

# VISUAL ART CURRICULUM STANDARDS FOURTH GRADE

## **Standard 1.0 Media, Techniques, and Processes**

**Students will understand and apply media, techniques, and processes.**

### **Grade Level Expectations (GLEs)**

The student will

- 1.1 Manipulate a variety of tools and media in a safe and responsible manner.
- 1.2 Apply a variety of media.
- 1.3 Apply a variety of techniques.
- 1.4 Investigate and apply a variety of processes.
- 1.5 Recognize, demonstrate and evaluate levels of craftsmanship.

### **Checks for Understanding (Formative/Summative Assessments)**

- 1.1 Demonstrate developmentally-appropriate use of tools (e.g., drawing implements, painting implements, sculpting implements, printmaking implements, and technological sources).  
Demonstrate developmentally-appropriate care for tools and work space.  
Demonstrate safe use of tools in making art.
- 1.2 Demonstrate developmentally-appropriate use of media (e.g., drawing, painting, sculpting, printmaking and technology).
- 1.3 Demonstrate developmentally-appropriate proficiency in a variety of techniques (e.g., cutting, pasting, assemblage, mixing color, contouring, working with form, mark-making techniques, working with color theory, color schemes, painting wet into wet, book-making, printmaking, mixing applications of various techniques, and sourcing technology).  
Utilize correct vocabulary to describe techniques of making art.
- 1.4 Explore and implement various ways of sequentially developing art from a concept to teacher-selected outcomes.
- 1.5 Evaluate levels of craftsmanship of one's own and others' (peer and master) works of art through teacher-facilitated methods such as rubrics or critique.  
Model developmentally-appropriate craftsmanship.

### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Execute the intended use of tools as modeled by the teacher.
- 1.1.2 Execute the intended use of tools as coached by the teacher.
- 1.1.3 Execute the intended use of tools and proper care of work space as facilitated by the teacher.
  
- 1.2.1 Execute a variety of media in the intended manner as modeled by the teacher.
- 1.2.2 Execute a variety of media in the intended manner as coached by the teacher.
- 1.2.3 Integrate a variety of media in the intended manner as coached by the teacher.
  
- 1.3.1 Execute a variety of teacher sequenced techniques.
- 1.3.2 Execute a variety of teacher selected techniques.
- 1.3.3 Execute a variety of teacher coached techniques.
  
- 1.4.1 Execute a variety of teacher modeled processes.
- 1.4.2 Organize and execute a variety of teacher modeled processes.
- 1.4.3 Organize and execute a variety of teacher coached processes.
  
- 1.5.1 Demonstrate levels of craftsmanship as modeled by the teacher.
- 1.5.2 Execute levels of craftsmanship as modeled by the teacher.
- 1.5.3 Execute and analyze levels of craftsmanship as coached by the teacher.

## **Standard 2.0 Structures and Functions**

**Students will use knowledge of structures and functions.**

### **Grade Level Expectations (GLEs)**

The student will

- 2.1 Categorize elements of art.
- 2.2 Apply elements of art
- 2.3 Categorize principles of design.
- 2.4 Apply principles of design.
- 2.5 Understand purpose in art.
- 2.6 Apply purpose in art.
- 2.7 Understand context in art.
- 2.8 Apply context in art.

### **Checks for Understanding (Formative/Summative Assessments)**

- 2.1 Explain (written and/or verbal) the perceived intent of the elements of art in others' works of art.  
Explain (written and/or verbal) the intended purpose in one's own works of art.
  
- 2.2 Create artwork using the elements of art with specific intent.

- 2.3 Explain (written and/or verbal) the perceived intent of the principles of design in other's works of art.  
Explain (written and/or verbal) the intended purpose of the principles of design in one's own works of art.
- 2.4 Create artwork using the principles of design with specific intent.
- 2.5 Summarize the perceived reasons for the creation of artworks using teacher-given guidelines.
- 2.6 Create works of art with an intended purpose or combination of purposes.
- 2.7 Summarize the perceived meaning of artworks using teacher-given guidelines.
- 2.8 Create works of art with intended meaning.

