

Art – Fourth Grade

Description Instruction in visual art for fourth grade students provides them with the knowledge, skills, and attitudes necessary to be successful as creative art learners through the district's elementary art program. Through their classroom experiences, students learn to employ art vocabulary in producing art, discuss art careers, and discover how art affects their environment and culture.

Textbooks/Resources *Art Connections* – Grade 4 – SRA-McGraw-Hill, 2005

Required Assessments District-Wide Standards Based Assessment

Board Approved June 2007

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AASD Art Goals for K-12 Students

- AASD students will understand and apply elements and principles of design in their art work.
- AASD students will know and practice of art-related vocabulary in art analysis and criticism and in communicating meaning in art.
- AASD students will understand and use safe work habits in the art room.
- AASD students will explore the possibilities of art-related career choices.
- AASD students will develop an understanding of art theory, creativity, history, and cultural heritage through art production projects.

AASD K-12 Art Standards

I. Art Theory

Students in the AASD will:

- A. understand and apply the elements and principles of design; and
- B. become articulate in the use of art-related vocabulary.

II. Art Production

Students in the AASD will:

- A. produce quality images and objects using varied media, techniques, and processes;
- B. understand and use appropriate safety procedures; and
- C. apply appropriate craftsmanship while producing art.

III. Creative Self

Students in the AASD will:

- A. discover how emotion affects the creative process;
- B. develop multiple solutions to problems involved in the creative process;
- C. use their imaginations to create ideas for original works or art and design;
- D. use their imaginations and artwork to communicate ideas and feelings; and
- E. learn the value and significance of art criticism in the creative process.

IV. Art in Society

Students in the AASD will:

- A. recognize that form, function, meaning and expressive qualities of art and design change between cultures, artists, time, and places;
- B. understand how their choices in art are shaped by their own culture and society;
- C. know and recognize styles of art from their own culture and other parts of the world;
- D. know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers;
- E. identify and use art as a basic way of thinking and communicating about the world; and
- F. connect their knowledge and skills in art to careers in the humanities, sciences, social studies, and technology.

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Theory: Introduction/application of more complex concepts in elements and principles of art and design.</p>	<p>Performance will be satisfactory when the student: *<u>Demonstrates an understanding of grade level Elements and Principles of Art and Vocabulary:</u> <u>Elements:</u> <u>Line:</u> employs decorative, expressive, realistic. Identifies: contour=outline. <u>Shape:</u> identifies organic; symbolic; -shapes that represent objects/events/ideas= symbols. <u>-proportion:</u> uses distortion of features in styled images: cartoon, caricature portrait. <u>Color:</u> learns to mix tints/shades of a hue; <u>Texture:</u> creates detail and visual interest, relief=raised. <u>Value:</u> expressively uses light and dark of a color; observes that value creates depth. <u>Space:</u> uses arrangement, placement, use of horizon and negative space. Identifies white as a color vs. space. <u>Form:</u> identifies functional, manufactured, organic and 3-D shapes. <u>Principles:</u> <u>Balance:</u> identifies radial symmetry= the same on <u>all</u> sides. <u>Rhythm:</u> creates alternating shapes, colors, values. <u>Unity:</u> understands visual stability, figure-ground relationships.</p>	<p>4th Grade-Art Assessment (end of February). -Project samples. -Connects art vocabulary to art activity. -Written/verbal quiz.</p>
<p>Above objective aligned with AASD standards: Communication Arts Mathematics</p>		
<p>2. Art Production: Explore techniques and materials specific to art styles and forms. Refine technical skills.</p>	<p>Performance will be satisfactory when the student: *<u>Skills and Techniques-</u> -Experiences art techniques that imitate historic processes. -Uses multiple steps and methods to create a variety of art forms. -Explores the use of traditional art styles and materials. <u>Tools/Materials-</u> (*in addition to previous grade level supplies). Creates with colored pencils, metallic and multi-cultural color crayons, specialty markers, permanent markers, french curve, template protractor, compass, acrylic paint, watercolor set, colored glue, glue gun (w/supervision) glitter glue, soft linoleum, cutting, tools, brayer, clay trimming tools, clay press, clay texture tools, papermaking equipment, cellophane,</p>	<p>-Demonstrates knowledge of methods and connects to historic origins. -Performance tasks.</p>

