

Fourth Grade Visual Art Curriculum

Standard A: A student should be able to create and perform in the arts.

A student who meets the content standard should:

1. Participate in dance, drama, music, visual arts, and creative writing;
2. Refine artistic skills and develop self-discipline through rehearsal, participation, and revision;
3. Appropriately use new and traditional materials, tools, techniques, and processes in the arts;
4. Demonstrate the creativity and imagination necessary for innovative thinking and problem solving.
5. Collaborate with others to create and perform works of art?
6. Integrate two or more art forms to create a work of art; and
7. Investigate careers in art production.

ACTIVITIES

- Explores movement in art through the use of diagonal lines and repetition.
- Explores three-dimensional forms (e.g. organic, amorphic, and geometric).
- Looks at occurrences of line and pattern in nature, such as those found in geological forms.
- Use computer to create art that shows an understanding of the elements of art (e.g. line, shape, value, color, texture, space, form)
- Looks for visual rhythms in nature, such as waves, wind, and animal movement, and depict these in various media.
- Uses lines and shapes to create movement and the illusion of space.
- Continues to create primary, secondary and tertiary colors. Creates tints, shades (value) and neutral colors (intensity).
- Explores and uses shading to imply depth and form.
- Uses art materials in a safe and responsible manner.
- Begins drawing from nature in a variety of outdoor and indoor settings.
- Begins sketchbook journals for observation purposes.
- Illustrates in journals and student produced books.
- Enters an art contest
- Works with one or more students to create a work of art.
- Creates a self-portrait.
- Explores art career possibilities.

ASSESSMENT:

- Display of student work
- Teacher observation

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Standard B: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:

1. Recognize Alaska Native cultures and their arts;
2. Recognize United States and world cultures and their arts;
3. Recognize the role of tradition and ritual in the arts;
4. Investigate the relationships among the arts and the individual, the society, and the environment;
5. Recognize universal themes in the arts such as love, war, childhood, and community;
6. Recognize specific works of art created by artists from diverse backgrounds;
7. Explore similarities and differences in the arts of world cultures;
8. Respect differences in personal and cultural perspectives; and
9. Investigate careers relating to arts history and culture.

ACTIVITIES

- Recognizes sources of inspiration and content in artwork.
- Studies Alaskan Native arts and their regional differences by visiting the museum, watching demonstrations, looking at videos, books and other media.
- Examines how geography, natural materials, and subsistence lifestyles have affected Alaskan art and the art of world cultures.
- Observes ethnic dancers in their native costumes performing in the classroom or a school assembly if available.
- Compares and contrasts the design of everyday objects that an artist might create for your local area, other areas of Alaska and the United States.
- Learns about the careers of artists who design virtually all man-made objects that we see or use (e.g. furniture, clothing, building, transportation, etc.).

ASSESSMENT:

- Display of student work
- Teacher observation

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Standard C: A Student should be able to critique the student's art and the art of others.

A student who meets the content standard should:

1. Know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme.
2. Examine historical and contemporary works of art, the works of peers, and the student's own works as follows:
 - a. Identify the piece;
 - b. Describe the use of basic elements;
 - c. Analyze the use of basic principles;
 - d. Interpret meaning and artist's intent;
 - e. Express and defend an informed opinion;
3. Accept and offer constructive criticism;
4. Recognize and consider an individual's artistic expression;
5. Exhibit appropriate audience skills; and
6. Investigate careers relating to arts criticism.

ACTIVITIES

- Understands a good artwork shows craftsmanship, originality, and purpose.
- Analyzes works of art (e.g. crafts, architecture, paintings, textiles, jewelry, sculpture, printmaking).
- Discusses and analyzes the artist's techniques, intent, and message of a given artwork.
- Recognizes differences among purposes of art (intent).
- Understands that critique involves descriptions and opinions based on the using the language of art.
- Accepts and offers constructive criticism utilizing critiquing vocabulary skills.
- Displays own artwork in the classroom.

ASSESSMENT:

- Display of student work
- Student portfolio
- Teacher observation

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Standard D: A student should be able to recognize beauty and meaning through the arts in the student's life.

A student who meets the content standard should:

1. Make statements about the significance of the arts and beauty in the student's life;
2. Discuss what makes an object or performance a work of art;
3. Recognize that people tend to devalue what they do not understand;
4. Listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs;
5. Consider other culture's beliefs about works of art;
6. Recognize that people connect many aspects of life through the arts;
7. Make artistic choices in everyday living; and
8. Investigate careers related to the search for beauty and meaning, which is aesthetics.

ACTIVITIES

- Looks at works of art and describe subtle distinctions in rhythm, balance, contrast, movement, unity, emphasis, and repetition.
- Explores ways in which subject matter in other disciplines taught in the school are interrelated with the arts (e.g. pattern in science, rhythm in music, geometric shape in math)
- Identifies subtle visual qualities in artworks and architecture of various geographic regions.
- Discusses the relationship of art materials and design to the environment.

ASSESSMENT

- Display of student work
- Student portfolio
- Rubric/checklists
- Observational, anecdotal records
- Student samples