

Visual Art: Fourth Grade

Standard 1.0 Media, Techniques, and Processes

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

Learning Expectations

The student will

- 1.1 Use a variety of tools and materials to create a work of art.
- 1.2 Use a variety of techniques and processes to produce original works of art that reflect ideas, concepts, symbols and themes.
- 1.3 Use tools and materials in a safe and responsible manner.
- 1.4 Demonstrate levels of craftsmanship.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore a variety of tools and materials to convey ideas in a work of art.
- Use techniques and processes to create an artwork that expresses ideas, concepts, symbols, and themes.
- Use, correctly, and maintain tools and materials
- Recognize levels of craftsmanship.

Level 2

- Choose from a variety of tools and materials to convey ideas in a work of art.
- Practice techniques and processes to communicate original ideas, concepts, symbols, and themes.
- Organize and manage tools and materials in a safe and responsible manner
- Demonstrate improved craftsmanship.

Level 3

- Compare and contrast the effectiveness of tools and materials chosen to convey ideas in a work of art.
- Compose an original work of art that clearly communicates ideas, concepts, and themes using a variety of techniques and processes.
- Assume responsibility for the safe management of tools and materials.
- Demonstrate, consistently, improvement in craftsmanship.

Sample Performance Task

The students will view portraits created by Faith Ringgold and will discuss the variety of materials and techniques Ringgold used in her works. As an outside assignment, the students will write a narrative of their own lives to be included in their work. In succeeding class periods, each student will sketch a self-portrait on muslin leaving a two inch border around the edges for a frame. Using acrylic, paint the self-portrait with a patterned background. To complete the frame, the students will collage the border with paper, photos, fabric, portions of their narrative or other materials.

The finished works will be exhibited with copies of their original narratives. Students will participate in a class critique emphasizing the use of tools and materials in their work.

Integration/Linkages

Social Studies, Health and Safety, Measurement, Writing, Mathematics, Storytelling

Standard 2.0 Structures and Functions

Students will use knowledge of structures and functions.

Learning Expectations

The student will

- 2.1 Consistently recognize and identify elements and principles of art.
- 2.2 Use the elements and principles of art to communicate ideas.
- 2.3 Discuss the functions of art in different environments.
- 2.4 Create art works to meet various functions.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize most elements and principles in works of art.
- Create an artwork using select elements and principles of art to communicate ideas.
- List different functions of art in various environments.
- Create an artwork with a specific function.

Level 2

- Identify all elements and most principles in works of art.
- Create an artwork using multiple elements and principles of art to communicate ideas.
- Identify different functions of art in various environments using assigned vocabulary.
- Create an artwork designed to serve different functions .

Level 3

- Identify all elements and principles in works of art.
- Choose elements and principles of art to communicate ideas clearly in a work of art.
- Compare and contrast different functions of art in various environments correctly using targeted vocabulary.
- Apply problem-solving skills to create various functional artworks to serve a purpose in an environment.

Sample Performance Task

In this lesson, introduce the vocabulary of functional and non-functional art by using Meret Oppenheim's *Fur Tea Cup* in comparison to a Victorian fine china tea cup and saucer. Discuss the practical use of both tea cups and why they are considered functional or non-functional. Show the students an image of Claes Oldenberg and Coosje van Bruggen's *Spoonbridge and Cherry* in comparison to San Francisco's *Golden Gate Bridge* by Joseph B. Strauss. Discuss the practical use of one versus the other.

After discussing functional versus non-functional art, the students will recall and record examples of each art they have seen in the past. The teacher will monitor student input throughout the discussion.

Integration/Linkages

Architecture, Journalism, Political Science, Industrial Design, Interior Design, History, Music, Physical Education, Dance

Standard 3.0 Evaluation

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

Learning Expectations

The student will

- 3.1 Discuss subject matter, symbols, and ideas in works of art by others.
- 3.2 Utilize subject matter, symbols, and ideas in their own artworks.

Performance Indicator: Evidence Standard is Met

The student is able to

Level 1

- Describe what is seen in a work of art.
- Choose subject matter, symbols and ideas that support the main idea of the work.

Level 2

- Interpret the content of what is seen in a work of art.
- Utilize subject matter, symbols, and ideas to communicate meaning in their artwork.

Level 3

- Analyze the ideas, meanings, and the mood reflected in the artwork.
- Experiment with subject matter, symbols, and ideas to communicate original meaning in their artwork.

Sample Performance Task

The student will create a personal coat of arms based on medieval heraldry. The teacher will introduce the lesson by sharing information on medieval symbolism, such as colors, stripes, fleur de lis, and animals. Discuss examples of symbolism found in seals and coat of arms including the national flag of Spain, the state seal of Tennessee, and the British royal family crest. The students will decide what original symbols represent themselves, their family, their hobbies and interests. Popular and commercial trademarks and symbols should be avoided. Students will outline a symmetrical shield shape on paper and sketch their ideas. Colored pencils, crayons, markers, oil crayons and other similar materials may be used.

