

# PARENT GUIDE FOR FINE ARTS CURRICULUM: VISUAL ARTS

## GRADE FIVE

### DIOCESE OF CLEVELAND

**Below is a list of the skills your child will be taught in Grade Five.**

**As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.**

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>OH: Fine Arts - Visual Arts: Enduring Understandings</b>	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
<b>OH: Fine Arts - Visual Arts: Progress Points</b>	
	Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.
	Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
	Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
	Express personal responses to artistic works giving reasons for their interpretations and preferences.
	Provide and use feedback to improve and refine their artworks.
<b>OH: Fine Arts - Visual Arts: Perceiving/Knowing (PE)</b>	
	Understand that the context of an art object has an effect on how that object is perceived.
	Identify and communicate how historical and cultural contexts influence ideas that inform artists.
	Investigate the role of cultural objects in our everyday environment.
	Compare and contrast how form and style are influenced by social, environmental and political views in artworks.
	Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.
	Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.

<b>OH: Fine Arts - Visual Arts: Producing/Performing (PR)</b>	
	Integrate observational and technical skills to strengthen artmaking.
	Use digital tools to explore ideas, create and refine works of art during the artmaking process.
	Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.
	Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.
	During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.
<b>OH: Fine Arts - Visual Arts: Responding/Reflecting (RE)</b>	
	Apply reasoning skills to analyze and interpret the meaning in artworks.
	Describe how personal experiences can influence artistic preferences.
	Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.
	Communicate how personal artistic decisions are influenced by social, environmental and political views.
	Express what was learned and the challenges that remain when assessing their artworks.
	Use criteria to assess works of art individually and collaboratively.
<b>OH: CCSS: Literacy in History/Social Studies: Writing</b>	
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Provide a concluding statement or section related to the information or explanation presented.
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>OH: CCSS: Literacy in History/Social Studies: Speaking and Listening</b>	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	Follow agreed-upon rules for discussions and carry out assigned roles.
	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.