

GRADE LEVEL: FOURTH**COURSE/SUBJECT TITLE: VISUAL ART**

OVERALL STUDENT OBJECTIVES: Art is basic to a well-rounded education. Art is a means of understanding our culture and its history. It is also a means to understanding other cultures very different from our own. Art is the first sign of civilization. Art is a language for expression and communication. Through the study of art criticism and aesthetics, students develop complex thinking skills. By integrating art across the entire curriculum students can relate abstract bodies of knowledge to tangible forms. The complex thinking skills developed in art can help students to have a fuller understanding of other disciplines.

ACADEMIC STANDARDS	PROFICIENCY / INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
<p>RESPONDING TO ART: HISTORY: Students engage in research and inquiry into the historical, social and cultural contexts of art objects, focusing on aspects of time, tradition, and style as it relates to those works of art. Rationale: Through inquiry in art history students investigate works of art to determine their origins, histories, and meanings in order to provide a sense of world civilizations.</p>				
<p>Standard 1 Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.</p>	<p>4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; and identify where, when, and by whom the work was made (focus: Indiana history).</p> <p>4.1.2 Research and</p>	<p>Students research a particular time in Indiana history, select a work of art from that time period, and explain how the characteristics of the culture are reflected in the art in a class presentation.</p> <p>After studying quilt styles and the</p>	<p>Checklist, rubric, oral essay</p> <p>Checklist, rubric</p>	<p>Textbooks, art reproductions, web sites, <i>Art Smart Indiana</i></p> <p>Reproductions,</p>

	<p>identify the function of a work of art or artifact and make connections to the culture (artifacts from Indiana).</p> <p>4.1.3 Identify symbols or icons in works of art (icons of Indiana).</p>	<p>stories they tell, students apply the ideas generated and design a class quilt with each student contributing a block to the quilt. Use local history as the theme for the quilt.</p> <p>From a selection of Indiana art, students make a list of things that are symbolic of Indiana</p>	<p>Checklist, oral essay, rubric</p>	<p>collected quilts, quilt shows</p> <p>Art reproductions, web sites, <i>Art Smart Indiana</i></p>
<p>Standard 2 Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.</p>	<p>4.2.1 Recognize and be familiar with selected works of art from various cultures and identify the artist and the culture.</p> <p>4.2.2 Identify styles of works of art as belonging to a specific culture and place.</p> <p>4.2.3 Distinguish between contemporary and traditional works of art and identify characteristics of both.</p>	<p>Students should be familiar with at least six additional artists and know relevant background information on each. For example, after studying T. C. Steele, students can match the artist's name to his work and know that Steele trained in impressionist painting in Germany.</p> <p>After studying the art of the Iroquois, Miami or Pottawatomie Indians, students know the characteristics of style that distinguish their art from that of European cultures .</p> <p>Students sort reproductions of traditional art from those which are contemporary and make a list of distinguishing characteristics.</p>	<p>matching, multiple choice, short answer, essay</p> <p>matching, essay, multiple choice, short answer,</p> <p>checklist, matching</p>	<p>textbook, artist history books for children, art reproductions, magazines, web sites</p> <p>art reproductions, state museum, county museum, <i>Art Smart Indiana</i></p> <p>reproductions, collected artifacts, textbook</p>

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<p>RESPONDING TO ART: CRITICISM Students understand and apply critical inquiry to their work and the works of others. Rationale: Through critical inquiry students increase understanding and appreciation of art and its role in society.</p>				
<p>Standard 3 Students describe, research, and interpret works of art and artifacts.</p>	<p>4.3.1 Analyze sensory, formal, technical, and expressive properties in a work of art.</p> <p>4.3.2 Construct meaning based on properties found in the work, personal response, and research on the work and its context.</p> <p>4.3.3 Use appropriate art vocabulary.</p>	<p>Shown a mural by Thomas Hart Benton, students describe the properties they find that make his work distinct.</p> <p>Students analyze the mural's properties to establish a meaning and then research the mural to compare what others have said about it.</p> <p>Wall words are used to encourage proper vocabulary in discussions.</p>	<p>Short answer, essay, rubric</p> <p>Short answer, essay, rubric</p> <p>Checklist, rubric</p>	<p>State House visit, Indiana University visit, mural reproductions</p> <p>State House visit, Indiana University visit, mural reproductions</p> <p>Art reproductions, textbooks</p>
<p>Standard 4 Students identify and apply criteria to make informed judgements about art.</p>	<p>4.4.1 Identify criteria used by art critics in determining excellence in a work of art.</p>	<p>After listening to a critique by an art critic, students list criteria used by the critic to determine the quality of the work.</p>	<p>Short answer, checklist,</p>	<p>Textbooks, art magazines</p>

