DVUSD Visual Arts Objectives

Fourth Grade

**Media, Techniques and Processes**

1. Identifies a variety of purposes for creating art (e.g. fine arts versus crafts)

2. Describes different visual effects created by various techniques, processes and media

3. Communicates understanding through the use of appropriate media, techniques, processes, tools and equipment

4. Justifies how an art medium can serve as a source of inspiration

5. Varies clean-up based upon their own needs and the needs of the class

6. Observes the rules and procedures for safe and appropriate handling and cleaning of specific tools (e.g. printmaking tools, scissors)

7. Uses and mixes neutral and earth tone colors

8. Introduces drawing techniques to imply light source and value

9. Explores fiber art to create a textile composition from a variety of methods (e.g. knotting, weaving, stitchery, or batik)

10. Creates a trapped air form by combining methods of construction

11. Creates sculpture, using a hollow form, from papier maché, clay, wire or other materials

12. Uses the digital camera and/or scanner and manipulates digital images to create art

**Elements and Principles**

1. Plans, designs and creates a work of art that utilizes the elements of art and organizational principles of design (i.e. balance and unity)

2. Designs and creates a work of art in a variety of art media reflecting one’s own personal, social and cultural values

3. Recognizes balance as an arrangement that achieves equilibrium in the eyes of the viewer

4. Explores spatial relationships in a composition

5. Identifies and uses asymmetrical (informal) and symmetrical (formal) balance in a composition

6. Identifies proportion as the size and relationship between one part of a composition to another

(e.g. head to body) and of parts to the whole (e.g. person to environment)

7. Introduces the human figure in proportion (e.g. gesture drawing, life drawing, studies of anatomy)

8. Creates a composition, including self, in an environment using 1-point perspective (e.g. selfportrait in bedroom, in a landscape, on the playground)

9. Names and describes the elements of art and organizational principles of design

**Content**

1. Compares and contrasts works of art inspired by nature and the environment

2. Compares works of art that communicate social and cultural values

3. Discusses expressionism and how artists portrayed personal views and emotions

4. Chooses a period the child is studying in social studies and creates an artwork depicting an event

5. Designs and creates portraits using visual aids (e.g. mirrors and photographs)

6. Creates a work of art based on an historical event being studied

**History and Cultures**

1. Understands that artists are human beings by learning about the life and times of several artists

(e.g. Jean Miró, Renè Magritte, Jackson Pollack, Jacob Lawrence, Edgar Degas)

2. Classifies works of art according to style (e.g. abstract, impressionist, expressionist)

3. Recognizes important works by individual artists (e.g. Vincent van Gogh’s Starry Night and

Sunflowers, Renè Magritte’s Self-Portrait, Jackson Pollack’s drip paintings, Edgar Degas’ ballerinas, Georgia O’Keeffe’s skulls and flower paintings)

4. Recognizes the style of individual artists from the nineteenth and twentieth centuries (e.g. Jean Miró, Renè Magritte, Jackson Pollack, Jacob Lawrence, Edgar Degas) (\*4b)

5. Observes and discusses the meaning of artwork created by artists who chronicled American history (e.g. Grant Wood)

6. Views and responds to original works of art

**Evaluation**

1. Interprets one’s own and others’ work, through writing and using appropriate art vocabulary

2. Differentiates between personal tastes and the quality of artwork being discussed

3. Describes and interprets one’s own work as belonging to a specific style of art (e.g. realistic, abstract, non-objective, impressionistic, expressionistic)

4. Evaluates peers’ work and offers constructive feedback based upon rubrics developed by the instructor

5. Interprets constructive criticism from others and applies it to one’s own work

6. Applies methods of art criticism when discussing one’s own and the work of peers (e.g. describe, analyze, interpret, evaluate)

7. Creates rubrics with classmates and the instructor, which outline evaluation criteria for a specific work of art or one’s own work

8. Demonstrates analysis and criticism skills when visiting an art museum or gallery

**Connections**

1. Produces a piece of artwork that illustrates one’s own written work

2. Investigates the artwork, artifacts and/or architecture of the indigenous peoples of North America

3. Reads and responds to historical fiction and non-fiction selections (e.g. biographies, autobiographies, essays and news stories) about art or artists

4. Creates a piece of artwork portraying a figure in motion

5. Compares music and musicians to visual arts and visual artists

**Aesthetic Appreciation**

1. Enjoys visiting museums

2. Appreciates the work of and is interested in the life and times of selected master artists (e.g.

Jackson Pollack)

3. Appreciates the influence that artists have on society

4. Expresses preferences among works of master artists and has a favorite artist

5. Enjoys discussions about artists and their artwork

6. Displays one’s own artwork at home