

Visual Arts

GRADE 4

As a result of their art education, students will be able to...

*denotes art once a week

GOAL 25 *Know the language of the arts.*

STANDARD A

Understand the sensory elements, organizational principles, and expressive qualities of the arts.

- ___ Identify the expressive qualities of line in gesture, observation* and contour* drawing. Pp. 20 – 39, 194 – 195
- ___ Distinguish between geometric and free-form shapes in nature and created by man. * Pp. 46 – 53
- ___ Recognize that geometric and free-form shapes are used to organize 2-D works of art. P. 46
- ___ Recognize rhythm in artworks (e.g., shape, line, or color). * Pp. 54 – 63
- ___ Recognize visual movement (e.g., regular, random, progressive, flowing) in artworks. Pp. 62-69
- ___ Recognize the color wheel uses by artists. * Pp. 76 – 79
- ___ Differentiate neutral and complementary colors*, and their uses by artists. Pp. 80 – 87
- ___ Differentiate color intensity (brightness and dullness by mixing compliments). Pp. 88 – 91
- ___ Distinguish between tints and shades in an artwork. * Pp. 92 - 95
- ___ Describe the moods depicted in a variety of artworks with the same subjects (e.g., landscapes, still life). Pp. 96 – 99
- ___ Identify a variety of forms (e.g., additive/subtractive sculpture*, masks, functional forms, assembled forms) in artwork. Pp. 106 – 127
- ___ Differentiate between positive and negative spaces in a sculpture. Pp. 116 – 117
- ___ Identify perspective techniques in artworks (e.g., size change, overlap, placement). * Pp. 136 – 147
- ___ Differentiate between tactile and visual textures. *Pp. 152 – 155
- ___ Recognize variation in size and proportion to express an idea. Pp. 120 – 121
- ___ Identify the use of formal*, informal, and radial balance in works of art. Pp. 166 – 177
- ___ Identify examples of harmony, variety, and unity in artworks. Pp. 178 - 189

STANDARD B

Understand the similarities, distinctions in and among the arts.

- ___ Use the vocabulary of elements, principles, and tools when describing a work of art. * Pp. 178, 182, 186
- ___ Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools. * P. 190

GOAL 26 *Through creating and performing, understand how works of art are produced.*

STANDARD A

Understand processes, traditional tools, and modern technologies used in the arts.

- ___ Choose the correct tools to apply specific media to a given surface (e.g., tools: brushes, pencils, scissors; media: markers, tempera, watercolors, clay/plasticene; surfaces: paper, canvas, board). * Pp. 194 – 205
- ___ Match the processes used with simple tools (e.g., applying paint, modeling clay). * Pp. 194 - 205
- ___ Describe and demonstrate how two materials (e.g., crayon and chalk) are used to achieve different effects depicting a similar idea. Pp. 194 – 205
- ___ Select a specific art material to communicate a given idea (e.g., pen line to create hair).*
- ___ Differentiate among photographs, paintings, fiber arts, prints, ceramics, and sculpture. *Pp. 234 – 243
- ___ Demonstrate fundamental processes in a variety of visual art forms (e.g., painting, weaving). * Pp. 194 – 205
- ___ Compare techniques of media (e.g., clay: coil, pinch, slab; watercolor: drybrush, wash; paper: curling, tearing, folding, layering, fringing)

STANDARD B

Apply skills and knowledge necessary to create and perform in one or more of the arts.

- ___ Visually express a verbal or written idea (e.g., illustrate an original story).*
- ___ Use a sketchbook to record ideas and designs. *Only for those with art 2x or more/wk*
- ___ Draw from direct observation. * Pp. 24 – 27
- ___ Create the illusion of depth in a 2-D artwork (e.g., overlap, size change, placement, values, warm/cool).* Pp. 194, 195, 136 – 138, 142
- ___ Draw an object from two or more points of view (e.g., front, side, back, overhead).* Pp. 148 – 151
- ___ Create a weaving using tactile textures. Pp. 152 – 155
- ___ Practice using formal*, informal and/or radial balance in an artwork. Pp. 166 - 177
- ___ Create a sculptured form that is interesting from every point of view. Pp. 109 – 129
- ___ Practice mixing tints and shades (e.g., tempera paint).* Pp. 94, 98
- ___ Experiment with a variety of media (i.e., painting, printmaking, fiber, sculpture, ceramics, drawing, technology).
- ___ Select and skillfully use a variety of materials, mixed media, and tools to create a composition containing subject matter (e.g., figures, landscape, still life).

STANDARD A**Analyze how the arts function in history, society, and everyday life.**

- ___ Evaluate critique/gallery behaviors of self and others. *
- ___ React to artworks in a respectful, constructive, and supportive manner. *
- ___ Explain ways visual art plays a part in everyday life (e.g., architecture, landscape design, posters, fashion design, TV). *
- ___ Describe occupations that are related to the arts (e.g., landscape architect, political cartoonist, fashion designer, engineer). * Pp. 73, 133, 193

STANDARD B**Understand how the arts shape and reflect history, society and everyday life.**

- ___ Investigate the ways various people (present and past) use the arts to celebrate similar events (e.g., celebrations, festivals, seasons). *
- ___ List significant contributions made by artists in several art forms. *