



# ART

# WORKBOOK

## 5<sup>th</sup> GRADE

NAME: \_\_\_\_\_

2020-2021



# **Welcome!**

**This is your art workbook for the 2020-2021  
school year!**

In this workbook, we will be practicing skills  
used in larger in-class projects.

**K-6 Art Specialists**

# SKILLS CHECKLIST

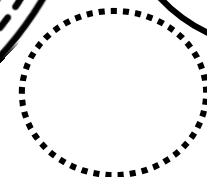
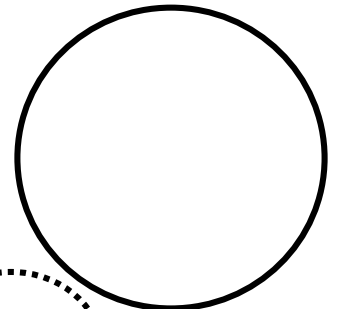
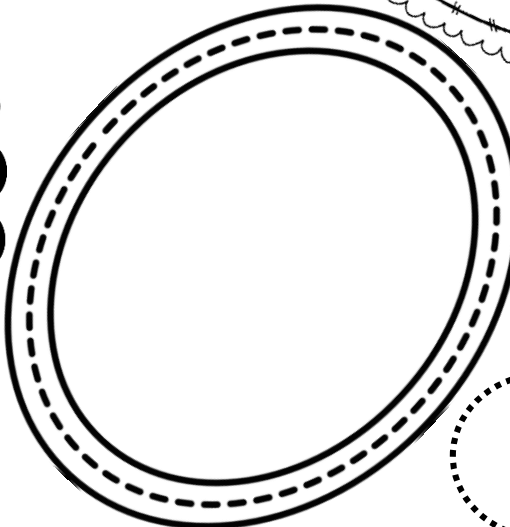
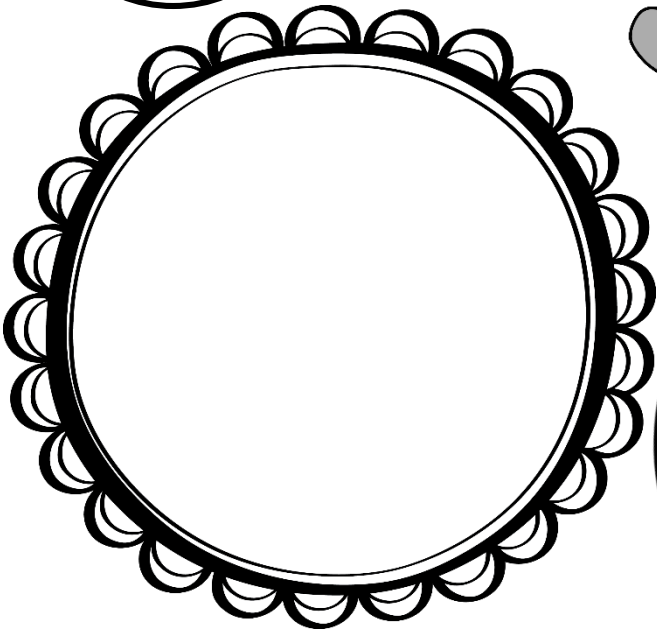
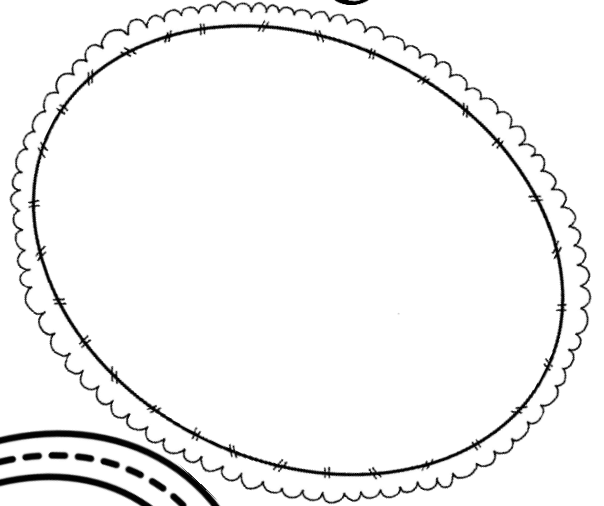
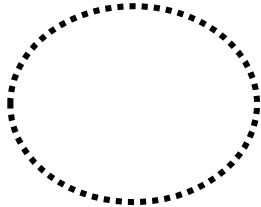
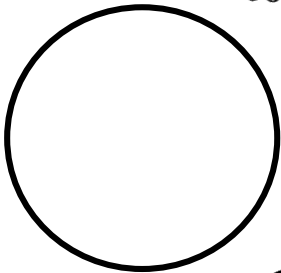
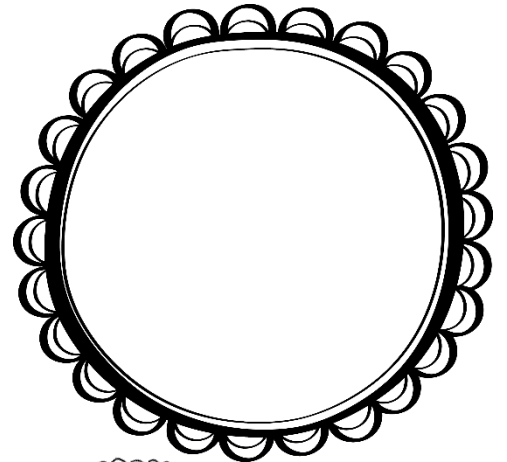
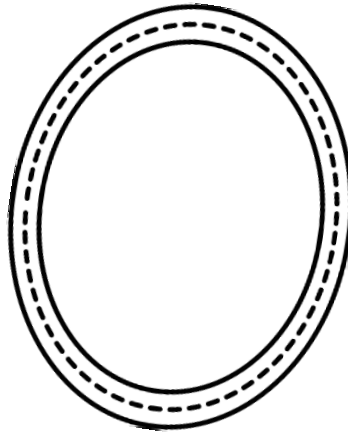
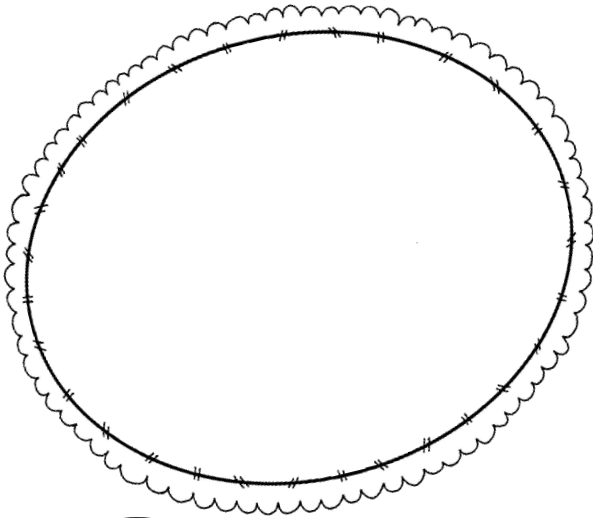
1. Recognize and create three layers of **space** in art: foreground, middle ground, and background.
2. Demonstrate the use of **value** to create **realism** in drawings; value scales.
3. Improve control of various **brush techniques**: wet on wet, wet on dry, dry on dry, salt texture and wax resist.
4. Recognize the difference between geometric and organic **shapes**.
5. Demonstrate and recognize three kinds of **balance**: symmetry, asymmetry, and radial.
6. Refine thin to thick letters and demonstrate basic **graphic lettering**.
7. Find examples of near-large and far-small relationships to **depth perception**.
8. Demonstrate the difference between light and dark **lines**.
9. Name the **secondary/tertiary** colors and make from **primary** colors; 12 hue **color wheel**.
10. Describe the use of the **art elements** of line, shape, color, value, space, and texture in art.
11. Demonstrate the process of **weaving** through fiber arts; weaving into burlap, cardboard loom weaving or string art.
12. Demonstrate proper **facial/body proportions** using line and shapes.
13. Recognize and use complementary and analogous **color theory**.
14. Introduce and apply **two point perspective** technique using horizon line, vanishing points, and ruler; 2 point perspective street corner.
15. Apply and refine **one point perspective** technique using horizon line, vanishing point, and ruler; 1 point perspective fences, telephone poles, and trees.
16. Express a **preference for one artwork over others** and offers a reason.
17. Explain **ideas, thoughts, experiences and feelings** expressed in personal artwork.
18. Describe **similarities and differences in pairs of artwork**.
19. Use **art vocabulary** to talk about art and share themes, subjects, or main ideas.

I CAN  
LEARN

# MY ARTIST VOICE

When making art it is important to use **your voice**. Your voice means using **parts about yourself** including your likes, dislikes, opinions, culture, and heritage in **your art!**

Fill out this brain map to help you add more of your voice to your art this year!