	4.4.2 Apply criteria in making informed judgements.	Using a checklist of specific criteria for determining excellence in a work of art, students critique a sample work of art.	Multiple mark, multiple choice, essay, checklist	Reproductions, community circle, Socratic Seminar
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<p>RESPONDING TO ART: AESTHETICS: Students raise and discuss questions concerning the nature, meaning, and value of art and the aesthetic experience. Rationale: Through aesthetic inquiry students examine statements and judgements made about how imagery and beauty and the unique contributions of aesthetic experience to human life and culture.</p>				
<p>Standard 5 Students reflect on and discuss the nature of art and aesthetic issues concerning the meaning and significance of art.</p>	<p>4.5.1 Personally respond to a work of art and examine alternative responses from peers to form a logical hypothesis.</p> <p>4.5.2 Discuss and raise questions about the nature of art, reflect on these discussions, defend personal viewpoints.</p>	<p>Students share their critiques with one another and respond to differing points of view.</p> <p>Where opinions differ, students will clearly state why they have come to particular conclusions and defend their position.</p>	<p>Short answer, oral essay</p> <p>Short answer, oral essay</p>	<p>Art reproductions, community circle, Socratic Seminar</p> <p>Art reproductions, community circle, Socratic Seminar</p>

<p>Standard 6 Students theorize about art and make informed judgements.</p>	<p>4.6.1 Understand that artists have different philosophies or theories when creating art and discriminate between works created from different theories (imitationalism, formalism, or emotionalism).</p> <p>4.6.2 Understand that personal preference is one of many criteria used in making informed judgements .</p>	<p>Students discuss the criteria for their own definition of art. From a selection of reproductions, group work according to the theories of imitationalism, formalism and emotionalism.</p> <p>Students choose a favorite and a least favorite work of art. Students then state what personal preference lead to their choices. Students should note that personal preference is just one criteria used to judge art.</p>	<p>Checklist, essay, oral essay, anecdotal record</p> <p>Checklist, rating scale</p>	<p>Community circle, art reproductions, collected objects</p> <p>Art reproductions, art objects, community circle</p>
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CREATING ART: PRODUCTION:

Students respond to observations, feelings, ideas, and other experiences by creating works of art. Students create these works through skillful, thoughtful, and imaginative application of media, tools, techniques and processes.

Rationale: Through studio activities students discover, experiment, and use technical problem solving skills to express thoughts, values, and feelings. Students develop personal qualities required for successful artistry, such as persistence, patience, and self awareness.

<p>Standard 7 Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.</p>	<p>4.7.1 Demonstrate refined observational skills in their work.</p>	<p>After instruction on contour drawing, students model for the class allowing the others to use their observational and rendering skills to draw contour drawings of the figure. Observational skills are evidenced through sensitive line, proper proportion, and accuracy.</p>	<p>Checklist, rating scale, rubric</p>	<p>Various art media, collected artifacts</p>
	<p>4.7.2 Create a work that communicates personal ideas, experiences, or emotions.</p>	<p>Some quilts were actually maps for the Underground Railroad, working as a group, students create a quilt that serves as a guide to surviving fourth grade, each student making one block for the quilt.</p>	<p>Checklist, rubric</p>	<p>Art reproductions, quilts, history books</p>
	<p>4.7.3 Identify and use a variety of symbols and subject matter that clearly communicate ideas.</p>	<p>Students demonstrate their understanding of art as a form of personal communication by continuing to borrow and develop symbols to use in their work to effectively communicate ideas.</p>	<p>Checklist, rubric</p>	<p>Art reproductions, textbook</p>
<p>Standard 8 Students understand and apply elements and principles of design effectively in their work.</p>	<p>4.8.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that</p>	<p>Using Indiana artists as a starting point, students create an Indiana landscape using a variety of lines, shapes, and colors paying attention to the principals of art to most effectively communicate their ideas about Indiana.</p>	<p>Checklist, rubric</p>	<p>Art reproductions, various media, Indiana photo books</p>

