

Grade 5 Art TEKS Discovery

| TEKS Strand | Expectations |
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| <p>Foundations: observation & perception Fifth graders develop and expand 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 original artwork. The student is expected to:</p> | <p>Fifth graders will be expected to develop and communicate ideas drawn from life experiences about self, peers, family, school, or community about the global community, and from the imagination as sources for original works of art; use appropriate vocabulary when discussing the Elements of Art including line, shape, color, texture, form, line, space, value, and the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.</p> |
| <p>Creative Expression Fifth graders communicate ideas through original artwork 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:</p> | <p>Fifth graders will be expected to integrate ideas drawn from life experiences to create original works of art; create compositions, using the Elements of Art and Principles of Design; and produce drawings, paintings, prints, constructions, sculpture including modeled forms, and other art forms such as ceramics, fiber art, digital art and media, and photographic imagery, using a variety of materials.</p> |
| <p>Historical and cultural relevance Fifth graders demonstrate 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:</p> | <p>Fifth graders will be expected to compare the purpose and effectiveness in artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols; compare the purpose and effectiveness in artworks created by historic and contemporary men and women, making connections to various cultures; connect art to career opportunities such as architect, animator, cartoonist, engineer, fashion designer, film maker, graphic artist, illustrator, interior designer, photographer, and web designer; and investigate visual art concepts' connections to other disciplines.</p> |
| <p>Critical evaluation and response Fifth graders respond to and analyze the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p> | <p>Fifth graders will be expected to 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; use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and compile collections of personal artworks for purposes of self-assessment or exhibition, such as physical artworks, electronic images, sketchbooks, or portfolios.</p> |
| <p>Example:</p> <p>Ms. Lerner presents the questions to the students, "Where do you like to read?" "Where do you like to write?" "Where do you like to do your homework?" "Where do you like to draw and color?" She will then talk to the students about the Big Idea of Place. She will then ask the Key Question, "If you were given a homework assignment to do a painting, where would you like to do it?" She ties this to the Social Studies concept of place.</p> <p>Ms. Lerner then teaches a unit on the Renaissance sculptor and painter, Michelangelo – specifically his painting on the Sistine Chapel ceiling. She will show the work as well as explain the history and process, including his professional work for the Pope.</p> <p>The next day students will replicate painting on the ceiling as Michelangelo did by taping butcher paper to the bottom of students' desks and asking students to lie on the floor to paint. Students draw their designs with charcoal or chalk and then paint with watercolors, which dry quickly, much like the ancient paints did on the plaster ceilings.</p> <p>The teacher provides additional opportunities for problem solving, including having students find more comfortable working positions. Discussions before and after the experience produce new insights from students on the work of the Renaissance painter Michelangelo and will write responses to the process and the artwork.</p> | |
| <p><u>Differentiation Strategies for Students with Special Needs</u></p> | |