# ELEMENTS OF ART

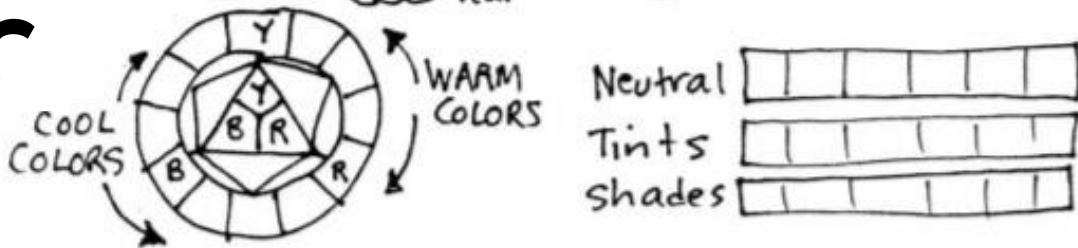
## Line



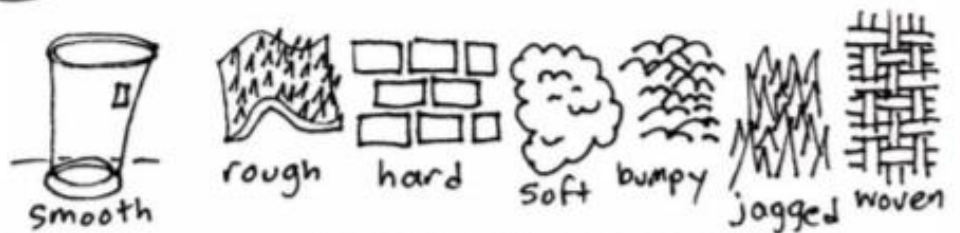
## Shape & Form



## Color



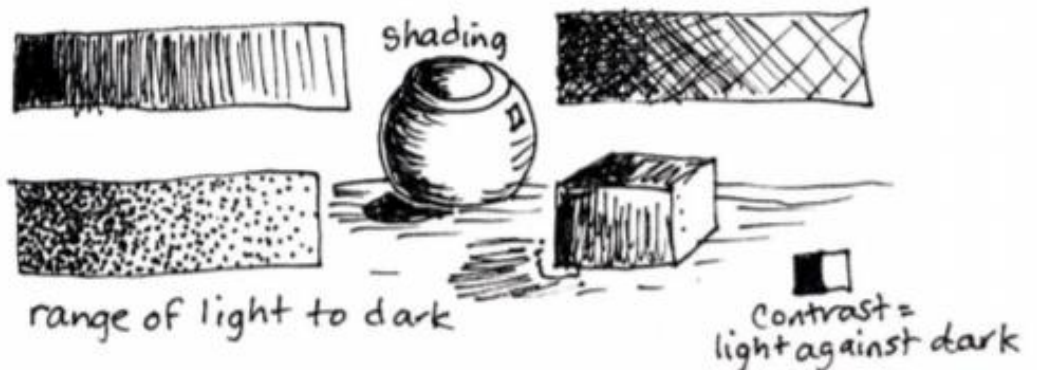
## Texture



## Space



## Value





# I CAN LEARN PRINCIPLES OF DESIGN

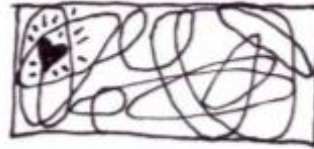
## Pattern

Repetition of the elements of art



## Emphasis

Focus - Main idea  
What "grabs" your attention



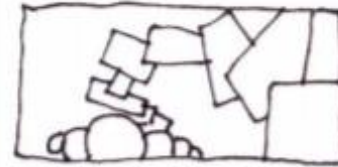
## Variety

An assortment of lines, shapes, colors and other elements of art in the art work



## Unity Balance

How the elements work together, fit together, so the art work looks complete



Symmetrical



same design on both sides of a midline.

Asymmetrical



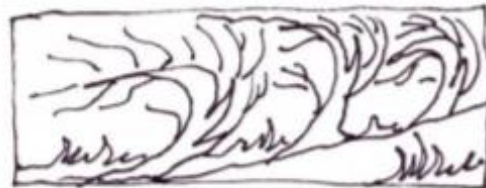
A balance that is not even

Radial



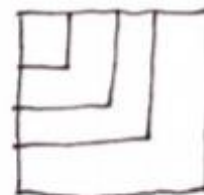
## Rhythm & Movement

A regular repetition of the elements of art to create a sense of rhythm and/or movement



## Proportion

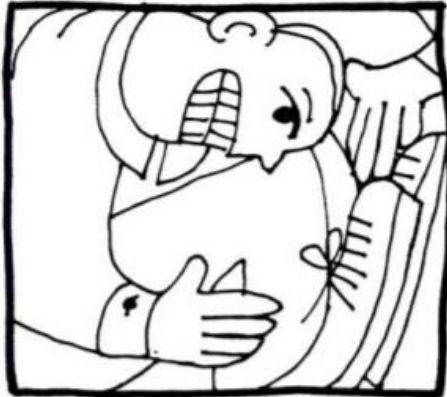
How parts fit together to make a whole - Size relations  
(Includes scale, monumental, miniature, exaggeration...)



# I CAN LEARN

# Space

**Space** is the visual and physical space within an artwork. Artists create **space** in a variety of ways.



**DRAW BIG**



**FILL THE WHOLE PAPER**



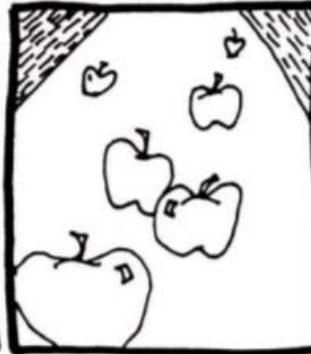
**LINES OFF THE PAPER**



**PLACEMENT IN RELATION TO THE HORIZON LINE**



**SMALLER IN DISTANCE LARGER CLOSE UP**



**DARKER CLOSE UP & LIGHTER FURTHER AWAY**



**OVERLAPPING**



**FOREGROUND (NEAR SPACE)**



**MIDDLE GROUND (MIDDLE SPACE)**



**BACKGROUND (FAR SPACE)**

# I CAN LEARN

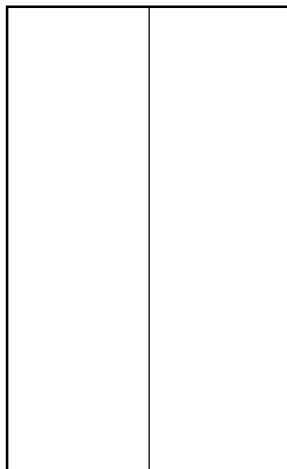
# Value

**Value** is the difference in the lightness or darkness of an object, shape, or form.

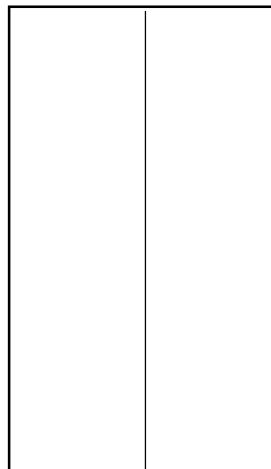
A value scale shows the change of light to dark.



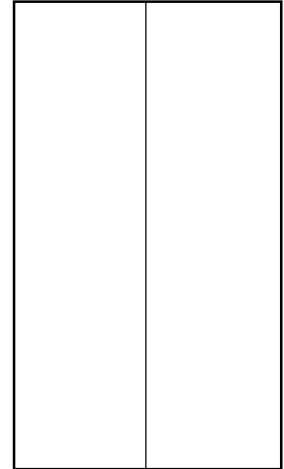
This is a pencil value scale



Pen Pencil  
Shading with lines: hatching



Pen Pencil  
Shading with cross-hatching



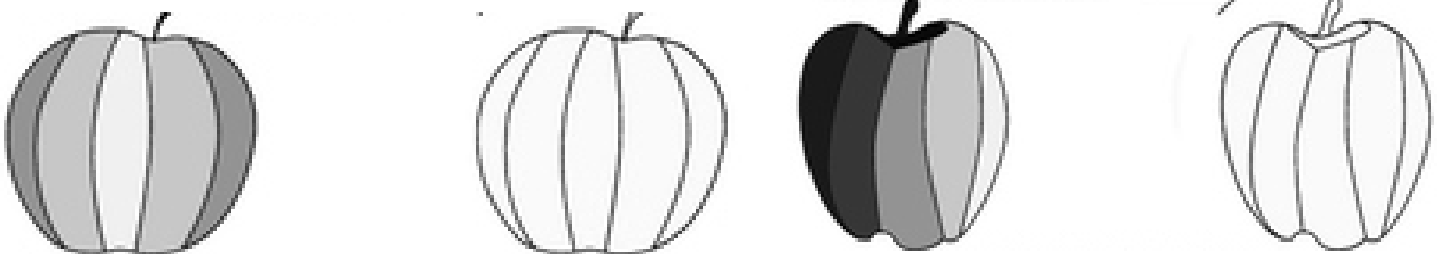
Pen Pencil  
Shading with stippling

[ These are line shading techniques. ]

## Shading applied to objects:



## Practice shading objects:





I CAN  
LEARN

# Pencil Pressure



**Pencil pressure** is how hard you push down on the paper with your pencil while you draw.

The **harder** you press, the **darker** the mark will be. The **lighter** you press, the **lighter** your mark will be.

Light pressure drawing is called **sketching**. Sketching is what artist's do when first creating art. It's like the **sloppy copy** of their work.

Practice drawing lightly! Sketch a doodle in the box below:

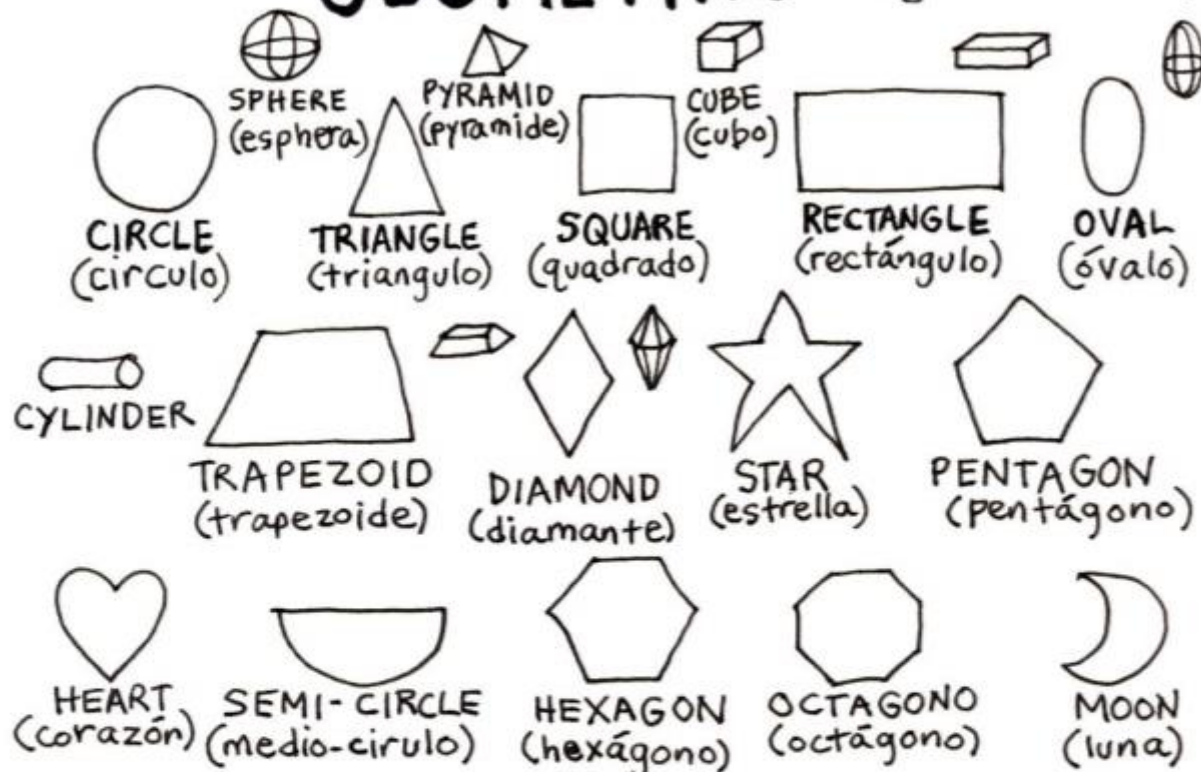


I CAN  
LEARN

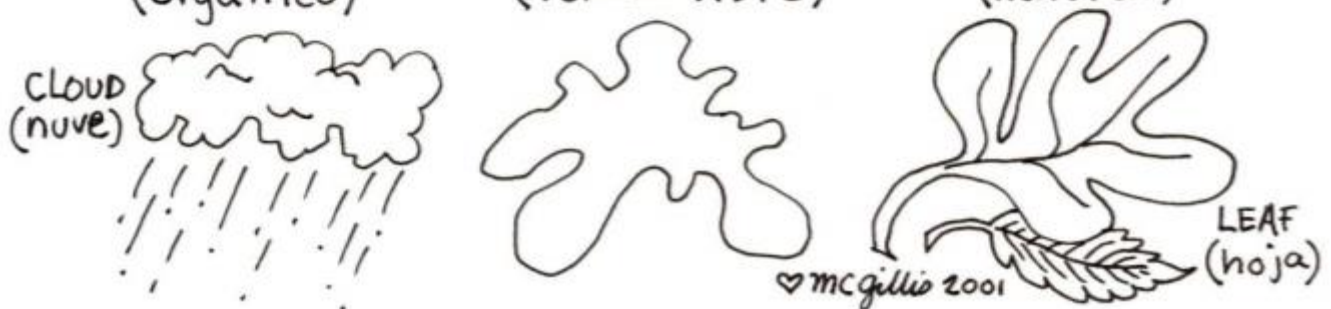
# Shapes

**Shapes** are created when a line connects two ends. It is an enclosed **space**. There are two categories of shapes: **geometric** and **organic**.

## GEOMETRIC (geometrica)



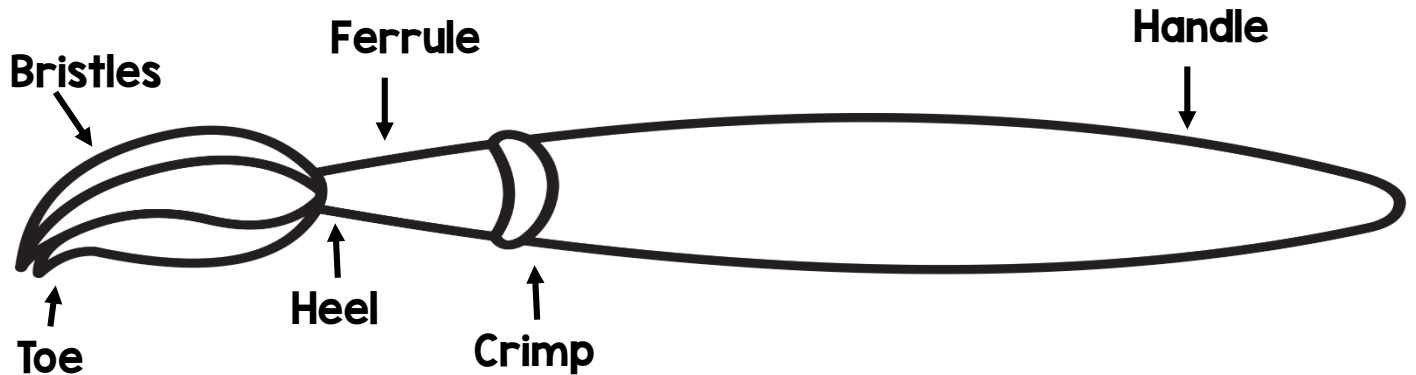
## ORGANIC/FREE FORM/NATURAL (orgánico) (forma libre) (natural)



**I CAN  
LEARN**

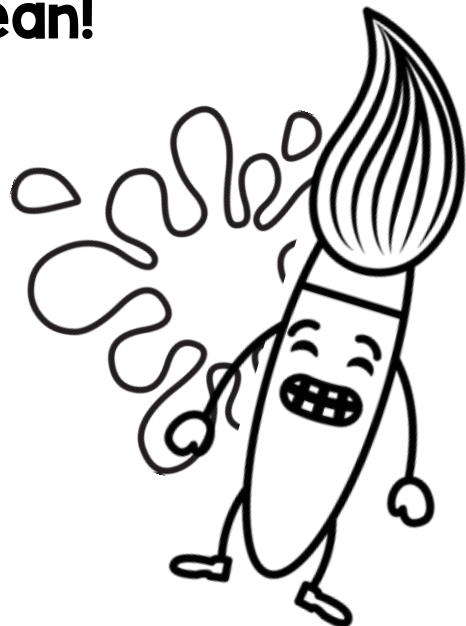
# Painting

Paintbrushes are used to move paint around. There are different parts of the brush we should know!



To keep our paintbrushes nice and neat, there's a few things we need to do...

- 1** Rinse **ALL** the paint out of my hair!
- 2** Put some soap in your hand and wash my hair 'til it's all clean!
- 3** Rinse **AGAIN!**
- 4** Style my hairdo!
- 5** Lay me flat to dry!

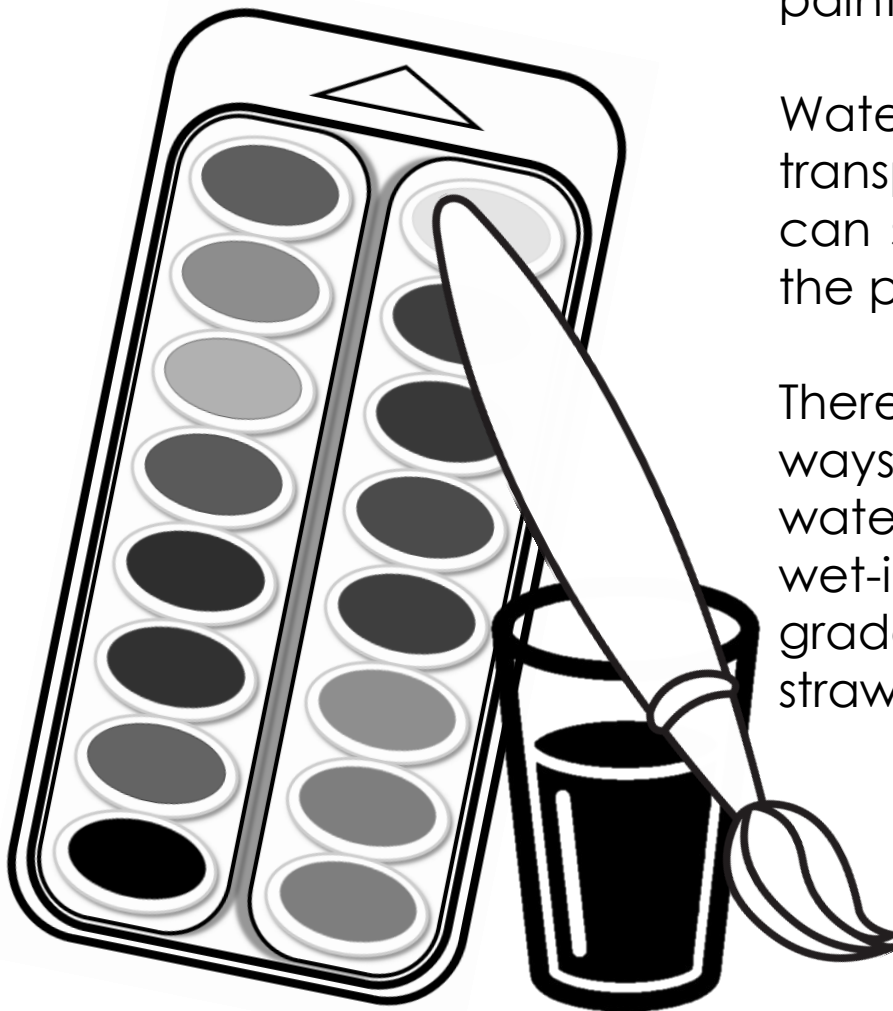


I CAN  
LEARN

# Watercolor Painting

## Watercolor Painting Supplies:

- WATER CUP
- WATERCOLOR SET
- BRUSH
- PAPER TOWEL



Watercolor paints are gentle paints that can be layered to make new colors. Watercolor paint is made with pigment (color) in a water-based solution. This means, that when you add water to watercolor paints, they become liquid!

Watercolor is always transparent, meaning you can see the paper through the paint.

There are many different ways to paint with watercolor paint including wet-in-wet, dry brush, gradation, layers, wax resist, straws, and alcohol.



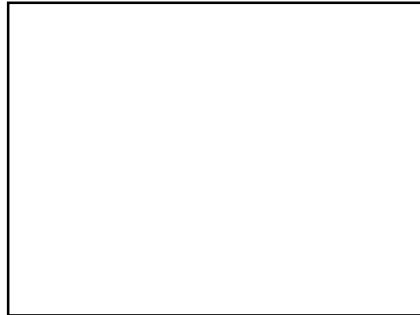
**I CAN  
LEARN**

# Watercolor Painting

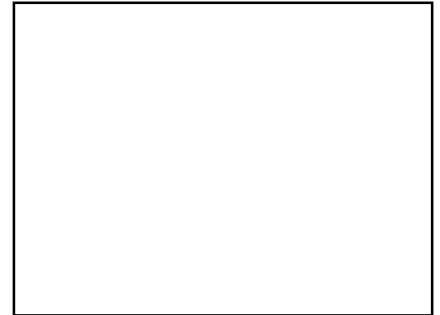
Try each of the techniques below!



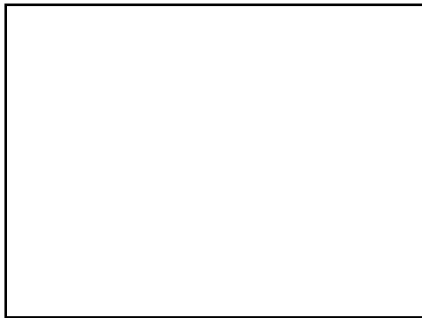
**wet-on-wet**



**dry brush**



**gradation**



**layers**



**wax resist**



**blending two colors**



**alcohol**



**straws**



**stickers or tape**

I CAN  
LEARN

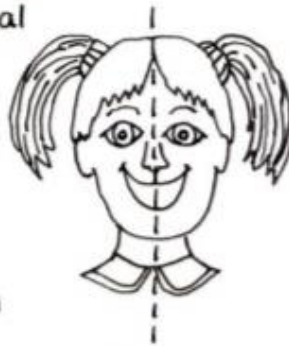
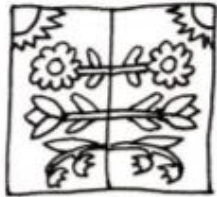
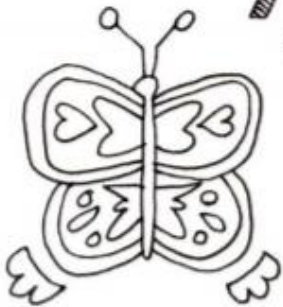
# Balance

There are THREE kinds of balance: **symmetry**, **asymmetry**, and **radial** symmetry. These tell us about how the art is designed.

