

Grade Level: Fourth

Visual Arts Curriculum Framework

Artistic Process: Creating

National Core Arts Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Enduring

Understandings

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential

Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with:
- How do objects, places, and design shape lives in communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grown and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?



Drawing

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a drawing that demonstrates: <ol style="list-style-type: none"> Drawing lines that create implied texture. Use of overlapping in drawing. Use of horizon line, foreground, background and diminishing size to show space. Use of value/shading. 	<ul style="list-style-type: none"> Create a landscape drawing using horizon line, foreground, background, and diminishing size to demonstrate perspective. Include details such as implied texture and overlapping. Create a drawing of a work of architecture using overlapping and value/shading, e.g., Middle Eastern architecture, Asian Architecture, Castles, Colonial etc. Create a symmetrical drawing inspired by the art of a particular culture, e.g., Tibetan or Indian inspired mandalas or Mexican sun designs. Create a symmetrical drawing of a mask showing the influence of a specific culture, e.g., Latin American, Asian, Inuit, and African. <p>Suggested artists: Grant Wood, Vincent Van Gogh. Architecture from various cultures, e.g., Taj Mahal etc.</p>	<ol style="list-style-type: none"> Create implied texture in a drawing. Create a drawing using overlapping. Create a drawing showing space/perspective. Create a drawing using value/shading. Create a symmetrical drawing. 		
Vocabulary Background Diminishing size	Foreground Horizon line Implied texture	Overlapping Perspective Radial Symmetry	Shading Space Symmetrical	Value

Painting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a painting that demonstrates: <ol style="list-style-type: none"> Experimentation with a variety of painting media such as tempera, watercolor and acrylic. Use of value: tints. Use of brush stroke to show texture. Create a painting inspired by impressionism.	<ul style="list-style-type: none"> Create a watercolor/crayon resist painting of a Colonial ship. –John Singleton Copley Create a tempera painting of an animal using brush stroke to create the texture. Incorporate some type of overlapping in the background. <p>Suggested artists: Faith Ringgold, Ezra Jack Keats John Sloan, Georges Seurat, Grandma Moses, Paul Gauguin, John Singleton Copley</p>	<ol style="list-style-type: none"> Create a painting showing the use of value through the mixture of tints. Create a painting that shows use of brush stroke to create texture. Create a painting influenced by impressionistic art. 		
Vocabulary Acrylic	Brush Strokes Impressionism	Tempera Texture	Tint Value	Watercolor



Printmaking

Student Objectives	Suggested Activities/ Themes	Benchmark Skill	
Create a print that demonstrates: <ol style="list-style-type: none"> 1. Printing techniques such as printing from a foam plate, stamp, or monoprint. 2. Skill in use of tools such as brayer. 3. Experimentation with media such as tempera paint and ink. 4. Proper labeling of prints 	<ul style="list-style-type: none"> • Create a foam plate print using three colors. • Create an edition of four prints and incorporate cutout prints into a collage background of a tree. • Create a foam plate print of a cityscape. Print onto paper painted with a watercolor sunset. • Create monoprints using a variety of techniques using shapes inspired by the art of Matisse. • Create a stamp based on an African Adinkra symbol or Chinese character. • Create a monoprint from a raised surface such as Gyotaku fish printing or leaf printing. <p>Suggested artists: Albrecht Durer, Kathe Kollwitz, Hiroshige, Franz Marc and Hokusai.</p>	<ol style="list-style-type: none"> 1. Create a print that shows the proper use of printmaking tools and media. 2. Create a monoprint using either ink or paint. 3. Create a print edition using proper labeling. 	
Vocabulary Brayer	Foam plate Ink	Monoprint Printing plate	Tempera paint

Ceramics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill	
Create a ceramic artwork that demonstrates: <ol style="list-style-type: none"> 1. Ceramic techniques such as coil, pinch, score and slip, and glaze. 2. Use of the additive and subtractive techniques. 3. Skill in the use of ceramic tools. 4. Use of texture in the design. 	<ul style="list-style-type: none"> • Create a vessel inspired by a historical culture's artifacts using the coil technique. • Create human and animal figures using the coil, pinch and additive and subtractive methods, e.g. Chinese dragon, turtle, snakes, monsters, mythological creatures, gargoyles, etc. • Create a storyteller doll, using pinching technique along with, additive and subtractive techniques. <p>Suggested artists/Cultures: Maria Martinez, Native American Story Teller Dolls and Asian ceramic artifacts, Native American artifacts, Anasazi Pots, Latin American or Greek art and artifacts</p>	<ol style="list-style-type: none"> 1. Create a work of art using one of the various methods of ceramic techniques. 2. Use glazing techniques to color a ceramic work with detail. 3. Use additive and subtractive techniques on one piece of artwork. 4. Use real texture appropriately in the artwork. 	
Vocabulary Additive Bisque ware	Coil Firing	Glazing Kiln	Pinch Score and slip Subtractive Vessel



