VISUAL ARTS: GRADE 4

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017

STANDARDS FOR VISUAL ARTS
GRADE 4

The fourth grade visual arts program provides students with a continuing foundation in art education. Students are engaged in the creative process, problem solving, and aesthetic understanding through the development and examination of their artworks and the work of others. Experiencing the role of the artist, each student applies a variety of media, techniques, and processes to express ideas and develop creativity, critical thinking, and problem solving skills. Students recognize the impact of art on history and different cultures and how history and culture influence art. Students inform their production of art by integrating information and skills from other areas of knowledge and academic disciplines. Art experiences are focused around art principles of design as well as the elements of art, which provide a foundation for art vocabulary development and other art concepts.

CREATING (Investigate – Plan – Make)
Conceiving and developing new artistic ideas and work

VA.Cr1.1.4 Brainstorm multiple approaches to solve a creative art or design problem.

VA.Cr1.2.4 Collaboratively, set goals and create artworks that are meaningful and have purpose to the makers (such as individual works with a similar purpose or group work with shared goals).

VA.Cr2.1.4 Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA.Cr2.2.4 Utilize and care for art materials, tools, and equipment in a manner that prevents danger to oneself and others.

VA.Cr2.3.4 Document, describe, and represent regional constructed environments (for example: school, playground, park, street, neighborhood, store).

CREATING (Reflect – Refine – Continue)
Conceiving and developing new artistic ideas and work

VA.Cr3.1.4 Revise artwork in progress on the basis of insights gained through peer discussion and feedback.

PRESENTING (Select – Analyze – Share)
Interpreting and sharing artistic work

VA.Pr1.1.4 Prepare works of art for presentation by identifying appropriate exhibit space and including an artist's statement.

VA.Pr2.1.4 Explain how and where different cultures record and illustrate stories and preserve history through art (for example: aboriginal art, cave paintings).

VA.Pr3.1.4 Compare purposes of exhibiting art in various locations and settings (for example: art museums, galleries, virtual museums, local businesses, school displays).

RESPONDING (Perceive – Analyze – Interpret)
Understanding and evaluating how the arts convey meaning

VA.Re1.1.4 Analyze components (such as elements and principles of art) in images that communicate messages (for example: deer in Native American petroglyphs, animal crossing signs).

VA.Re2.1.4 Interpret art by referring to contextual information (for example: artist's life and times, norms of a culture) and analyze relevant subject matter, elements and principles, and use of media.

VA.Re3.1.4 Use art-specific vocabulary to reflect on processes an artist uses to create a work of art (for example: pasted paper in a collage and brush marks in a painting).

VA.Re3.2.4 Evaluate an artwork (for example: rubric, checklist, artist statement, gallery walk) based on teacher-provided criteria (for example: usefulness, realism, expressiveness).

CONNECTING (Synthesize – Relate)
Relating artistic ideas and work with personal meaning and external context.

VA.Cn1.1.4 Create works of art that reflect community cultural traditions (for example: Southwest, Arizona, Tucson, etc.; Ben's Bells – "Be Kind").

VA.Cn1.2.4 Create a work of art based on personal observations of the environment (for example: still-life, landscape that shows time, place, culture).

VA.Cn2.1.4 Recognize that responses to art change depending on knowledge of the time and place in which it was created (such as examining genre scenes, cityscapes, or portraits from different eras).