



VALWOOD

GO BEYOND

Fourth Grade Art Curriculum

Fourth Grade Art Overview

<p><u>Course Description</u> Student work is beginning to use higher order thinking skills along with the elements of art. Techniques and mediums introduced previously will begin to advance in more challenging projects. They learn to use positive and negative space and to draw with perspective. Knowledge of color theory including primary, complementary, and tertiary colors are used to create more vibrant and detailed works of art. The students are introduced to the principles of design: rhythm, pattern, emphasis, variety, balance, harmony, and unity. The principles are used to express emotion or movement in art. Artists such as Georgia O’Keefe, Pablo Picasso, and Wassily Kandinsky are studied to better understand how art influences our daily lives.</p>	<p><u>Topics at a Glance</u></p> <p>All information taught builds off of previous grade and advances the techniques already learned.</p> <ul style="list-style-type: none"> • Artistic intent • Communicate ideas • Critique process • Infer artistic intent • Different points of view • Critique process • Interpretations in works of art • Materials and processes • Historical time periods and cultural studies respond with empathy 										
<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Pre-Assessments • Check for Understanding • Critiques • Observations • Student questions/comments • Planning, assessments in-progress 											
<p><u>Grade Level Expectations</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"><u>Standard</u></th> <th><u>Big Ideas</u></th> </tr> </thead> <tbody> <tr> <td>Comprehend</td> <td> <ol style="list-style-type: none"> 1. Works of art express feelings 2. Art describes a specific culture and defines styles according to 3. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design </td> </tr> <tr> <td>Reflect</td> <td> <ol style="list-style-type: none"> 1. Offers opportunity of growth by reflecting on mistakes 2. The critique process informs judgments about artistic and aesthetic merits in works of art 3. The processes and philosophies of art and design inform interpretations in works of art </td> </tr> <tr> <td>Invent/Create</td> <td> <ol style="list-style-type: none"> 1. Use basic media to express ideas through the art-making process. 2. Demonstrates advanced studio skills 3. Historical time periods and cultural settings are interpreted in works of art </td> </tr> <tr> <td>Relate/Connect</td> <td> <ol style="list-style-type: none"> 1. Art of individual cultures and art movements can describe life and interest of a specific time. 2. Works of art connect individual ideas to make meaning </td> </tr> </tbody> </table>	<u>Standard</u>	<u>Big Ideas</u>	Comprehend	<ol style="list-style-type: none"> 1. Works of art express feelings 2. Art describes a specific culture and defines styles according to 3. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design 	Reflect	<ol style="list-style-type: none"> 1. Offers opportunity of growth by reflecting on mistakes 2. The critique process informs judgments about artistic and aesthetic merits in works of art 3. The processes and philosophies of art and design inform interpretations in works of art 	Invent/Create	<ol style="list-style-type: none"> 1. Use basic media to express ideas through the art-making process. 2. Demonstrates advanced studio skills 3. Historical time periods and cultural settings are interpreted in works of art 	Relate/Connect	<ol style="list-style-type: none"> 1. Art of individual cultures and art movements can describe life and interest of a specific time. 2. Works of art connect individual ideas to make meaning 	<p><u>Literacy Connections</u></p> <p>Listening- process, understand, interpret, and evaluate spoken language in a variety of situations.</p> <p>Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences</p> <p>Reading- process, understand. Interpret, and evaluate written language (symbols and text) with understanding and fluency.</p> <p>Writing- engage in written communication in a variety of situations for a variety of purposes and audiences</p>
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Content Area: Visual Arts - Fourth Grade	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
Grade Level Expectation	
Concepts and skills students master: 1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Categorize visual information b. Group works of art based on like characteristics and expressive features of art and design c. Describe and analyze artistic intent using information about the culture, time in which the work was created, and artist 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is intended meaning an issue in the art-making process? 2. How might subject matter in art change over time? 3. How are artists in a similar time period influenced by one another?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art has its own structure and vocabulary, which expand to consider and appreciate the way art is influenced by technology, science, engineering, and society. 2. The conditions under which an artist creates can have an impact on the work created.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art.