	<p>specialty papers, variety of fibers, frame loom, beads, beading wire, sinew, shells, shaped cardboard, pariscraft, plaster, sand, etc.</p> <p><u>Drawing</u>: uses traditional symbols and decorative lines to create cultural arts, caricature portrait, cartoon illustration, contour line drawing, still-life objects (inanimate), real-life subjects (animated). Uses a sketch book as planning tool and project diary; creative lettering as an art form: bubble, block, etc.</p> <p><u>Painting</u>: creates a value painting: -mix <u>Tints</u>=add hue to white -mix <u>Shades</u>=add black to hue. -watercolor set: learns proper set-up, tool care, clean-up -color mixing: test paper, add darker color to lighter color. -opaque (dark)=less water, more paint -transparent (light)=more water, less paint -applies paint mixing/techniques to a variety of formats: -radial design, primitive styles, nature themes, etc.</p> <p><u>Printmaking</u>: explores low relief print, multi-series prints.</p> <p><u>Sculpture</u>: designs a mobile, plaster carving, sand casting, etc. Creates with papier mache', papermaking, etc.</p> <p><u>Clay</u>: learns: combined construction; slab/coil, pinch/coil, etc. -characteristics of clay: slip, plastic, leather hard, bone dry, bisque. -joining techniques: score, apply slip, apply pressure, smooth seam. -use of surface treatment: controlled raised/incised textures, glaze, stain, paint/varnish, etc.</p> <p><u>Crafts</u>: observes and creates primitive art motifs; Native American, Aboriginal, etc. multi-color weaving, story cloth, textile design, sand painting, macramé (basic knots), beading. -distinguishes and creates functional art forms: dream catcher, musical instrument, shield, Kachina doll, bowl, pouch, jewelry, bark painting, etc.</p> <p><u>*Safety-</u> -Follows all requirements of safety drills, school and classroom rules. -Follows all safety precautions for equipment/tools that require careful use: clay/chalk dust, clay tools, printmaking tools, stitchery needles, glue gun, (w/supervision), etc.</p>	<p>-Articulate use of symbols and cultural art styles.</p> <p>-Sketch book (portfolio) activities relating to project planning- self assessment.</p> <p>-Demonstrates knowledge of color theory.</p> <p>-Project samples.</p> <p>-Art display.</p> <p>-Prior knowledge inventory: based on grade level classroom studies.</p>
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	<p><u>*Craftsmanship</u></p> <ul style="list-style-type: none"> -Completes multi-step process in art creations. -Recognizes when project objectives have been met. -Experiences the act of ‘refinement’ or ‘finishing’ of an art creation. -Takes pride in accomplishments. 	<ul style="list-style-type: none"> -Performance tasks: safety, rules, routines. -Verbal safety review/assessment. -Teacher observation. <p>-Rubric Assessment tool: Point rating-(4-1) (Teacher/Student) evaluation of art activity: <u>concept understanding, skills, craftsmanship, performance.</u></p>
<p>Above objective aligned with AASD standards: Social Studies Science</p>		
<p>3. Creative Self: Explore fantasy as a means to visual expression. Appreciate functional uses of art forms and subject matter.</p>	<p>Performance will be satisfactory when the student:</p> <p><u>*Expression-</u></p> <ul style="list-style-type: none"> -Uses historic art styles and samples to express ideas and create a personal response to a particular artist or culture. -Uses 4th grade art elements and principles to explore individuality and imaginative thinking. <p><u>*Problem Solving-</u></p> <ul style="list-style-type: none"> -Develops an individualized approach to project goals, through self evaluation: What does it need? What would happen if?” -Expands awareness of cultural art through the use of techniques, tools and materials to explore various art forms. <p><u>*Communicate Ideas-</u></p> <ul style="list-style-type: none"> -Uses art tools/techniques/symbols to illustrate an idea, communicate a feeling, or record an event. -Observes examples of art to understand the mood, message or method of communication used by an artist (or culture). 	<ul style="list-style-type: none"> -Identification of art exemplars. -Verbal/visual uses of art vocabulary. -Self-evaluation. -Performance tasks. -Verbal/visual description.

Above objective aligned with AASD standards:
Communication Arts
Mathematics
Science
Social Studies

<p>4. Art in Society: Expand knowledge of primitive art forms, use of symbols in art and the relationship between art and culture.</p>	<p>Performance will be satisfactory when the student:</p> <p><u>*History-</u> -Explores a variety of primitive art styles and artifacts; -Native American (multi-regional), Aboriginal, etc. -Learns about the evolution of written language and communication from symbols and story telling. -Observes uses of symbols in art/artist examples.</p> <p><u>*Aesthetic Awareness-</u> -Identifies the functional purpose and cultural traditions relating to symbols, art forms and the use of decorative embellishments/designs in primitive art. -Observes examples of how historic artists represented ideas, surroundings and subject matter through the use of the art concepts: -line, shape, color, value, texture, space, etc. -Identifies art concepts in life-forms found in nature: -animals/fish/insects/reptiles, etc. and their habitats.</p> <p><u>*Consumer Awareness-</u> -Recognizes the value that art and artists had/have in society: past and present. The “role” of the artist. -Realizes that artistic experiences exist outside of the classroom: home, community, country, world. -Connects use of art to create an impact on environmental issues: - preservation of habitat /endangered species.</p> <p><u>*Appreciation-</u> -Identifies influences that art forms, styles, and images have on contemporary society and values.</p> <p><u>*Communication-</u> -Explores the use of symbols as a visual language and traditional uses in past cultures. -Observes use of symbols in contemporary society. -Observes caricature art and cartooning and the impact on the student and contemporary culture.</p> <p><u>*Careers-</u> -Identifies contemporary artists/styles/influence of: -cartoonist, caricature artist, nature artist/photographer, video/animation, writer/illustrator, etc.</p>	<p>-Identification of art exemplars.</p> <p>-Cooperative learning groups.</p> <p>-Verbal discussion.</p> <p>-Project samples.</p> <p>-Prior knowledge inventory.</p> <p>-Research-based projects/activities.</p>
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Above objective aligned with AASD standards:
Communication Arts
Social Studies
Consumer Education