Sculpture

Student Objectives		Suggested Activities/ Themes		Benchmark Skill
Create a sculpture that demonstrates: <ol style="list-style-type: none"> 1. Use of an armature. 2. Use of modeling material such as papier mache or plaster gauze. 3. Use of materials with a variety of textures. 4. Movement. 5. Gesture. 6. Figure. 		<ul style="list-style-type: none"> • Use an armature to create a plaster gauze or papier mache sculpture of a human or animal figure that shows movement or gesture. • Create a sculpture from aluminum foil inspired by the movement of an athlete or the gesture of a human figure. Attach sculpture to a base and create a shadow with cut paper or pencil shading. • Create a found object sculpture inspired by the art of Louise Nevelson. • Utilize pipe cleaner or wire, fabric, straws and other found objects to create circus performer figures inspired by the art of Alexander Calder. • Create a chandelier sculpture from water bottles based on Dale Chihuly. <p>Suggested artists: Augusta Savage, Frederick Remington, Henry Moore, Tom Huff, Alberto Giacometti, Louise Nevelson, Alexander Calder, and Dale Chihuly.</p>		<ol style="list-style-type: none"> 1. Create a sculpture using an armature. 2. Create a sculpture showing gesture or movement. 3. Create a sculpture using a variety of textures.
Vocabulary	<i>Base</i>	<i>Gesture</i>	<i>Sculptor</i>	<i>3-dimensional</i>
<i>Armature</i>	<i>Figure</i>	<i>Movement</i>	<i>Sculpture</i>	



Mixed Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Create a collage that demonstrates: 2. 1. Use of cut paper. 3. 2. Use of photographs. 4. 3. Space. 5. 4. Perspective. 6. 5. Real Texture.	<ul style="list-style-type: none"> • Create a collage that depicts a hobby or interest and incorporates cut paper and photographs. • Create a collage inspired by the art of Faith Ringgold that demonstrates three or more types of perspective and depicts a personal narrative. • Create a collage portrait that utilizes real texture. Themes may include famous artists, historical figures or self-portraits. • Create a collage based on a different culture, e.g. Vietnamese dragon boats, the designs of Dhurrie rugs from India and the fabric designs of the Hmong people. <p>Suggested artists: Romare Bearden, The Block by Romare Bearden, Let's Walk the Block with Romare Bearden at the Metropolitan Museum website, Me and Uncle Romie by Claire Hartfield, Henri Matisse, Jacob Lawrence, Faith Ringgold, Tar Beach by Faith Ringgold</p>	1. Create a collage using cut paper and or photographs. 2. Create a collage depicting space. 3. Create a collage using real texture.
Vocabulary Collage	Diminishing size Layer	Overlapping Perspective Real texture Space

Technology/ Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a computer generated artwork that demonstrates: 1. Use of a computer program. 2. Use of a digital photograph	<ul style="list-style-type: none"> • Create a computer-generated image depicting a landscape. • Create a computer composition displaying a surrealistic theme and incorporating photographs. • Create a comic strip. <p>Suggested Artists: Naim Jun Paik, Jack Kirby, Salvadore Dali, Ansel Adams.</p>	1. Create a computer-generated image using a computer program. 2. Create a work of art using a photograph.
Vocabulary Computer art Computer program	Computer generated art Icon Tools	Photograph



Artistic Process: Presenting

National Core Arts Standards:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Anchor Standard 6: Convey meaning through the presentation of artistic work

Enduring Understandings

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions

- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservations or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Process

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will be able to identify past, present and emerging technologies that have impacted the preservation and presentation of artwork.	<ul style="list-style-type: none"> • Discuss the different technologies that museum and gallery curators use to preserve and present artwork. • Discuss a higher order question in a pair share activity. 	<ol style="list-style-type: none"> 1. Identify what is meant by the presentation and preservation of art. 2. Verbally describe how technologies have influenced the way that art is presented and preserved.
Vocabulary <i>Museum</i>	<i>Presentation</i>	<i>Preservation</i>
	<i>Technology</i>	<i>Gallery</i>



Venues

Student Objectives	Suggested Activities/ Themes	Benchmark Skill	
<ol style="list-style-type: none"> Students will be able to compare and contrast purposes of different venues where art is presented such as art museums, art galleries, virtual spaces, etc. Students will be able to compare and contrast the different types of experiences these venues offer. 	<ul style="list-style-type: none"> View and discuss different venues for the presentation of artwork either through field trips to museums and galleries, gallery walks in school or virtual tours via the internet. Verbally discuss with peers the question: "What conclusions can you draw about the different types of personal experiences different venues offer?" Compare and contrast these different experiences with a pair share partner?" 	<ol style="list-style-type: none"> Verbally identify examples of venues for the presentation of artistic work. Compare and contrast two different venues. Describe in own words the types of experiences these venues offer. 	
<u>Vocabulary</u> Collection Curator	Exhibit Exhibition Gallery	Home Library Museum	School Venue Virtual Spaces

