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.

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.