

Discipline The Arts

Grade 4

Course Visual Arts

Topic

Strand Visual Arts

State Standards 1041

The Arts Discipline: **Methods and Materials.** Students will demonstrate knowledge of the methods and materials unique to the visual arts

- 1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
- 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction
- 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques
- 1.4 Learn to take care of materials and tools and to use them safely

Student Learning Objectives

- Students will:
- use media with confidence and skill for imaginative interpretation.
 - explore with various media and materials, including non-traditional ones (recycled materials, etc.)
 - begin mastery of some materials and methods.

Suggested Instructional Strategies

- Instructor will:
- continue to introduce traditional and non-traditional materials.
 - introduce assemblage techniques.
 - display 3D works of art.
 - discuss works from lesser known cultures to explore diversity of materials.

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State Standards 1042

The Arts Discipline: **Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.

2.1 For color, explore and experiment with the use of color in dry and wet media

Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork

Explore how color can convey mood and emotion

For example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors.

2.2 For line, explore the use of line in 2D and 3D works

Identify a wide variety of types of lines in the environment and in artwork

For example, students take a walk around the school and note jagged, straight, curved, thick, and thin lines.

2.3 For texture, explore the use of textures in 2D and 3D works

Identify a wide variety of types of textures, for example, smooth, rough, and bumpy, in the environment and in artwork

Create representations of textures in drawings, paintings, rubbings, or relief

2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works

Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork

2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works

Identify patterns and symmetrical forms and shapes in the environment and artwork.

Explain and demonstrate ways in which patterns and symmetrical shapes may be made

For example, a student folds and cuts paper to achieve symmetry, or makes printed patterns.

2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance

Demonstrate an understanding of foreground, middle ground, and background

Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis

Student Learning Objectives

Students will:

- create works in many art forms and art processes.
- produce art using a variety of subject matter, themes, events, or symbols.
- use line to increase the complexity of detail and drawing familiar objects and in observational drawings.
- utilize the functions and uses of complementary colors.
- reinforce creating depth through overlapping shapes.
- understand and apply differences between shape and form in drawing.
- observe and recreate a given texture in 2 and 3 dimensions.
- use elements of design to express mood and emotion.

Suggested Instructional Strategies

Instructor will:

- demonstrate effects of wet and dry media.
- explore diversity of use of line.
- continue to use 3D forms with students.
- display work of artists whose work emphasizes line and form.
- introduce the complementary colors and their functions/uses.

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State Standards 1043

The Arts Discipline: **Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.1 Create 2D and 3D artwork from direct observation

For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap.

3.2 Create 2D and 3D expressive artwork that explores abstraction

For example, a student simplifies an image by making decisions about essential colors, lines, or textures.

3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy

For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.

Student Learning Objectives

Students will:

- acquire enhanced artistic skills to express and communicate responses to experiences.
- express ideas, feelings, and values in original works of art.
- explore making art forms that serve a function in daily life.
- experience art activities that foster a personal style.
- discuss art that communicates ideas, feelings, and moods.
- interpret subject matter, themes, events or symbols in works of art.

Suggested Instructional Strategies

Instructor will:

- encourage verbal reactions to works of art.
- display works that express feelings, mood, and values.
- create activities that encourage personal expression.
- continue to introduce relevant art vocabulary and encourage its use.

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State Standards 1044

The Arts Discipline: **Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion

For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made.

4.2 Select works for exhibition and work as a group to create a display

4.3 As a class, develop and use criteria for informal classroom discussions about art

Student Learning Objectives

Students will:

- exhibit aesthetic awareness by looking at, talking about, and comparing works of art.
- describe increasingly more complex processes by which art is produced.
- view and critique works of art in a museum or gallery.
- select from their own portfolio works for exhibition.

Suggested Instructional Strategies

Instructor will:

- encourage students to lead group critiques using proper and relevant vocabulary.
- develop activities that foster group discussion.
- have students choose their own work for display.
- expose students to a variety of artists and their work.
- encourage comparison of works.

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The Arts Discipline: **Critical Response.** Students will demonstrate and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

- 5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work
- 5.2 Classify artworks into general categories, such as painting, print-making, collage, sculpture, pottery, textiles, architecture, photography, and film
- 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks
- 5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group

Student Learning Objectives

- Students will:
- expand art vocabulary to discuss works of art.
 - distinguish characteristics of style in works of art.
 - express personal preferences based on processes of art criticism.
 - respond to a variety of skills, process, and techniques used in works of art.
 - respond to evidence of skills and craftsmanship found in works of art.