Students will write a short description of their shield and include a symbol key for an assessment activity. Upon completion of the assignment, the teacher may create a display of the works including student descriptions.

Integration/Linkages

Symbolism, Human Relationships, Human Development, Careers, History, Nature, Urban and Rural Environments, Intellectual Property and Copyrights

Standard 4.0 Historical and Cultural Relationships

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

Learning Expectations

The student will

- 4.1 Relate works of art to different times, civilizations and places.
- 4.2 Demonstrate how art, history, and culture influence each other.

Performance Indicators: Evidence Standards is Met

The student is able to

Level 1

- Identify art created by people from a variety of cultures and historical periods.
- Recognize art as a visual language understood by most cultures.

Level 2

- Relate historical events to changes in art styles and methods.
- Discuss connections between art, cultures, and history.

Level 3

- Categorize art works according to different times, civilizations and places.
- Compare and contrast connections between art, cultures, and history.

Sample Performance Task

In this lesson, the student will study the effect of World War II on the work of Pablo Picasso, specifically in his 1937 mural *Guernica*. The students will view images of Picasso's early works such as *The Old Guitarist*, 1903 or any work from his blue or rose period. They will contrast the comparatively realistic style and mood of these early works with the style and mood of his *Guernica*. The student will verbally express feelings about the subject matter of this work and how Picasso shows the effects of war on a community. During World War II, many civilians were hurt and killed because of new war tactics such as air strikes. Reading about the attack on the small Spanish town of Guernica, Picasso was moved to create this painting. The students can respond to the question, "How is this painting different from Picasso's previous works?" "What influenced the changes in his work?"

To assess learning, each student will create an artwork based on a current event to show how history influences their own art.

Integration/Linkages

History, Geography, World War II, Current Events, Journalism, International Cultures, Communication Skills

Standard 5.0 Reflection and Assessment

Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Learning Expectations

The student will

- 5.1 Understand that artists create work for a variety of purposes.

- 5.2 Discuss the characteristics and merits of their work and the work of others.
- 5.3 Interpret different responses to art works.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify possible purposes intended by an artist.
- Discuss and respond to evidence of artistic merit in a work of art.
- Explain and respect various opinions in response to viewing artwork.

Level 2

- Interpret the purpose intended by the artist for a work of art.
- Interpret how their work and the work of others meet intended criteria.
- Dramatize different opinions during discussion of artwork.

Level 3

- Analyze the purposes intended by the artist for works of art.
- Evaluate the merit of an art work based on intended criteria.
- Debate various viewpoints when responding to an artwork.

Sample Performance Task

The students will participate in an in-progress critique of peer work. Every student will make constructive suggestions for a classmate’s work based on intended criteria for the lesson. Students will be divided into small groups. The critique will be based on a rubric for a specific current assignment. The teacher will model the process for the whole class by asking two students to volunteer their works for a critique. The teacher will verbally recognize two areas for improvement and two ways in which the work meets the assigned criteria. Students will return to small groups, share suggestions and compliments and then return to production.

Self-assessment, peer assessment, and teacher assessment are embedded in the above activity.

Integration/Linkages

Interpersonal Skills, Analysis Skills, Public Art, Design, Industry, Entertainment, Museum, Writing Skills

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Learning Expectations

The student will

- 6.1 Examine characteristics of visual arts and other arts disciplines.
- 6.2 Practice making connections between the visual arts and other disciplines in the curriculum.

Performance Indicator: Evidence Standard is Met

The student is able to

Level 1

- Describe similar vocabulary between the visual arts and other arts disciplines.
- Recall activities in which connections occur between the visual arts and other disciplines in the curriculum.

Level 2

- Compare similarities and differences in the visual arts and works from other arts disciplines.
- Employ visual art skills in connection with other disciplines.

Level 3

- Propose activities that combine the visual arts and other arts disciplines.
- Plan a visual art activity that makes connections to another discipline in the curriculum.

Sample Performance Task

The student will view art work by M. C. (Maurits Cornelius) Escher such as *Day and Night* or *Sky and Water* and make note of the repeating shapes that gradually change in the works. Students will observe how Escher used geometric grids and transformed shapes into repeating designs called tessellations. Relevant vocabulary includes visual symmetry, polygons, positive and negative space, translation (slide), rotation (turn), and reflection (flip). Samples of simple tessellating shapes and how they are modified will be provided by the teacher. The teacher can refer to the *Tessellmania* CD Rom. The student will create a tessellation tile using a square or triangle following the process modeled by the teacher. Next the student will develop an Escher image by tracing the tile onto a paper grid. Color will be added later with crayons, pencils or markers.

Assessment of the student work can occur with a class critique to determine whether the student design tessellates.

Integration/Linkages

Music, History, Science, Mathematics, Language, Communication Skills