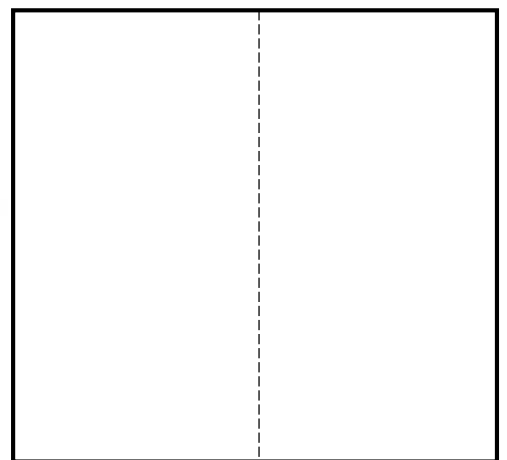
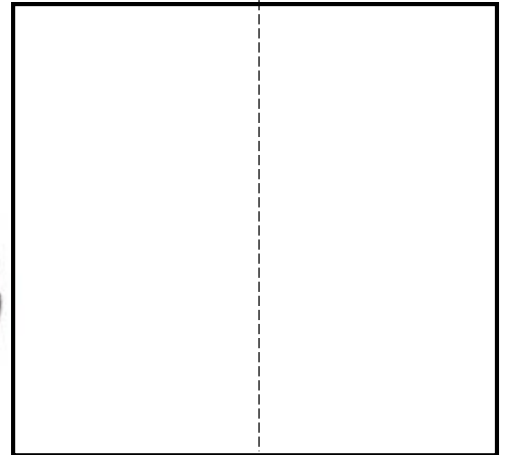
Draw an example:

## Symmetrical

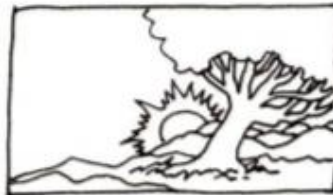
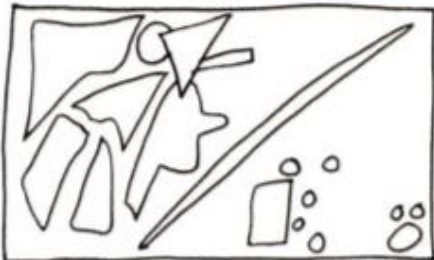
I create symmetrical balance when I evenly



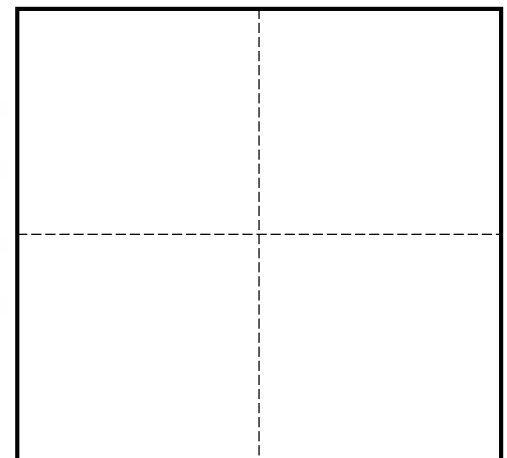
place images on both sides of a mid-line.



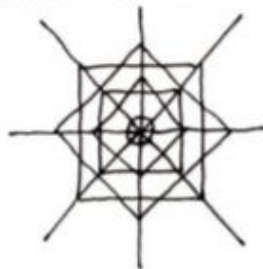
## Asymmetrical



I create asymmetrical balance when I balance by size and weight and variety of images, but not evenly from the mid-line.



## Radial



I create radial balance when I repeat shapes and images evenly from the center outward.

# I CAN LEARN Lettering

Drawing **letters** in your art can add a lot of detail. There are many ways to draw letters to add more interest to your art!

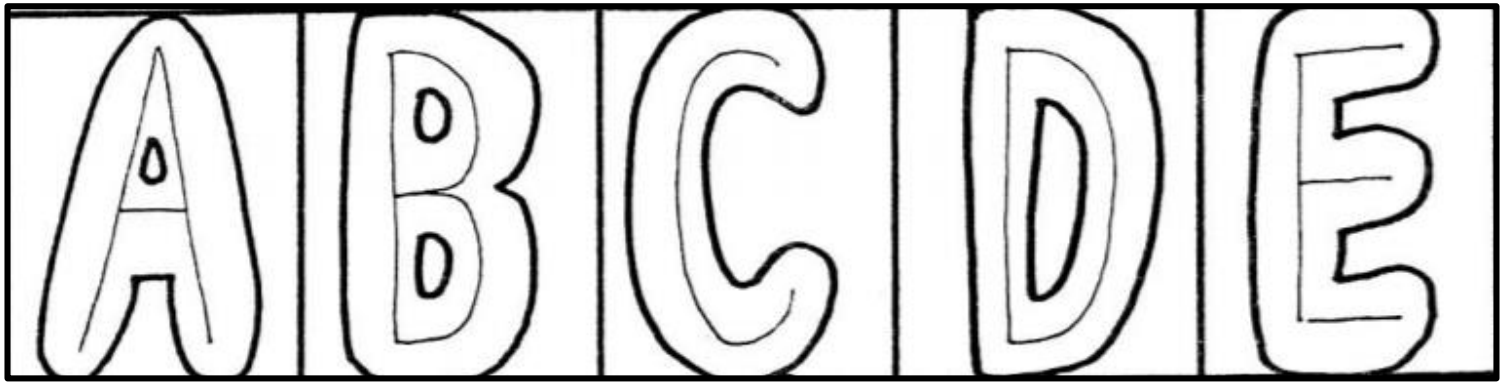


I CAN  
LEARN

# Bubble Lettering

**Bubble letters** have **round** ends, kind of like your letter was made out of a bubble! Let's practice!

1. Lightly draw a large letter,
2. Draw all the way around the letter and inside,
3. Erase the original letter.



--	--	--	--	--

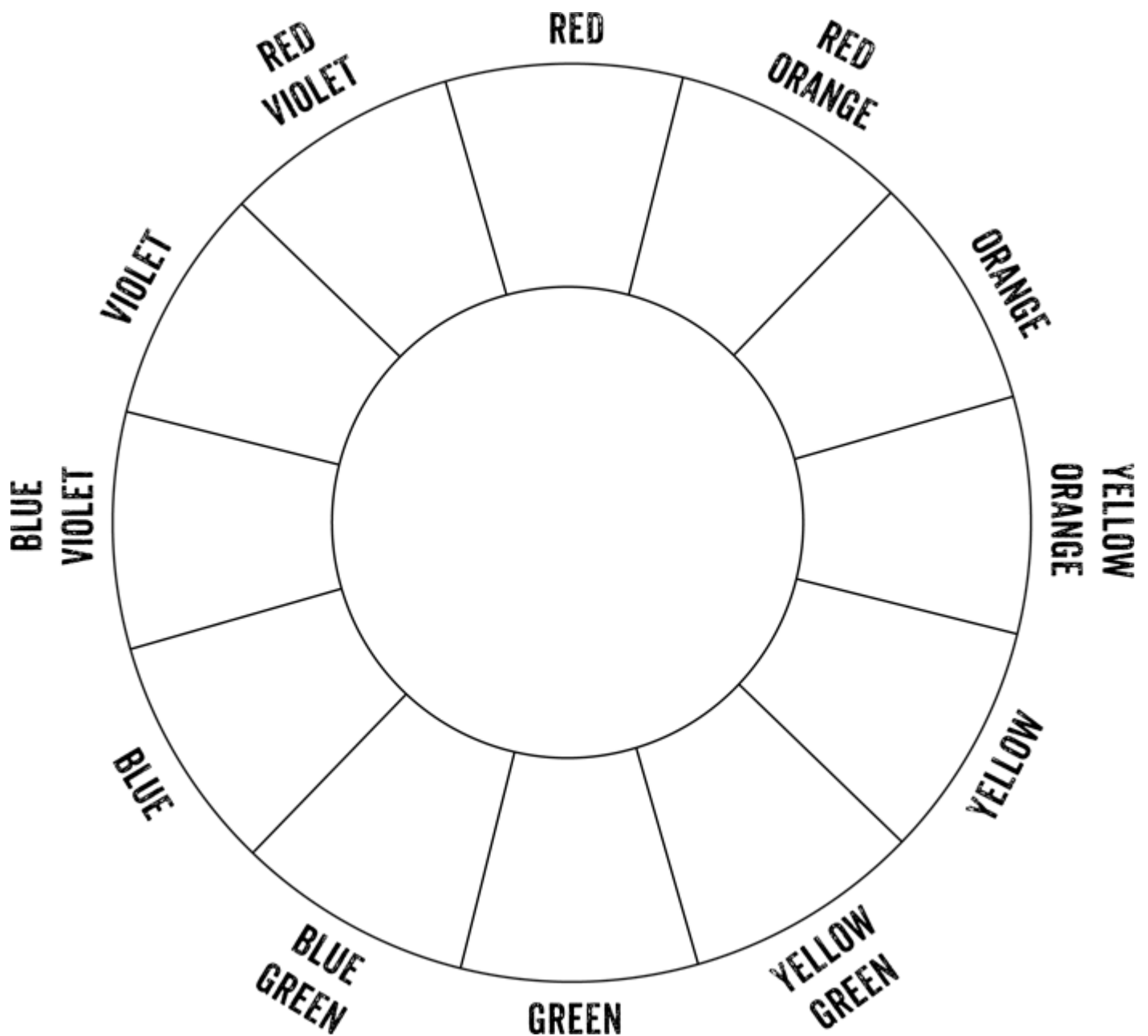
Now, draw part of your **name**!

--	--	--	--	--



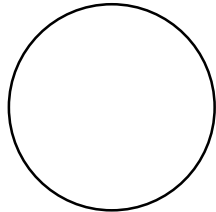
# I CAN LEARN Color Wheel

Review your knowledge of the primary, secondary, and tertiary colors by coloring the color wheel.