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Compare and make inferences about the elements of art found in selected artwork.
- 2.1.2 Interpret the elements of art found in selected artwork.
- 2.1.3 Critique the elements of art found in selected artwork.
  
- 2.2.1 Execute chosen elements in one's own artwork.
- 2.2.2 Integrate chosen elements in one's own artwork.
- 2.2.3 Experiment with chosen elements in one's own artwork.
  
- 2.3.1 Compare and make inferences about the principles of design found in selected artwork
- 2.3.2 Interpret the principles of design found in selected artwork.
- 2.3.3 Critique the principles of design found in selected artwork.
  
- 2.4.1 Execute chosen principles of design in one's own artwork.
- 2.4.2 Integrate chosen principles of design in one's own artwork.
- 2.4.3 Experiment with chosen principles of design in one's own artwork.
  
- 2.5.1 Explain and make inferences about the purposes of selected artworks through teacher-guided cues.
- 2.5.2 Compare the purposes of selected artworks through teacher-guided cues.
- 2.5.3 Critique the purposes of selected artworks through teacher-guided cues.
  
- 2.6.1 Execute chosen purposes in one's own artwork
- 2.6.2 Integrate chosen purposes in one's own artwork
- 2.6.3 Experiment with chosen purposes in one's own artwork.

- 2.7.1 Explain and make inferences about the context of selected artworks through teacher-guided cues.
- 2.7.2 Compare the context of selected artworks through teacher-guided cues.
- 2.7.3 Critique the context of selected artworks through teacher-guided cues.
  
- 2.8.1 Execute a chosen context in one's own artwork
- 2.8.2 Integrate a chosen context in one's own artwork
- 2.8.3 Experiment with a chosen context in one's own artwork

### **Standard 3.0 Evaluation**

**Students will choose and evaluate a range of subject matter, symbols, and ideas.**

#### **Grade Level Expectations (GLEs)**

The student will

- 3.1 Select and demonstrate subject matter, symbols, and ideas in one's art.
- 3.2 Analyze and evaluate subject matter, symbols, and ideas in one's art.
- 3.3 Explain subject matter, symbols, and ideas in art.

#### **Checks for Understanding (Formative/Summative Assessments)**

- 3.1 Choose subject matter, symbols, and/or ideas with teacher guidance.  
Execute pre-selected subject matter, symbols, and ideas in one's own artwork.
- 3.2 Reflect (written and/or verbal) on the subject matter, symbols, and ideas in one's own artwork.
- 3.3 Investigate similarities and differences in subject matter, symbols, and ideas between one's own artwork and artworks of others (peers and masters).

#### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Implement subject matter, symbols, and ideas in one's own artwork as modeled by the teacher.
- 3.1.2 Integrate subject matter, symbols, and ideas in one's own artwork as modeled by the teacher.
- 3.1.3 Produce subject matter, symbols, and ideas in one's own artwork as modeled by the teacher.
  
- 3.2.1 Deconstruct subject matter, symbols, and ideas in one's own artwork as modeled by the teacher.

- 3.2.2 Reflect on subject matter, symbols, and ideas in one's own artwork as modeled by the teacher.
- 3.2.3 Critique subject matter, symbols, and ideas in one's own artwork as modeled by the teacher.
- 3.3.1 Classify and make inferences about subject matter, symbols, and ideas in artwork of others.
- 3.3.2 Interpret subject matter, symbols, and ideas in artwork of others.
- 3.3.3 Compare and contrast subject matter, symbols, and ideas in artworks of others.

## **Standard 4.0 Historical and Cultural Relationships**

**Students will understand the visual arts in relation to history and cultures.**

### **Grade Level Expectations (GLEs)**

The student will

- 4.1 Explore the relationship of art from different cultures, times, and places.
- 4.2 Examine and demonstrate how culture, history, and art influence one another.