	<p>effectively communicates their ideas.</p> <p>4.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), and space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.</p>	<p>Students demonstrate their ability work with geometric shapes, color and balance, by designing a quilt block square and then producing color variations based on the original design. For organic shapes and forms, students develop landscapes typical of Indiana which incorporate a wide range of colors, visual textures, which include a clearly defined background, middle ground, and foreground. They use perspective through size, placement, and overlap. They also show emphasis, proportion, rhythm, variety, repetition, and/or movement in the scene.</p>	<p>Rubric rating scale</p>	<p>Various media, quilt picture books, Indiana photo books</p>
<p>Standard 9 Students develop and apply skills using a variety of two</p>	<p>4.9.1 Identify differences between media and the visual characteristics of each medium (below).</p>	<p>Starting with a contour line portrait, students divide the paper into four sections. In each section, they use a different media to finish that part of</p>	<p>Checklist, rating scale, rubric, anecdotal record, oral essay</p>	<p>Various media</p>

<p>dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p>	<p>4.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:</p> <p>DRAWING: Media: pencils, colored pencils, markers, chinks, crayons, oil pastels, charcoals Processes: contour line, rendering, sketching, value, shading, crosshatching</p> <p>PAINTING: Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators</p>	<p>The picture. (pencil shading in one part, crayon for the second section, oil pastel for the third, and colored pencil last). They compare the working qualities of each media, its visual impact and impression.</p> <p>After studying an historical Indiana event, students use pencil, charcoal or pastels to recreate the scene. They incorporate several methods of perspective and use value and visual texture to enhance the scene.</p> <p>Students study the impressionist work of T. C. Steele and the Hoosier Group. Using watercolors create an Indiana landscape in the impressionist style.</p>	<p>Checklist, rating scale, rubric</p> <p>Checklist, rating scale, rubric</p>	<p>Drawing media,</p> <p>water based paints and paint applicators, Hoosier Group video</p>
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	<p>Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging and salting</p> <p>PRINTMAKING: Media: found objects, printing ink, styrofoam, stencil Processes: collograph, relief, frottage (rubbing)</p> <p>CERAMICS: Media: modeling clay, clay substitutes, glazes, stains, paint Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques</p> <p>SCULPTURE/ARCHITECTURE/JEWELRY: Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam Processes: carving,</p>	<p>Students research an Indiana animal. A drawing they make of their chosen animal is transferred to a safety printmaking material for relief printing. Prints are displayed with a written report on the animal and its habitat.</p> <p>After studying functional pottery produced in early Indiana, students use the slab method to produce a drinking vessel or small storage container. The fired pottery is then finished with glaze so that it may be functional and not just decorative.</p> <p>Working from profile photos of themselves, students use either additive or subtractive methods to sculpt a relief image of their profile in natural clay. The fired profile is then painted with acrylic paints to allow for a natural appearance or stained with sepia tone for a weathered look.</p>	<p>Checklist rating scale</p> <p>Checklist, rating scale, rubric</p> <p>Checklist, rating scale, rubric</p>	<p>Photos, animal books, web sites</p> <p>Natural and man-made clays and modeling materials, paint and glaze</p> <p>Various media, found objects</p>
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	<p>additive, subtractive, modeling, constructing</p> <p>FIBERS: Media: cloth, yarn, ribbon, found objects, paper, reeds, rope Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry</p> <p>MIXED MEDIA: Media: tissue, photos, found objects, foil, fiber, paint, paper Processes: collage, bas-relief</p> <p>NEW MEDIA: Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix</p>	<p>Students examine traditional and modern quilts. Each student designs a quilt square for a class quilt, choosing imagery (abstract or realistic) which represents their own ideas and values. Group planning is used to organize the overall design of the quilt.</p> <p>Utilizing natural materials and found objects gathered on walking tour of the land lab, students then combine them in a natural grass weaving.</p> <p>Students create a Power Point presentation on their field trip to Conner Prairie, using scanned original art work as slides for the project or photos taken during the trip.</p>	<p>Checklist, rating scale</p> <p>Checklist, rating scale, rubric</p> <p>Checklist, rubric</p>	<p>Field trip to state museum, visiting artist, quilt show</p> <p>Natural materials, found objects, corporation land lab</p> <p>Computers and software</p>
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	4.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.	Students demonstrate proper use, and storage of media, materials, and equipment during Art, when supplies and the work space are left in good working order.	Checklist	Job board, procedure board
Standard 10 Students reflect on, revise, and refine work using problem solving and critical thinking skills.	4.10.1 Demonstrate the ability to successfully generate an idea, select and refine an idea, and execute the idea.	Students present first sketches, rough drafts, and final work for each art project to demonstrate how they generated an idea, refined it and finished it.	Checklist, rating scale, anecdotal record	Community circle
	4.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.	Through group planning, students list the criteria that will be used to assess each assignment and then use this list when they self-assess or do peer critiques.	Checklist, rubric	Community circle, peer critique
	4.10.3 Demonstrate respect for their work and the work of others.	Students demonstrate respect for their work and work of others through verbal support, constructive criticism and careful handling of art work.	checklist, rating scale, anecdotal record	Community circle, peer critique
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CAREERS AND COMMUNITY:

Students identify methods for connecting art skills, ideas, and processes to art related careers as well as other professions.

Students identify possibilities for support and involvement in the arts.

Rationale: Through exploring the visual arts, students creating career plans will be able to make informed choices based on their exploration of job opportunities, skill translation, and community needs. Students will see the significance of their responsibilities to the artistic heritage of their own community.

<p>Standard 11 Students recognize a variety of art-related professions and careers in our society.</p>	<p>4.11.1 Identify artists in the community.</p> <p>4.11.2 Identify various opportunities in art related careers (historian, critic, curator, gallery director, display artist, website designer, graphic artist etc).</p>	<p>Students make inquiries at home, research at the library or make observations to establish a list of local artists. Local artists may be willing to visit the art room or have students visit their studio.</p> <p>Students research art related careers in order to teach the class about the many different art related careers available.</p>	<p>Checklist</p> <p>Oral essay, rubric, checklist</p>	<p>Phone book, community index</p> <p>Career books, Arts organizations</p>
<p>Standard 12 Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.</p>	<p>4.12.1 Identify individual art experiences and how these affect daily life.</p> <p>4.12.2 Analyze and respond to art at local museums, exhibits, arts</p>	<p>On a chart students, list art related experiences and observations they have had in the three settings of home, neighborhood and school. These lists are discussed in class.</p> <p>After a visit to a local arts exhibit or performance, students reflect on and record their experiences in journals</p>	<p>Checklist, short answer</p> <p>Checklist, essay</p>	<p>Community circle</p> <p>Art fairs, stage productions, artist-in-residence</p>

	performances, and exhibited by visiting artists in the school.	and compare those reflections to previous arts experiences.		
ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
<p>INTEGRATED STUDIES: Students will make connections between art and other disciplines. Rationale: By studying art in the context of multiple disciplines, students will realize the power of the arts to enhance learning across disciplines and the power of using the multiple sign systems of different disciplines to provide a unique understanding of the world.</p>				
<p>Standard 13 Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.</p>	<p>4.13.1 Begin to distinguish between products and processes of visual art and other disciplines.</p>	<p>Students study kinetic sculpture such as the circus figures of Calder or the stainless steel work of Rickey. They then consider what science or other skills art needed for the artist to produce such art.</p>	<p>Checklist, rubric, short answer</p>	<p>Community circle, journaling</p>
	<p>4.13.2 Create a work of art using subject matter, concepts, or sign systems (words, numbers) of another discipline.</p>	<p>After students study weather in science class, they analyze the shapes and lines found in cloud formations and then develop logos for each type that could be used on maps or for weather reports.</p>	<p>Checklist, rubric</p>	<p>Photos, textbooks</p>

<p>Standard 14 Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.</p>	<p>4.14.1 Begin to distinguish between products and subject matter of visual art and other art forms.</p> <p>4.14.2 Create an artwork using processes and sign systems (imagery, movement, sound, words) of two art forms.</p>	<p>Students make a list of different types of art based on media. They compare that with different types of music or dance based on style.</p> <p>Students use ribbons in the manner of rhythmic gymnasts to create a work of performance art with a piece of popular music as background.</p>	<p>Checklist, rubric, rating scale</p> <p>Checklist, rubric, rating scale</p>	<p>Music samples, dance videos</p> <p>CD's, audio tapes</p>
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