of shape and colour.
Unity		All parts of an image work together to be seen as a whole.
Variety		Using different elements in an image to create visual interest.

Principles of Design
These are the standards or rules to be observed by Artists in creating works of Art; they are how to create and organize Artwork. When elements are utilized with the principles in mind, outstanding Artwork is created.

- Balance**
A distribution of visual weight on either side of the vertical axis. Symmetrical balance uses the same characteristics. Asymmetrical uses different but equally weighted features.
- Contrast**
The arrangement of opposite elements (light vs. dark, rough vs. smooth, small vs large, etc.) in a composition so as to create visual interest.
- Emphasis**
Used to make certain parts of an Artwork stand out. It creates the center of interest or focal point. It is the place in which an Artist draws your eye to first.
- Movement**
How the eye moves through the composition; leading the attention of the viewer from one aspect of the work to another. Can create the illusion of action.
- Pattern**
The repetition of specific visual elements such as a unit of shape or form. A method used to organize surfaces in a consistent regular manner.
- Rhythm**
Regular repetition of, or alternation in elements to create cohesiveness and interest.
- Unity**
Visually pleasing agreement among the elements in a design. It is the feeling that everything in the work of Art works together and looks like it fits.

ELEMENTS & PRINCIPLES OF ART

- LINE**
Line is the path of a point moving through space.
- PATTERN**
Pattern refers to the repetition or arrangement of a design element which establishes a visual field.
- SHAPE / FORM**
Shape includes spatial form and is usually perceived as two-dimensional. Form includes length, width and height in space. It is perceived as three-dimensional.
- RHYTHM / MOVEMENT**
Refers to the suggestion of motion through the use of repeated elements.
- COLOR**
Color of some form that distinguishes it from other elements and that has three properties: hue, value and intensity.
- PROPORTION / SCALE**
Proportion is the size relationship of parts in a whole and to one another. Scale refers to relating size to context, such as a human body.
- VALUE**
Value refers to the relative lightness and darkness and is a function of the amount of light reflecting from a surface.
- BALANCE**
Balance refers to the equilibrium or equilibrium of elements in a composition. It can be symmetrical, asymmetrical, or radial.
- TEXTURE**
Texture refers to the tactile qualities of a surface (actual and simulated) and is a function of the way the surface is treated.
- UNITY**
Unity is achieved when the composition of a work of art is harmonious, consistent, and unified, giving the work a sense of wholeness.
- SPACE / PERSPECTIVE**
Space is the area in which an object is perceived. Perspective is a method of representing three-dimensional objects on a two-dimensional surface.
- EMPHASIS**
Emphasis refers to the central aspect of interest, the place or element where your eye first lands.

In the fifth grade, students are expected to know about the elements and principles of design. Students should be able to understand and discuss the concepts, as well as create art with these principles in mind.

Once these concepts have been taught and discussed, a project can be done to demonstrate the student's understanding. You can either choose one principle, or have the students create an original work of art for all of the principles. If you study the middle image above, you can see how different works were created to represent each principle. Have students create their own images, then have them present their work to the class, explaining what elements and principles were used. Have the rest of the class critique the work, using their visual arts vocabulary, and their understanding of the concepts.

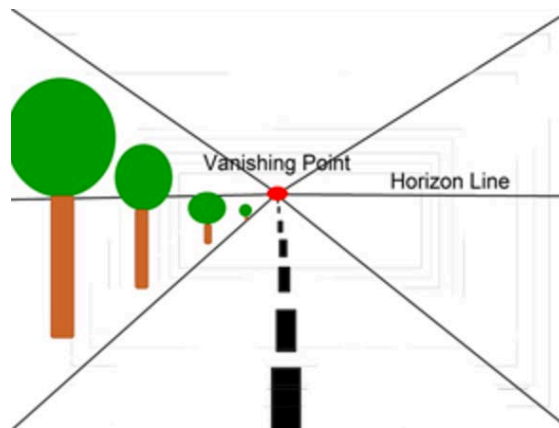
CREATIVE EXPRESSION

At the fifth grade level, children apply artistic processes and skills, using a variety of media to communicate meaning and intent in a original works of arts. They will use one-point perspective to create the illusion of space.

Ideas for what to do:

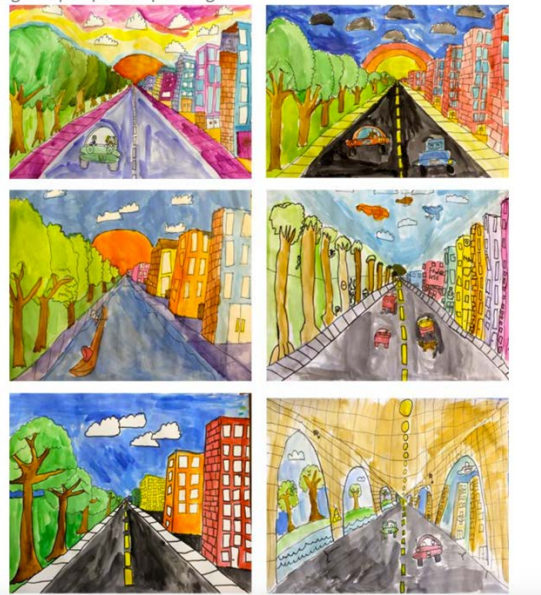
Students have previously been introduced to perspective, but in this assignment they will learn about one-point perspective drawing. The method in one-point perspective is that you are working with space by setting up the page with certain points, such as the horizon and a vanishing point. To begin, the vanishing point is often in the middle, on the horizon, but it can also be to the side. In this project, the students will begin with a basic one-point perspective.

Give the students a large piece of white paper. Have them draw a light horizontal line across the middle of the paper with a pencil (so that it can be erased, or colored over). Next have them place a vanishing point in the middle of the horizontal line, and then draw four diagonal lines from the vanishing point to each corner of the page. The image below is computer generated, but it gives the basic idea of how perspective is created by the horizon, vanishing point and diagonal lines.



Next have the students fill in the bottom section up until the vanishing point with a road, and either side with trees and buildings. The sky should be filled in above the horizon.

Fifth grade perspective paintings...



Once the students have completed their work, the pictures should be displayed, and the students should participate in a class critique, discussing the effectiveness of the one-point perspective methodology in creating the illusion of depth.

AESTHETIC VALUING

Children at the fifth grade level will build on skills from the earlier grades in responding to, analyzing and making judgments about the art that they see around them, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Students will be able to assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

Ideas for what to do:

This assignment will occur once another art work has been completed. The students should take their own piece of art and conduct an in-depth analysis of their work, applying the elements and principles of art and design to analyze how well they accomplished their goals in creating the piece. They can be assigned to look for and critique specific principles, or they can look for what they see on their own. They should be able to present their own critique and reflection, as well as be able to speak to what they would improve in their piece and how.