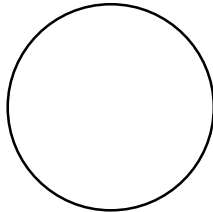


# I CAN LEARN Color Mixing

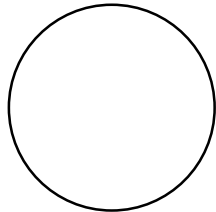
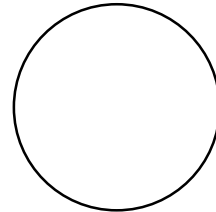
Use your watercolor paints and mix each colors as directed. Correctly label your new colors!



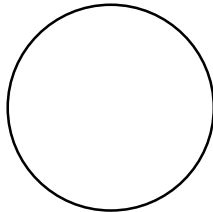
red



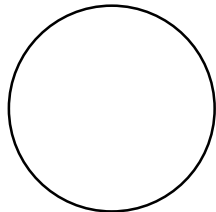
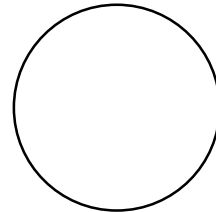
yellow



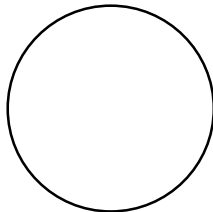
red



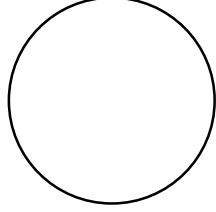
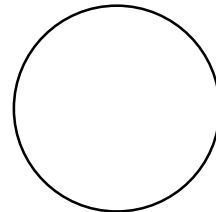
blue



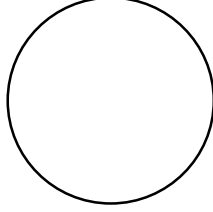
yellow



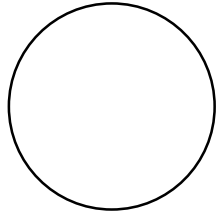
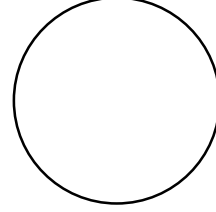
blue



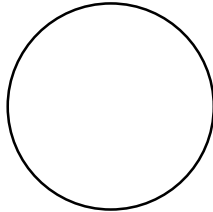
red



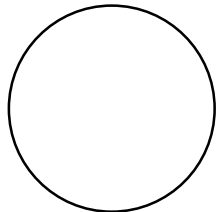
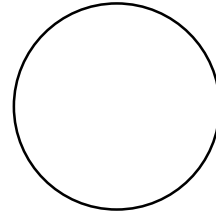
orange



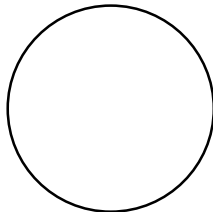
yellow



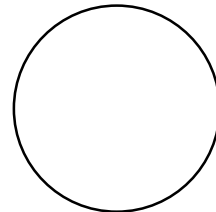
green



blue



violet



I CAN  
LEARN

# Color Theory

Every time you use **color** you are creating a **color scheme**. **Color schemes** are groups of colors that either **complement** each other or **contrast** each other.

**Primary**

--	--	--

I can make all the other colors by mixing different amounts of **primary** colors.

**Secondary**

--	--	--

I can mix two **primary** colors to make a **secondary** color.

**Tertiary**

--	--	--	--	--	--

I can mix a **primary** and a **secondary** color to create a **tertiary** color.

**Warm**

--	--	--	--	--	--

Yellow and all the colors with red and orange tones are **warm**.

**Cool**

--	--	--	--	--	--

Violet and all the colors with blue and green tones are **cool**.

**Complementary**

--	--

--	--

--	--

--	--

Opposites on the color wheel are **complementary**.

--	--

--	--

**Analogous**

--	--	--

--	--	--

--	--	--

Colors that are close neighbors on the color wheel are **analogous**.

**Rainbow**

--	--	--	--	--	--

Using primary and secondary colors placed in order from the color wheel, I can make a **rainbow**.

I CAN  
LEARN

# Weaving

**Textiles** are felt or spun fibers made into yarn or thread and then **knit** or **woven** to make fabrics. They were first created in the Middle East in the late Stone Age.

From ancient times to present day, **textiles** have changed!

Different kinds of **textiles** changed how people dressed, carried belongings, and decorated their world.

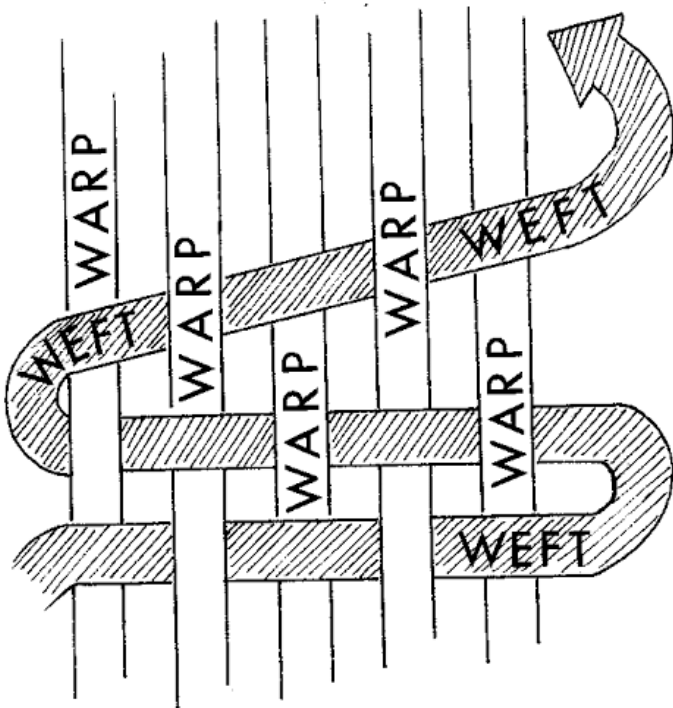


## Weaving Basics

There are two main parts to a weaving: the **warp** thread & the **weft** thread.

The **warp** thread runs **vertically** and is what holds the weaving together.

The **weft** thread runs **horizontally** and adds all of the **details, patterns,** and **color.**

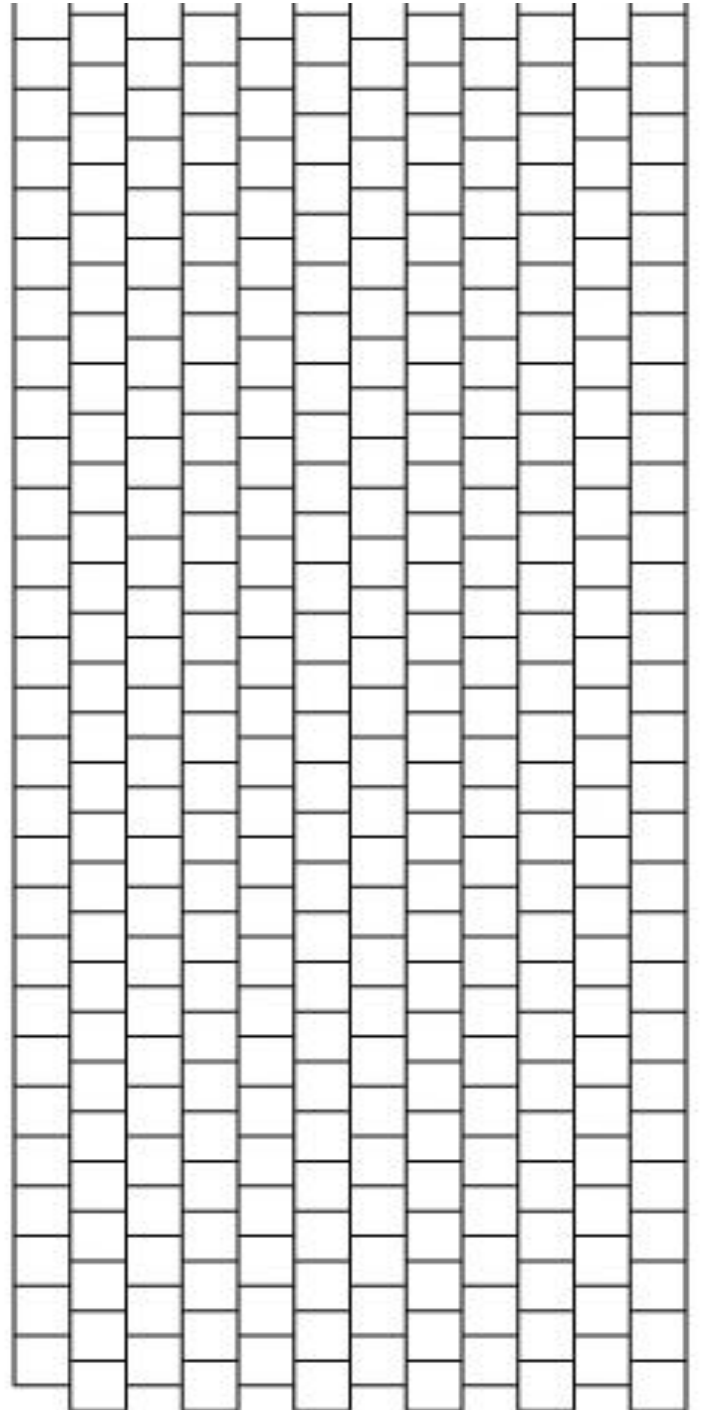
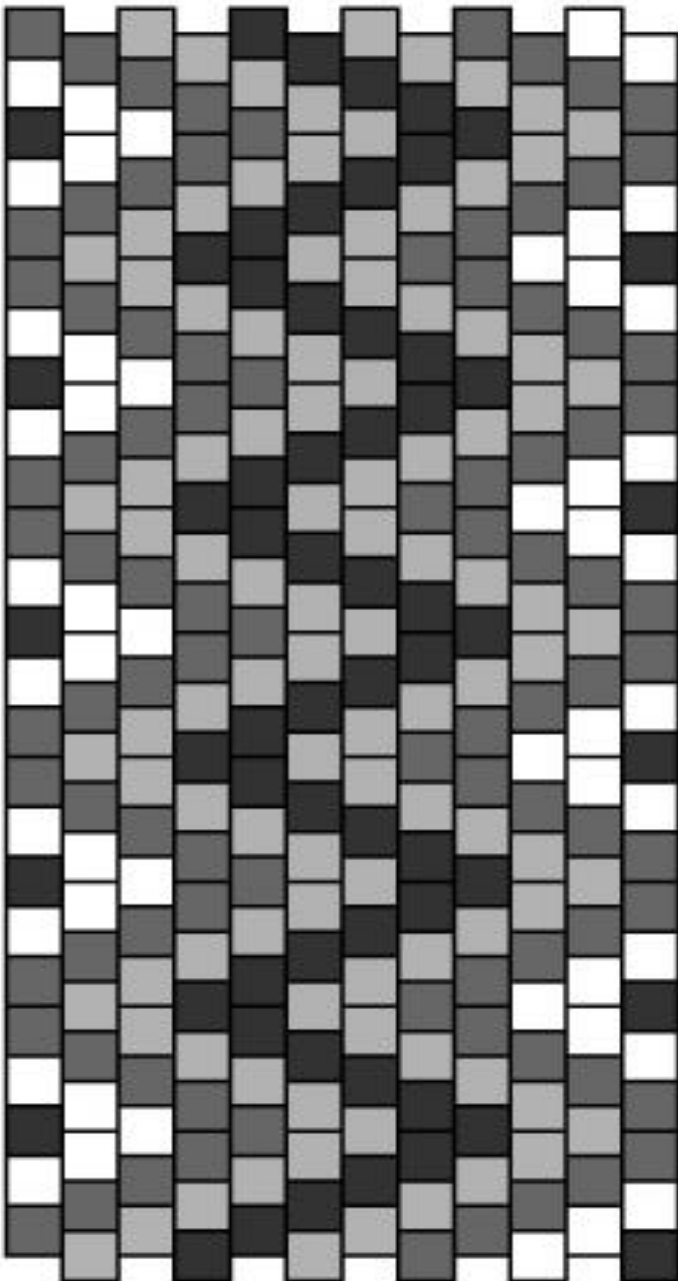




