

**Urbana School District #116
FIFTH GRADE CORE EXPECTATIONS**

FINE ARTS

Illinois State Goal 25: Know the language of the arts.

State Standard	District Core Expectations
25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.	<ul style="list-style-type: none"> Describe how the elements and principles are applied in specific art works to help define and communicate an idea, feeling, atmosphere, or story (Dance, Drama, Music, Visual Art) Recognize how elements and principles create unity in artwork (Dance, Drama, Music, Visual Art) VISUAL ART <ul style="list-style-type: none"> Describe the use of a design principle in a 3-D art work Identify sequence of the color wheel Distinguish between light and dark values Identify devices used to create depth in an artwork Recognize the expressive quality of symbol in visual imagery DANCE, DRAMA, MUSIC (See 26B)
25B: Understand the similarities, distinctions and connections in and among the arts.	<ul style="list-style-type: none"> Use appropriate artistic vocabulary to relate perceptions and personal preferences for works of art (Dance, Drama, Music, Visual Art)

Illinois State Goal 26: Through creating and performing, understand how works of art are produced.

State Standard	District Core Expectations
26A: Understand processes, traditional tools and modern technologies used in the arts.	DANCE Apply the tools of mind, body, and sound source in dance activities <ul style="list-style-type: none"> Cooperate with a partner and/or group to create a movement sequence or dance study Discuss basic steps (process) needed to create a dance including the contributions of design element DRAMA Apply the tools of mind, body, and voice in drama activities <ul style="list-style-type: none"> Cooperate with a partner and/or group to create a dramatic work (Scene/Play) Discuss basic steps (process) needed to create drama/theatre, including the contributions of design element VISUAL ART <ul style="list-style-type: none"> Design everyday objects and/or architecture Use materials and tools safely Sketch ideas and designs to plan an artwork Use vocabulary appropriate for the specific processes and tools used in making mages/objects

<p>26B: Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>	<p>DANCE</p> <ul style="list-style-type: none"> • Create movement as a response to action words, imagery, and sound sources • Use personal and general space appropriately • Apply the concepts of size, level, direction, and relationships in space in a variety of situations • Apply appropriate movements with to a given piece of music or sound source • Identify movement qualities as either sustained, suspended, percussive, swinging and vibratory • Create movement studies incorporating the elements of dance <p>DRAMA</p> <ul style="list-style-type: none"> • Independently demonstrate the following skills in dramatic activities: observation, concentration, imagination, and transformation • Demonstrate a variety of theatre/improvisation activities and create characters in response to action words, imagery, and sound sources • Demonstrate an imagined environments and adjust to changes brought about by the introduction of new characters and situations • Develop of a character or place from verbal stimulus, costume piece, and/or prop • Create a scene with a clear beginning, middle, and end <p>MUSIC</p> <ul style="list-style-type: none"> • Begin to identify letter names on the treble clef • Perform more complex rhythms • Identify melodic notation movement • Identify and demonstrate harmony • Identify characteristics of various styles of music <p>VISUAL ART</p> <ul style="list-style-type: none"> • Create 2-D and 3-D artworks from imagination and observation which express a specific idea • Create works of art based on color theories
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Illinois State Goal 27: Understand the role of the arts in civilizations, past and present.

State Standard	District Core Expectations
<p>27A: Analyze how the arts function in history, society and everyday life.</p>	<ul style="list-style-type: none"> • React to art works in a respectful, constructive and supportive manner • Categorize types of artists with their art and art related products • Describe how the environment influences where the audience is and how the audience responds to works of art
<p>27B: Understand how the arts shape and reflect history, society and everyday life.</p>	<ul style="list-style-type: none"> • Link significant art works or artists with their respective styles, time periods or cultures • Compare ways different times or places use materials to produce works of art • Describe how the same idea is expressed in works of art from different cultures, times, or places

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