### **Checks for Understanding (Formative/Summative Assessments)**

- 4.1 Examine characteristics of selected cultures and the art of those cultures through teacher-guided activities.  
Examine characteristics of selected times and the art from those times through teacher-guided activities.  
Examine characteristics of selected places and the art from those places through teacher-guided activities.  
Compare and contrast art from selected cultures, times, and places.
- 4.2 Relate, through teacher-guided activities, how culture, history, and art influence each other.

### **Student Performance Indicators (SPIs)**

The student will be able to

- 4.1.1 Interpret teacher-selected art from historical and contemporary cultures, times, and places.
- 4.1.2 Compare and contrast teacher-selected art from historical and contemporary cultures, times, and places.
- 4.1.3 Evaluate teacher-selected art from historical and contemporary cultures, times, and places.

- 4.2.1 Interpret how culture, history, and art influence each other – past and present.
- 4.2.2 Compare and contrast how culture, history, and art influence each other – past and present.
- 4.2.3 Debate how culture, history, and art influence each other – past and present.

## **Standard 5.0 Reflecting and Assessing**

**The student will reflect upon and assess the characteristics and merits of their work and the work of others.**

### **Grade Level Expectations (GLEs)**

The student will

- 5.1 Analyze and discuss the characteristics and merits of one's own artwork.
- 5.2 Analyze and discuss the characteristics and merits of artwork of others.
- 5.3 Investigate viewers' responses to art.

### **Checks for Understanding (Formative/Summative Assessments)**

- 5.1 Deconstruct the characteristics and merits of one's own artwork as guided, modeled or coached by the teacher.  
Express (verbal and/or written) the characteristics and merits of one's own artwork.
- 5.2 Deconstruct the characteristics and merits of selected artworks of others as guided, modeled or coached by the teacher.  
Express (verbal and/or written) the characteristics and merits of selected artworks of others.
- 5.3 Explain and show that different viewers have different responses to art through teacher-guided activities.

### **Student Performance Indicators (SPIs)**

The student will be able to

- 5.1.1 Interpret characteristics and merits of the student's own artwork as modeled by the teacher.
- 5.1.2 Compare and contrast the characteristics and merits of the student's own artwork as coached by the teacher.
- 5.1.3 Evaluate the characteristics and merits of the student's own artwork as facilitated by the teacher.
- 5.2.1 Interpret the characteristics and merits of artwork of others as modeled by the teacher.

- 5.2.2 Compare and contrast the characteristics and merits of artwork of others as coached by the teacher.
- 5.2.3 Evaluate the characteristics and merits of artwork of others as coached by the teacher.
- 5.3.1 Compare and contrast various responses to art as coached by the teacher.
- 5.3.2 Compare and contrast various responses to art as facilitated by the teacher.
- 5.3.3 Evaluate various responses to art as facilitated by the teacher.

## **Standard 6.0 Interdisciplinary Connections**

**Students will make connections between visual arts and other disciplines.**

### **Grade Level Expectations (GLEs)**

The student will

- 6.1 Compare and discuss connections between visual arts and other arts disciplines.
- 6.2 Compare and discuss connections between visual arts and disciplines outside the arts.

### **Checks for Understanding (Formative/Summative Assessments)**

- 6.1 Explore and identify relationships between the visual arts and other arts disciplines.
- 6.2 Express, through teacher-guided activities, relationships between the visual arts and disciplines outside the arts.

### **Student Performance Indicators (SPIs)**

The student will be able to

- 6.1.1 Explain connections between visual arts and other standards-based arts disciplines as guided by the teacher.
- 6.1.2 Explain connections between visual arts and other standards-based arts disciplines as modeled by the teacher.
- 6.1.3 Explain connections between visual arts and other standards-based arts disciplines as facilitated by the teacher.
- 6.2.1 Explain connections between visual arts and standards-based disciplines outside the arts as guided by the teacher.
- 6.2.2 Explain connections between visual arts and standards-based disciplines outside the arts as modeled by the teacher.
- 6.2.3 Explain connections between visual arts and standards-based disciplines outside the arts as facilitated by the teacher.