Methods

Student Objectives	Suggested Activities/ Themes	Benchmark Skill	
<ol style="list-style-type: none"> Students will be able to analyze how these technologies have influenced the preservation and presentation of artwork. 	<ul style="list-style-type: none"> View and discuss presentation and preservation technologies via the internet and virtual museum tours. 	<ol style="list-style-type: none"> Verbally discuss and identify the different technologies that are used to present and preserve artwork. 	
<u>Vocabulary</u> Gallery	Museum	Presentation Preservation	Technology



Artistic Process: Responding

National Core Arts Standards:

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understandings	<ul style="list-style-type: none"> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery influences understanding of and responses to the world. People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria.
Essential Questions	<ul style="list-style-type: none"> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Art Criticism

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> Students will be able to analyze more than one work of art by applying one set of criteria. Students will be able to compare responses to an art work before and after having worked in a similar media. 	<ul style="list-style-type: none"> View and discuss with peers an artwork using one set of criteria for evaluation. Create an artwork in a similar medium. Compare and contrast through discussion with peer’s responses to the artwork before and after having worked with that medium. 	<ol style="list-style-type: none"> Verbally discuss and analyze a work of art using art vocabulary and one set of criteria for analysis. Analyze an artwork by verbally comparing and contrasting responses before and after having worked in a similar medium.
Vocabulary	Analyze	Art Criticism
	Criteria	Critic



Aesthetics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> Students will be able to interpret art through reference to information regarding the historical, cultural, and societal context of an artwork. Students will be able to analyze relevant subject matter, qualities of form and the artist's use of media. 	<ul style="list-style-type: none"> View artwork and discuss question: "What conclusions can you draw about what time period in history this artwork was created? What conclusions can you draw about the culture that it is from?" Discuss with peers the question: "Why do you think that the artist has chosen this subject matter?" How is the subject matter related to the historical time period and culture?" Discuss with peers the question: "What is the relationship between the medium the artist has used and the characteristics of the subject matter in the artwork?" 	<ol style="list-style-type: none"> Verbally discuss the historical and cultural context of an artwork. Verbally describe in own words how the artist has used the medium. Describe in the own words the subject matter of the artwork and its meaning.
Vocabulary Art history	Context Culture	Historical time period Subject matter Medium

Visual Literacy

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> Students will be able to analyze components in visual imagery that communicate messages. 	<ul style="list-style-type: none"> Students will view an artwork and identify the parts of the visual imagery that communicate messages. Students will discuss the question with their pair share partner. Students will analyze and discuss with peers the meaning of the messages communicated by the visual imagery in selected artworks. 	<ol style="list-style-type: none"> Students will verbally identify and discuss components in artwork that communicate messages or are symbols. Students will analyze and describe in their own words the meaning of visual imagery in artwork.
Vocabulary	Analyze	Symbol



Artistic Process: Connecting

National Core Arts Standards:

Anchor Standard 10: Synthesize and relate all knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- Enduring Understandings**
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Essential Questions**
- How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
 - How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Personal Connections/ Relating

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will be able to create a work of art that shows the influence of a cultural tradition in their community.	<ul style="list-style-type: none"> • Create an artwork showing the influence of a culture in the community. • Discuss with peers (pair share partner) the question: "What way would you design an original artwork that shows the influence of the culture we learned about?" 	<ol style="list-style-type: none"> 1. Create an artwork showing the influence of a particular culture. 2. Verbally discuss how an artwork may be show influences of a particular community or culture.
<u>Vocabulary</u>	<i>Community</i>	<i>Culture</i>
		<i>Tradition</i>



Observing and Interpreting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will be able to make inferences about the culture, time and place in which a work of art was created.	<ul style="list-style-type: none"> View and discuss artworks from a variety of cultural and historical sources. 	<ol style="list-style-type: none"> Verbally discuss the factors of culture, time and place in relation to artwork. Verbally discuss features of an artwork that allow inferences to be made about its source in terms of culture, place and time.
Vocabulary <i>Cultural traditions</i> <i>Historical period</i>		

Societal, Cultural and Historical Significance

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will be able to observe and draw conclusions about the societal, cultural and historical importance of an artwork.	<ul style="list-style-type: none"> Discuss with a pair share partner the question: "What conclusions can you draw about the cultural and historical importance of an artwork? How was it important to the society it came from?" 	<ol style="list-style-type: none"> View and observe artwork from a variety of cultural and historical sources. Discuss verbally the cultural, societal and historical importance of an artwork.
Vocabulary <i>Culture</i>		

Functions of Art

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will be able to identify what the function of an artwork is in relation to culture, history, environment and society.	<ul style="list-style-type: none"> Discuss with a pair share partner the question: "What was the function of this artwork in the culture and time it came from? What is the connection of this artwork to the environment and society?" 	<ol style="list-style-type: none"> Identify the function of an artwork from a particular society. Verbally discuss the function of an artwork as it relates to culture, history, environment and society.
Vocabulary <i>Culture</i> <i>History</i> <i>Environment</i> <i>Function</i> <i>Society</i>		

