

What is it we expect students to learn? Identifying Essential Standards

Grade Level: 5

Subject: Art

Team Members: Holdsworth, Helmich, Martin, Steele

1. Standard/Description	2. Example/Rigor	3. Prior Skills Needed	4. Common Assessment	5. When Taught?	6. Enrichment Standards
Utilize the elements of art and principles of design and the structures and functions of art to communicate personal ideas	creating a painting, drawing or sculpture in reaction to world events such as drug awareness, or conservation events	Knowledge of art elements and principles of design	Final Product	4 th Quarter	
Creating a sculpture utilizing a variety shapes and sizes of scrap paper	Overlapping different sizes of paper to create a creative and interesting sculpture	Prior knowledge of basic art tools; understanding of the elements of art terms	Final Product	4 th Quarter	
Producing one-point perspective drawings	drawing cubes using a vanishing point	Experience with using a ruler	Final Product	3 rd Quarter	
Producing moving and stationary sculptures	mobiles, totem poles, origami paper sculptures, clay coil or slab-built pottery	Knowledge of sculpture concepts	Final Product	2 nd Quarter	
Explain the elements of art and principles of design, including variety and unity in a work of art	Variety-shapes and lines in different works of art	Understanding the elements of art and principles of design concepts	Oral or Written Critique	2 nd Quarter	
Critique personal works of art orally or in writing according to specified criteria, including elements of art, principles of design, technical skill and creativity	Organizing the progression of art work in a personal portfolio	Prior knowledge of art elements and principles of design	Oral Critique	4 th Quarter	
Associate a particular artistic style with an individual artist	Claude Monet with Impressionism, Andy Warhol with Pop art	Knowledge of artists styles	Power Point	1 st Quarter	
Describe the ways in which the subject matter of other disciplines is interrelated with the visual arts	mathematics – M.C. Escher & tessellations; science – transformation of	Research artists and how they utilize subject matter with in their art	Power Point	3 rd Quarter	

	shapes to forms, circles to spheres, squares to cubes and triangles to pyramids				
--	--	--	--	--	--

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessment(s) will be used to measure student mastery?
5. When will this standard be taught?
6. Enrichment: What supplementary standards/skills enrichment the essential standard?