Suggested Instructional Strategies

- Instructor will:
- introduce classification of art works (by media, style, period).
 - encourage student opinion regarding works of art.
 - ask students to explain strengths and weaknesses in their own art and to share constructive and supportive comments with the group.

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Strand Connections

State Standards 1051

The Arts Discipline: **Purposes and Meanings in the Arts:** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"

6.2 Investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities
For example, children learn and teach other children songs in languages other than English; interview parents and community members about dances, songs, images, and stories that are part of their family and cultural heritage.

Student Learning Objectives

Students will:

- recognize that art can contribute to the quality of daily life.
- recognize that consumers of art make informed decisions.

Suggested Instructional Strategies

Instructor will:

- discuss how artists contribute to society and every day life.
- discuss how everything around us has been designed by an artist.

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Strand Connections

State Standards 1052

The Arts Discipline: **Roles of Artists in Communities:** Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, play-wrights, illustrators, painters, sculptors, craftspeople, or architects
For example, teachers invite an illustrator of children's books to school to show how she creates her illustrations.

Student Learning Objectives

Students will:

- recognize that many careers involve art knowledge and skills.
- identify individual art experiences and how they effect daily life.
- analyze and respond to art at local museums, exhibits, performances, and exhibited by visiting artists in the school.

Suggested Instructional Strategies

Instructor will:

- show "Careers in Art" video.
- expose children to oportunites in the surrounding communities (museums, exhibits, extra-curricular programs in art).
- invite artists/performers to school when possible.
- discuss how art effects our daily life.

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Strand Connections

State Standards 1053

The Arts Discipline: **Concepts of Style, Stylistic Influence, and Stylistic Change:** Students will demonstrate their understanding of the concepts of styles, stylistic influence, and stylistic change by indentifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as

- styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;

- styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries

For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.

8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China,

Mesopotamia, Greece, Rome, and the Medieval period in Europe

8.3 Perform or create works inspired by historical or cultural styles

Student Learning Objectives

Students will:

- identify the art created by people from different cultures.
- recognize that art reflects characteristics of different periods in history.
- recognize that artists and craftsmen served important functions in history.
- recognize art as a visual language understood by all cultures.
- acknowledge and appreciate the artistic contributions of various ethnic groups in our culture.
- understand the existence of art careers in the past.
- understand the aesthetic values of art change over time.

Suggested Instructional Strategies

Instructor will:

- display works of art from other cultures.
- discuss roles of artists and their contribution to society throughout history.
- discuss roles of artists as craftsmen through history.
- discuss art as a form of non-verbal communication (meaning in art).

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State Standards 1054

The Arts Discipline: **Inventions, Technologies, and the Arts:** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.

9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as

- “What is this made of?”
- “How does this instrument produce sound?”
- “Would I design this differently?”
- “Who first thought of making something like this?”

For example, students examine a variety of percussion instruments, experiment with the different sounds they make, and learn about the cultures in which they were made.

Student Learning Objectives

Students will:

- recognize that art can contribute to the quality of daily life.
- explore making art forms that serve as a function in daily life.
- identify works of art that communicate sensitivity to the natural and man-made environment.

Suggested Instructional Strategies

Instructor will:

- provide resources about artists' contributions to society.
- create lessons that reflect "functional" art (graphic design, architecture).
- use products that are recycled and environmentally responsible.

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Strand Connections

State Standards 1055

The Arts Discipline: **Interdisciplinary Connections:** Students will use their knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines

Examples of this include:

- using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;
- memorizing and singing American folk songs to enhance understanding of history and geography;
- using short dance sequences to clarify concepts in mathematics.

Student Learning Objectives

Students will:

- begin to distinguish between products and processes of visual arts and other disciplines.
- create a work of art using subject matter, concepts, or symbols of another discipline.
- begin to distinguish between products and subject matter of visual arts.
- create an artwork using processes and symbols of two art forms.

Suggested Instructional Strategies

Instructor will:

- continue to integrate other subjects through art.
- introduce computer graphics as a method of creating art.

Assessment