Content Area: Visual Arts - Fourth Grade	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Make informed critical evaluations of visual and material culture, information, and technologies	
Grade Level Expectation Concepts and skills students master: 2. Works of art articulate and express different points of view	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Discuss how characteristics of art are used in specific ways to create meaning b. Interpret and articulate opinions about art judgments using multiple modalities c. Represents space in works of art (through the overlapping of objects, atmospheric space, size relationships and placements of objects d. Arrange objects on a two-dimensional surface to create the illusion of depth. 	Inquiry Questions: <ol style="list-style-type: none"> 1. What characteristics and expressions guide the creation of works of art? 2. How does illusion impact the visual reality of a two-dimensional space? 3. How can a work of art be interpreted in a variety of ways?
	Relevance and Application: <ol style="list-style-type: none"> 1. Analysis and inference identify underlying structures in works of art. 2. Breaking with traditions often gives rise to new forms of artistic expression. 3. Intended meaning is supported by using media technology. 4. Visual literacies come from science, history, literature, and aesthetic understanding.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art.

Content Area: Visual Arts - Fourth Grade	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Recognize, articulate, and debate that the visual arts are a means for expression Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives	
Grade Level Expectation Concepts and skills students master: 3. Artists, viewers and patrons respond to works of art using inference and empathy	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Make inferences about the artist's feelings and perspective b. Respectively investigate and be mindful of culturally sensitive themes 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why do artists create art about their interests? 2. How is the subject matter of a work of art related to the artist's interests? 3. What clues does an artist give in a work of art to communicate intent?
	Relevance and Application: <ol style="list-style-type: none"> 1. Works of art reflect the artist's ideas, interests, and background. 2. Works of art reflect the influences of culture and community on the artist, leading to decisions about whether a rendering is appropriate. 3. Technology and the World Wide Web facilitate the research of cultures.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits of works of art.

Content Area: Visual Arts - Fourth Grade	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Critique personal work and the work of others with informed criteria Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation Concepts and skills students master: 1. The critique process informs judgments about artistic and aesthetic merits in works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Critique personal works of art and the works of others through multiple modalities b. Participate in critiques by offering suggestions and recommendations in a positive manner c. Articulate and justify the emotional impact of the characteristics and expressive features of art and design in a work of art d. Use aesthetic valuing criteria to discuss works of art	Inquiry Questions: 1. How can critique inform skill? 2. What are the merits of critique? 3. Why is a rubric a good thing to use in critiques?
	Relevance and Application: 1. Information from other disciplines informs the critical thinking used in discussing works of art. 2. Understanding characteristics and expressive features of art and design, materials, and processes is essential to informed discussions about art. 3. Technology provides documentation and archival opportunities of images for critique.
	Nature of Discipline: 1. Divergent thinking is basic to talking about works of art.

Content Area: Visual Arts - Fourth Grade	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Critique personal work and the work of others with informed criteria Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation Concepts and skills students master: 2. The processes and philosophies of art and design inform interpretations in works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify and explain how the characteristics and expressive features of art and design are used in works of art b. Compare and contrast intended meaning in works of art across time and culture c. Examine and debate the purposes of art across time and culture respecting and being mindful of culturally sensitive themes d. Discuss and form an opinion about the social and personal value of art 	Inquiry Questions: <ol style="list-style-type: none"> 1. What is the importance of understanding the history of art for an artist? 2. How does knowing about art inform an understanding of the world? 3. How important is art to a culture?
	Relevance and Application: <ol style="list-style-type: none"> 1. The functions of art have been and will continue to be debated. 2. The purposes of art vary through time and culture. For example, some purposes are to record, examine, reflect, question, entertain, and create profit. 3. The knowledge and understanding of culture and history across time connect the impact of art to other subject matter. 4. Technology not only provides images, but also globalizes the ability to share information about art and design.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Divergent thinking is the groundwork for creating and talking about works of art.