I CAN  
LEARN

# Weaving Patterns

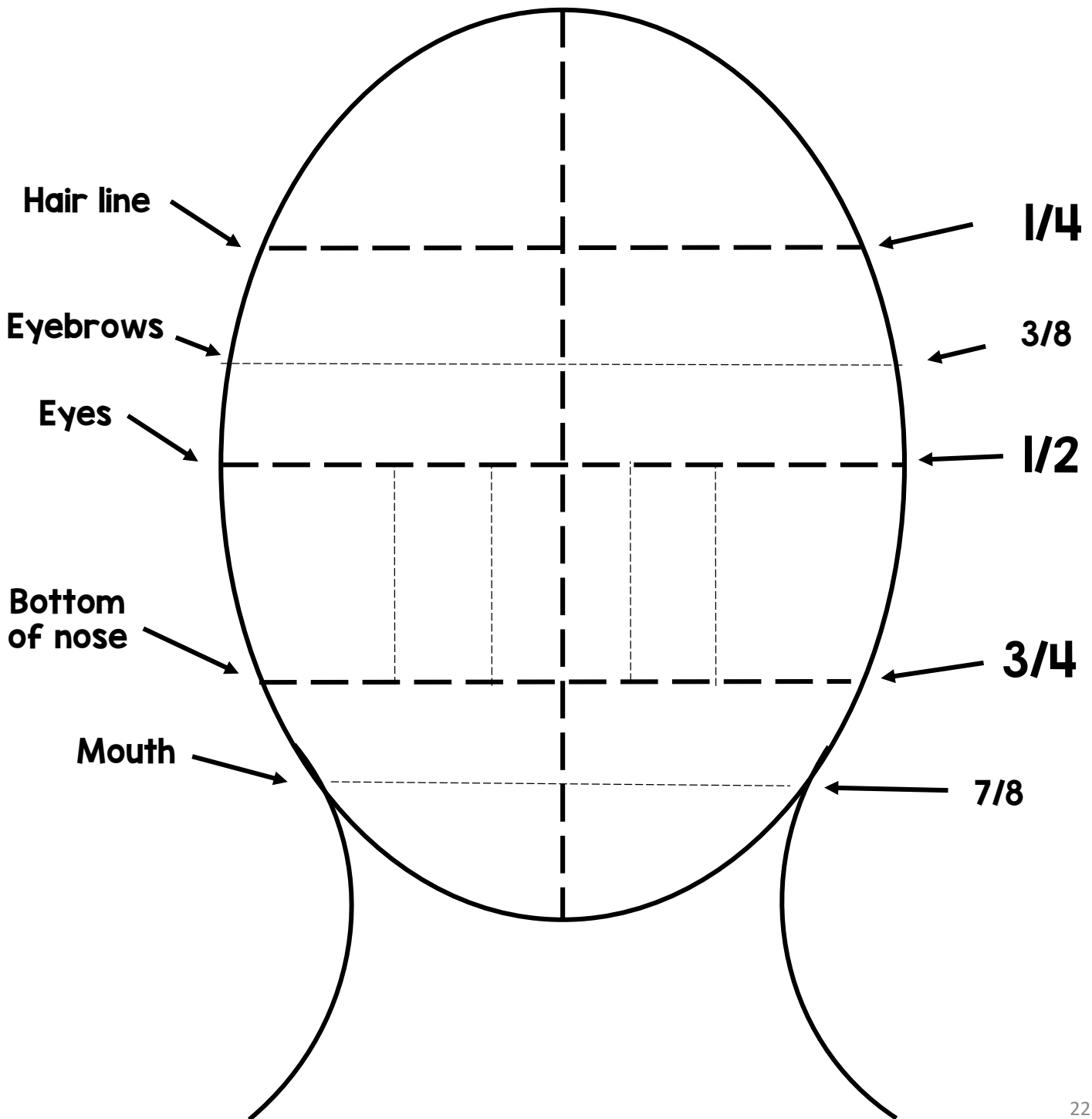
Practice following a weaving pattern by coloring the grid on the right, with the same pattern on the left.



**I CAN  
LEARN**

# Facial Proportions

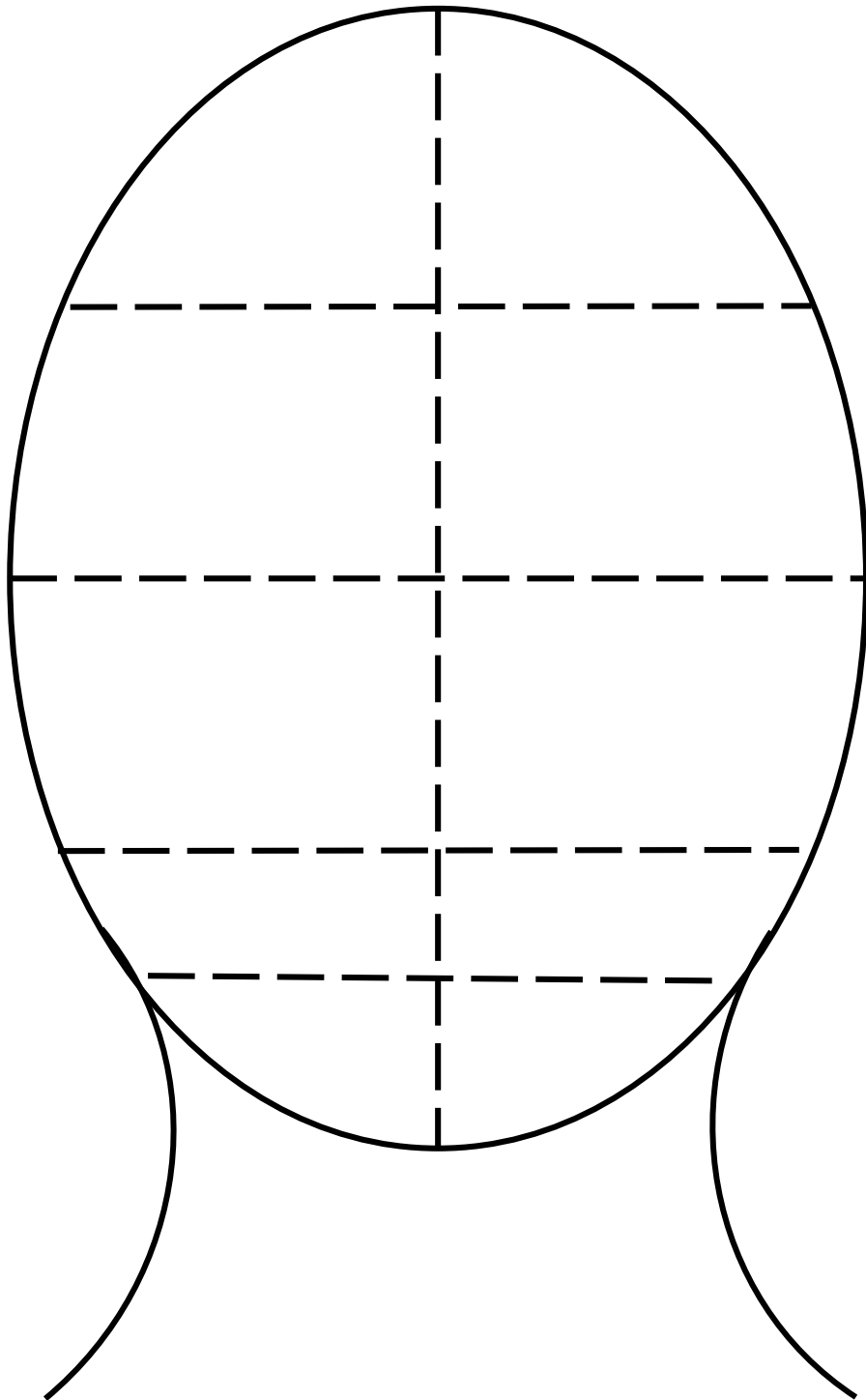
The face uses fractions to draw the parts of the face the right size.