Content Area: Visual Arts - Fourth Grade	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies	
Grade Level Expectation Concepts and skills students master: 1. Use basic media to express ideas through the art-making process	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Demonstrate with art media the use of basic characteristics and expressive features in art and design b. Communicate an idea visually c. Make works of art based on a familiar idea d. Recognize that exploration and application of materials, tools, techniques, processes and technology are important components of the visual art process 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why are some characteristics of art and expressive features in art and design used more than others? 2. What tools do artists use to express their ideas? 3. How can art be related to other subject areas?
	Relevance and Application: <ol style="list-style-type: none"> 1. Selection and implementation of appropriate media can impact an artwork's success. 2. Technology tools used for art making broadens the range of media available to contemporary artists. 3. Art can be used to express ideas in poems and short stories.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Art reflects ideas.

Content Area: Visual Arts - Fourth Grade	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research	
Grade Level Expectation Concepts and skills students master: 2. Materials and processes can be used in traditional, unique, and inventive ways	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use traditional and contemporary media technologies b. Describe observations made during the art-making process c. Problem-solve the various properties of a variety of tools and materials 	Inquiry Questions: <ol style="list-style-type: none"> 1. What materials and processes do you prefer, and why? 2. Can an artist create new art materials and processes? 3. What are unique ways to use materials and processes? 4. What new technologies might be of interest to artists?
	Relevance and Application: <ol style="list-style-type: none"> 1. New technologies, including video and digital technologies, can affect how an artist determines an artwork's intent. 2. Discoveries in art can be applied to other disciplines. 3. Products are designed with the interest and knowledge of consumers in mind.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Processes evolve over time.

Content Area: Visual Arts - Fourth Grade	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Transfer the value of visual arts to lifelong learning and the human experience Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas	
Grade Level Expectation Concepts and skills students master: 1. Viewers and patrons make personal meaning and infer artistic intent	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Debate social values and beliefs exhibited in works of art b. Respond to art by relating self to familiar cultures c. Communicate observable and emotional responses to works of art in relationship to self d. Utilize community arts resources such as museums, galleries, and local arts organizations 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does art provide information about a person, idea, or culture? 2. Why would an artist want to make art about the world in which he or she lives? 3. How is a portrait a personal narrative?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art from various genres and styles can illustrate meaning through multiple approaches to using materials, tools, processes, and concepts. 2. Computer technology can be employed to research personal history such as genealogy and heraldry. 3. Meaning can be made using deeper emotional responses and creative decision-making across disciplines. 4. Aesthetic valuing can be a component in making and understanding art and thus allows for debate about the role of art and its purpose in culture.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Personal interpretation is unique to the varying styles and genres of art.

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Prepared Graduates: Transfer the value of visual arts to lifelong learning and the human experience Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas	
Grade Level Expectation Concepts and skills students master: 2. Historical time periods and cultural settings are interpreted in works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Articulate differences in cultural styles, genres, and context through historical time periods b. Recognize the characteristics and expressive features of art and design through various historical periods and cultures c. Respectfully discuss culturally sensitive themes that change how art is expressed 	Inquiry Questions: <ol style="list-style-type: none"> 1. What do cultural differences look like in visual art? 2. How does the function of art change through time? 3. How old is "old?" 4. What does "new" history mean? 5. What is the connection between culture and art?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art and design serves multiple functions such as to inform, entertain, invest, ritualize, persuade, shelter, or assist in everyday tasks. 2. Technology informs the progress of art across time and culture and can promote information exchange, dialogue, and communication among artists, scientists, and technicians from different geo-cultural regions. 3. Art History and cultural studies will focus on topics of study within the fourth grade.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Art reflects the interests, accomplishments, and conflicts of culture and society over time.