I CAN  
LEARN

# Facial Proportions

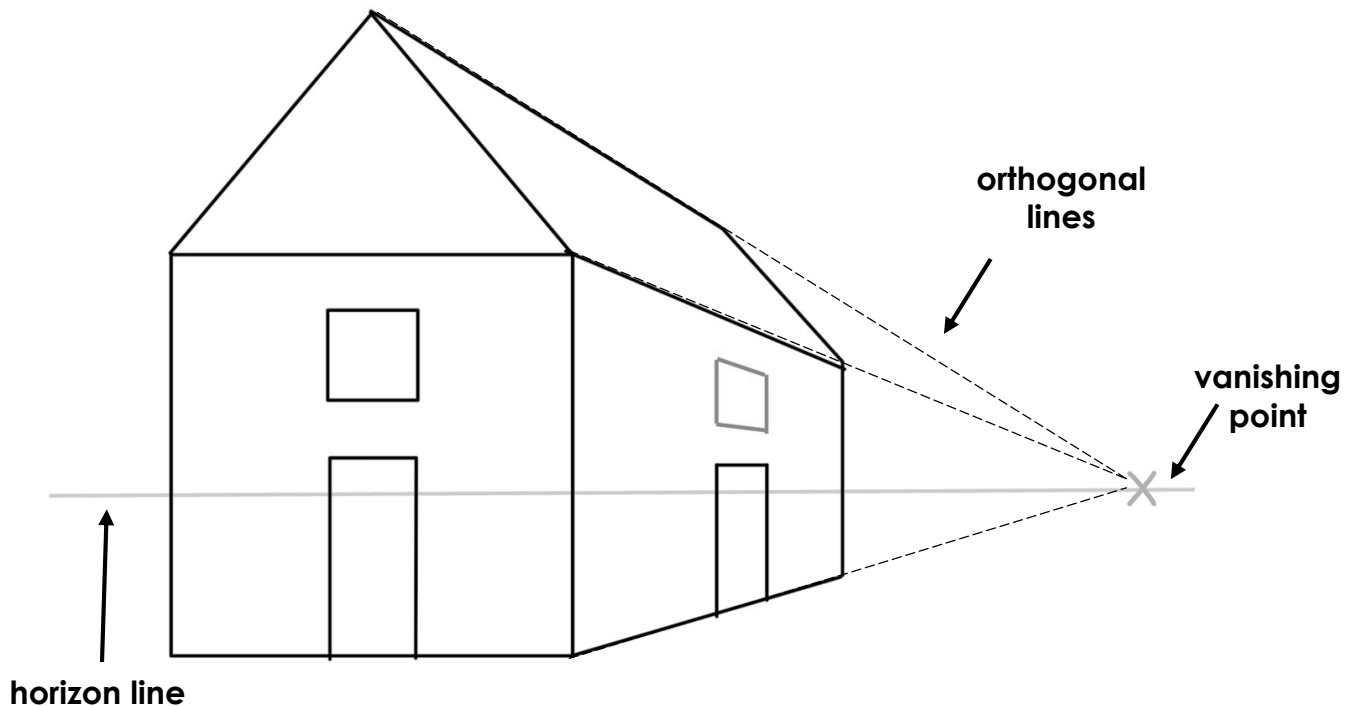
Draw your own **face** using the guides!



I CAN  
LEARN

# 1 - Point Perspective

**One-point perspective** is the way we see things in the world. Things that are **closer** to us are **larger**, and things that are **farther** from us are **smaller**.



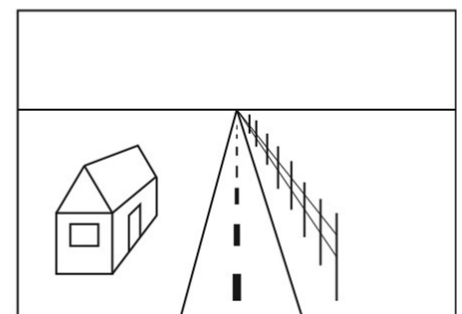
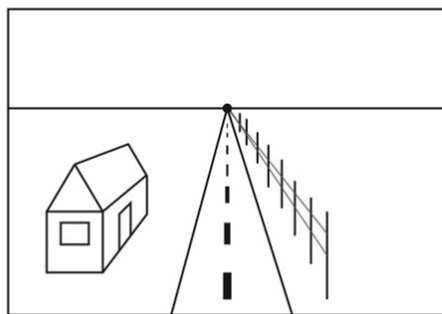
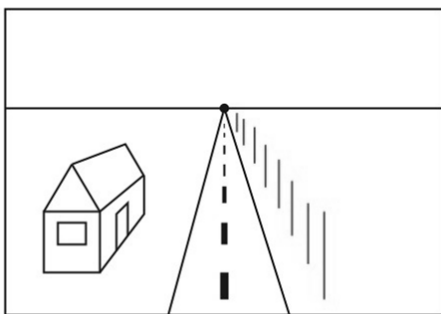
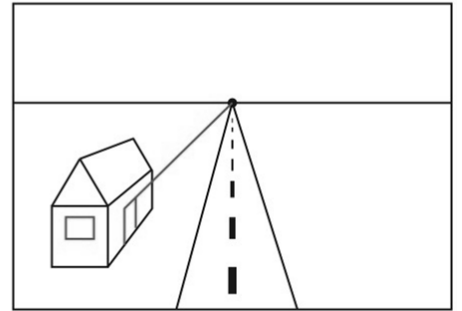
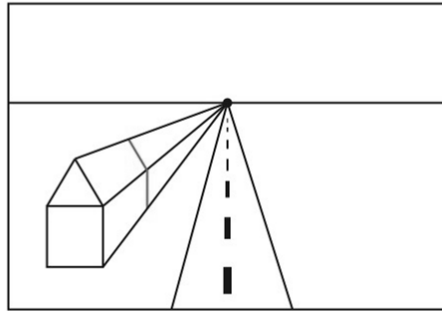
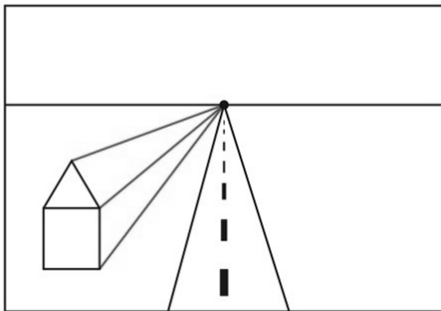
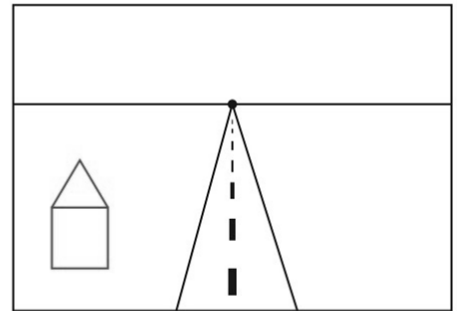
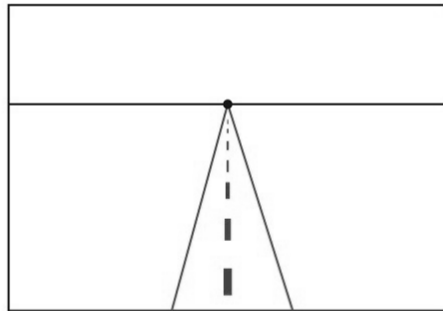
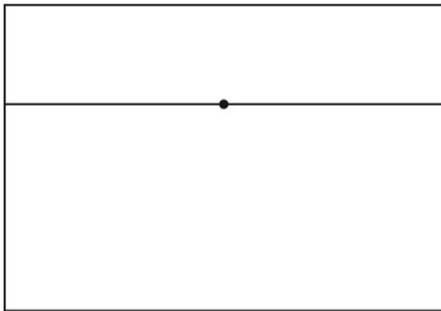
When we draw things using **one-point perspective** we draw to a **vanishing** point. The area of the drawing where things are so far away they are just a dot!



I CAN  
LEARN

# 1 - Point Perspective

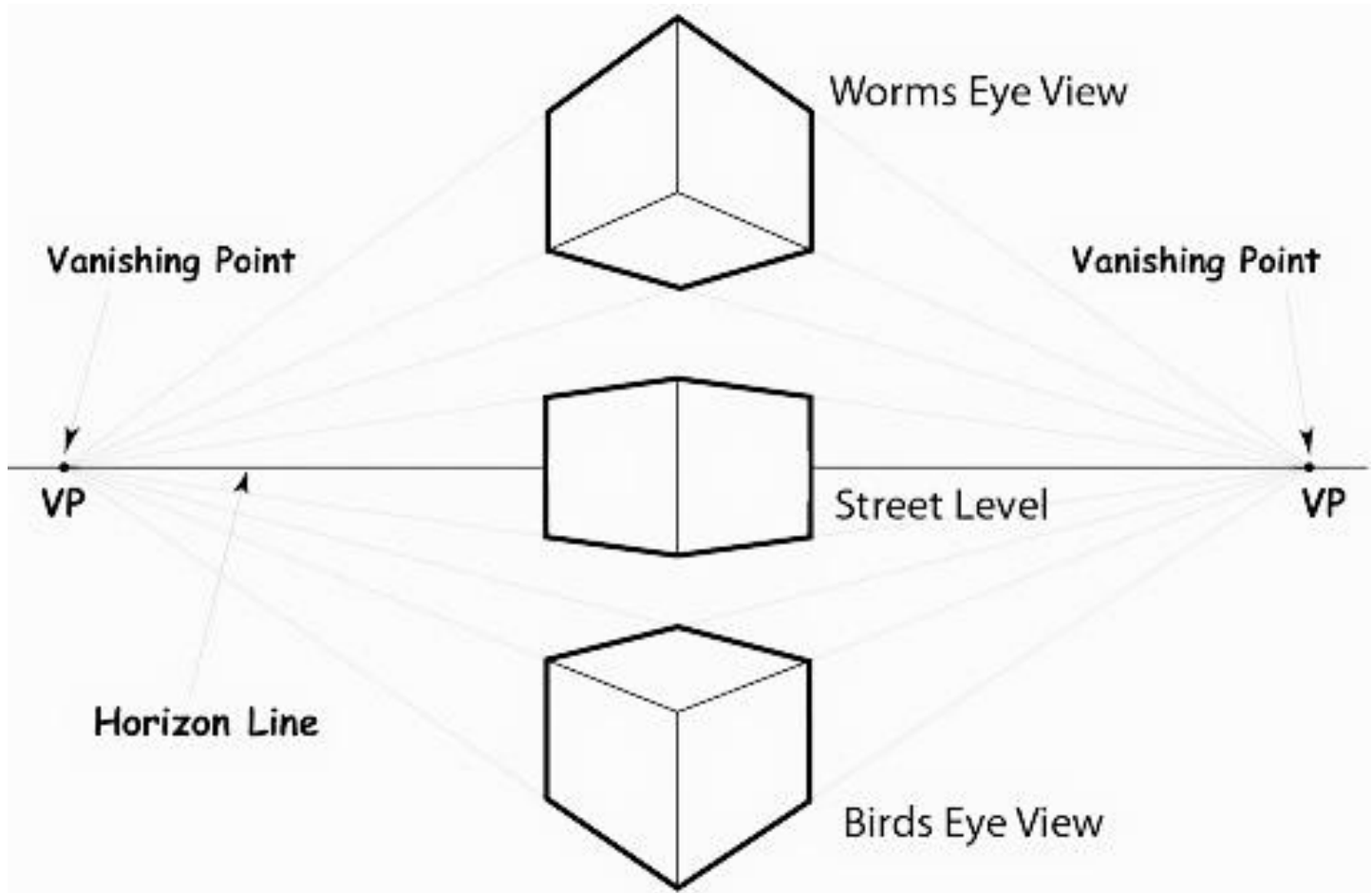
Try to recreate this **one-point perspective** landscape. Use your **ruler** to make sure you have straight lines. Add details to make the landscape your own!



Draw your landscape here.

# I CAN LEARN 2 - Point Perspective

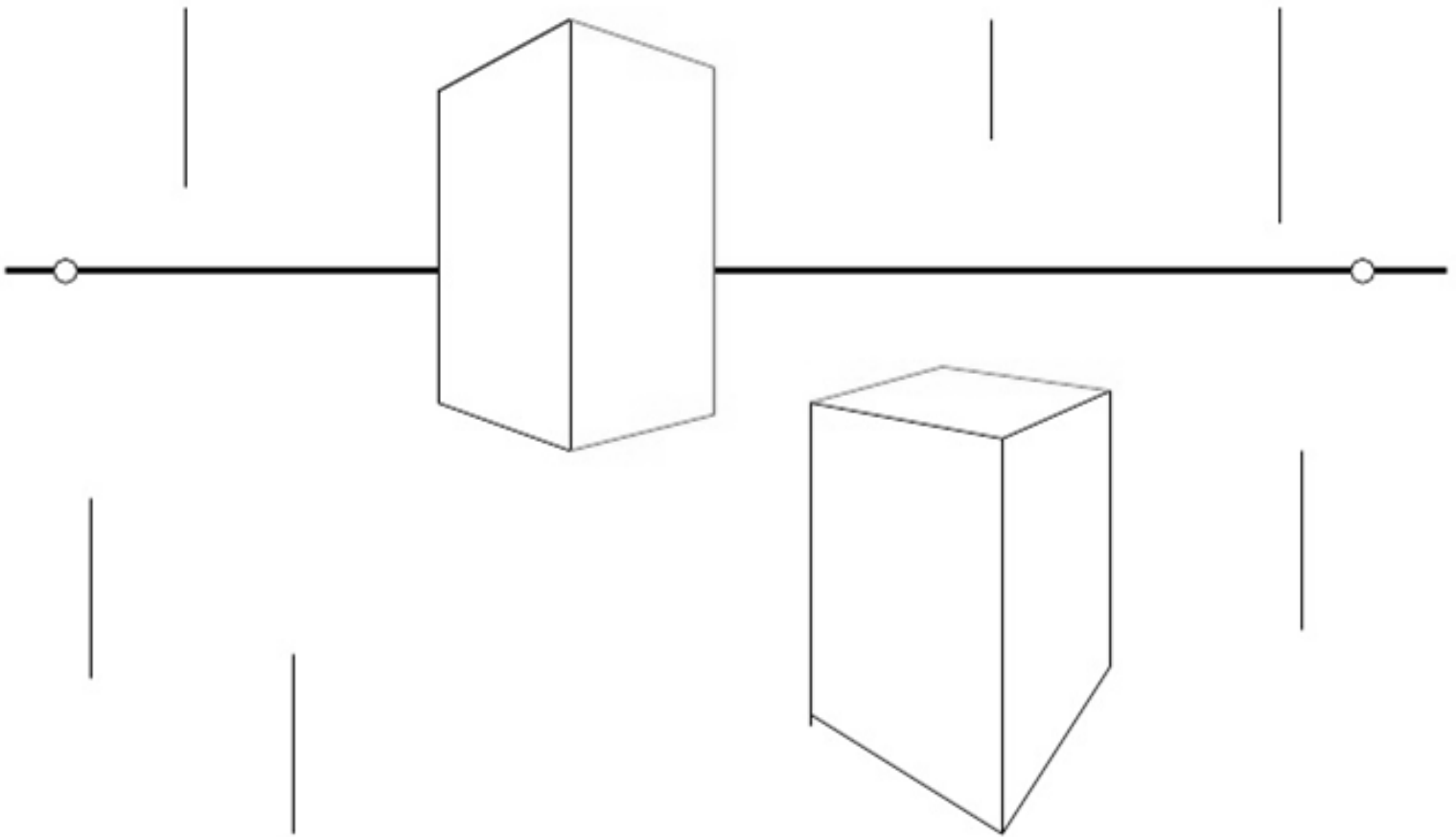
**Two-point perspective** is the way we see things in the world **from a corner**. Things that are **closer** to us are **larger**, and things that are **farther** from us are **smaller** just like in one-point perspective, but now we are seeing **two** sides of each form.



I CAN  
LEARN

# 2 - Point Perspective

Practice drawing boxes in **two-point perspective**. Finish by turning the lines and squares into boxes. Some of your boxes may overlap. Use a ruler for straight lines!



# I CAN LEARN TO

# Talk About Art

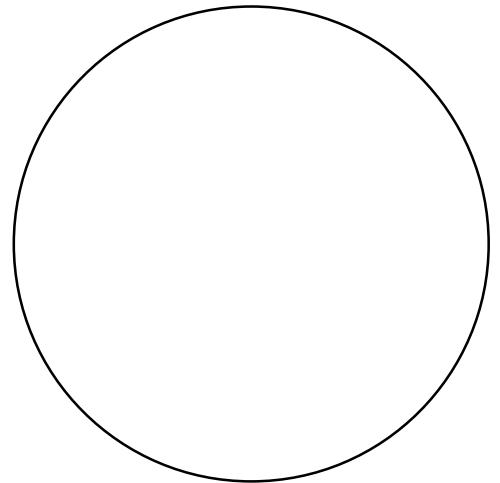
Talking about art is a big part of being an artist! We can look for similarities and differences in art by observing what **elements** and **principles** are being used in each art piece.

What **elements** and **principles** do you see in each of these artworks?

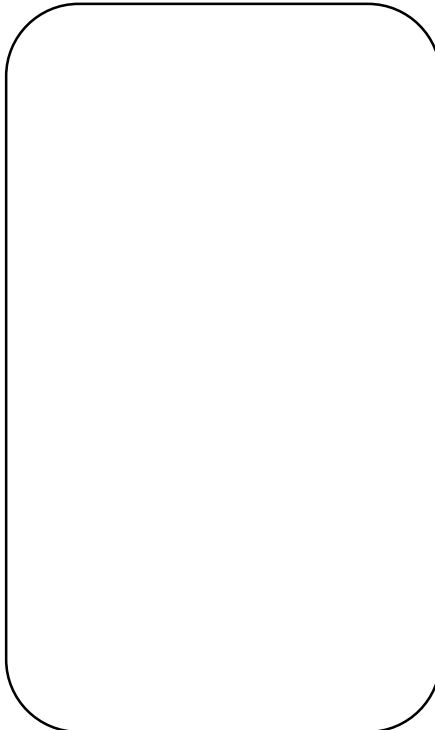
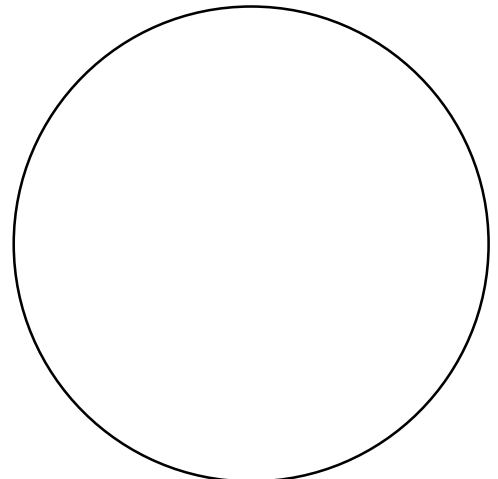
(Picasso's "Weeping Woman" left and Kiki Smith's "Melancholia" right)



**What's similar in  
the two  
artworks?**



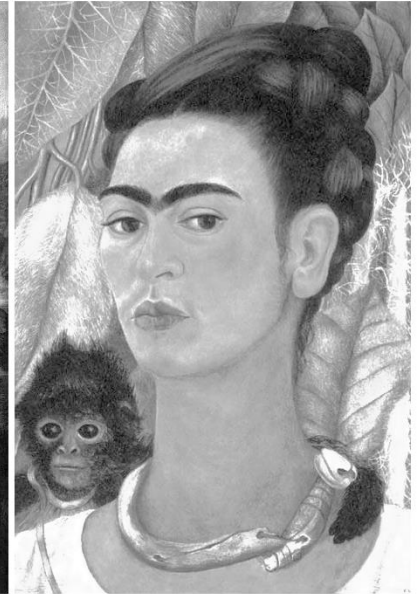
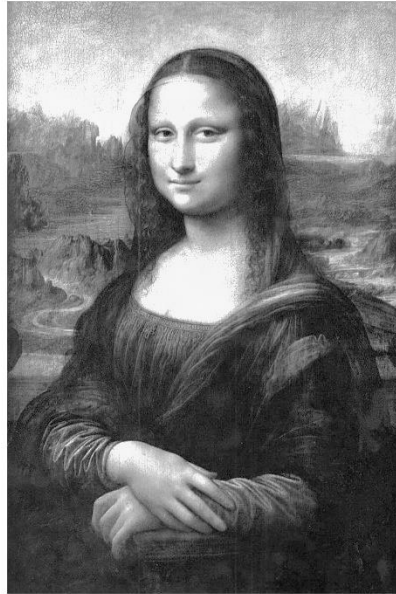
**What's different  
in the two  
artworks?**





# I CAN LEARN TO Talk About Art

When looking at art, you might notice you **like** some art and **dislike** other art. What is important is to figure out **why**. It might be because you don't like the subject matter, or you can't relate to artwork, or you don't like the colors or the technique shown. Any feeling is okay, but using your **art vocabulary** to talk about it is what you want!



Look at the two **portraits** above. Which one do you like better? Why? Use your **art vocabulary** and at least **4 full sentences**.

A large, empty rounded rectangular box with a solid border, intended for the student to write their response to the prompt above.

**I CAN  
LEARN**

# Artist Statement

It is important to be able to write an **artist statement** about your own work! An **artist statement** tells people who look at your art how you feel about it, and what you want them to know.

**LET'S WRITE AN ARTIST STATEMENT!**

**Title of Art:** \_\_\_\_\_

**I used** \_\_\_\_\_  
**to make my art.**

**I created a:** \_\_\_\_\_

**I used these elements & principles in making my art.**

\_\_\_\_\_

\_\_\_\_\_

**My artwork makes me feel:** \_\_\_\_\_

**I also want to share:**

\_\_\_\_\_

\_\_\_\_\_