

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 4

Essential Learning 1: The student understands and applies arts knowledge and skills.

To meet this standard the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.1.1 Understands arts concepts and vocabulary: <u>Elements</u> <i>line</i> <i>shape / form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>	<ul style="list-style-type: none"> • Identifies and uses line to create texture. • Identifies and makes color values: tints/shades, monochromatic colors. • Defines space using horizon/ground line, foreground, middle ground and background. • Identifies and uses geometric forms (e.g., sphere, cone, cube). • Identifies and uses complementary colors. 	<ul style="list-style-type: none"> • Uses line to create movement and illusion of space (i.e., near/far, increase/decrease). • Identifies continuous and alternating pattern networks. • Composes tints/shades and monochromatic colors. • Perceives objects from various points of view (i.e., below, above, inside, outside). Makes 3D geometric forms (e.g., sphere, cone, cube). 	Demonstrates ability to create movement and illusion of space. Creates pattern networks. Identifies monochromatic colors. Ability to create 3D forms perceived from another point of view.	<ul style="list-style-type: none"> √ Discuss <i>Room at Arles</i>, by Van Gogh and <i>Before the Start</i>, by Lapique. Do activities called “Our Bedroom” and “Polychromatic Art.” √ Compare <i>Zebegen</i>, by Vasarely and <i>Purple Robe</i>, by Matisse. Do activities called “Zebegen Style Art” and “Drawing Lacey Hearts.” √ Compare <i>Nude Descending a Staircase</i>, by Duchamp, and <i>Mona Lisa</i> by da Vinci. Do activities called “Radial Design” and “Monochromatic Art.” √ Discuss <i>The Voice of Space</i>, by Magritte. Do activity called “Space Art.”

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1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/ dominance</i> <i>proportion</i> <i>movement / rhythm</i> <i>repetition / pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	<ul style="list-style-type: none"> Identifies and demonstrates symmetrical (formal) asymmetrical (informal) and radial balance in two and three dimensions. 	<ul style="list-style-type: none"> Creates symmetrical and asymmetrical art. Demonstrates balance in two and three dimensions. 	Demonstrates ability to distinguish difference between symmetry and asymmetrical works.	<ul style="list-style-type: none"> √ Discuss <i>On the Wing</i>, by Koson. Do activity called “Animal Art.”
1.2 Develops arts skills and techniques.	<ul style="list-style-type: none"> Uses subtractive and additive processes. Controls tools and processes to produce detailed imagery in a variety of media. 	<ul style="list-style-type: none"> Controls processes to produce detailed imagery. 	Use of combination of mediums to create texture, space, visual and expressive art.	<ul style="list-style-type: none"> √ Make a hanging mobile. √ Discuss art print called <i>Breezing Up</i>, by Homer. Do activity called “Sea Voyage Art.” √ Read <i>A Horses Tale</i>” reading book from Washington State History. Carve a horse head from bar of soap.

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1.3 Understands and applies arts styles from various artists, cultures, and times.	<ul style="list-style-type: none"> • Describes the attributes of artworks used by specific artists or cultures. 	<ul style="list-style-type: none"> • Identifies different cultures, time and elements in various art pieces. • Appreciates the diversity of creative expression used by specific artists or cultures. 	Distinguishes different styles of artists.	<ul style="list-style-type: none"> √ Compare <i>Harvest Scene</i>, by Gauguin to “<i>Breezing Up</i>,” by Homer and <i>Horse Frightened By a Storm</i>, by Delacroix. √ Do activities called “Fall Seasoned Art” and “Analogous Skies.”
1.4 Applies audience skills in a variety of arts settings and performances.	<ul style="list-style-type: none"> • Demonstrates respect for the artist. 	<ul style="list-style-type: none"> • Identify art elements of specific artists. 	Recognizes specific artists.	<ul style="list-style-type: none"> √ Discuss <i>The Virgin Forest</i>, by Rousseau. What special element does the artist use? √ Do activity call “Forest Art.”

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Essential Learning 2: The student demonstrates thinking skills using artistic processes.

To meet this standard, the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> • Conceptualizes the context or purpose • Gathers information from diverse sources • Develops ideas and techniques • Organizes arts elements, forms, and/or principles into a creative work • Reflects for the purpose of elaboration and self-evaluation • Refines work based on feedback • Presents work to others 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process. 	<ul style="list-style-type: none"> • Responds to the purpose of composition (e.g., using specific concept). • Identifies art concepts, vocabulary, skills and techniques in prints. 	Applies art concepts, vocabulary, skills and techniques to art projects.	<ul style="list-style-type: none"> √ Do project for Youth Art Month or Science Fair. √ Discuss art print <i>The Virgin Forest</i>, by Rousseau. Do art activity called “Forest Art.”

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<p>2.2 Applies a performance process in the arts:</p> <ul style="list-style-type: none"> • Identifies audience and purpose • Selects artistic work (repertoire) to perform • Analyzes the structure and background of work • Interprets by developing a personal approach to the work • Rehearses, adjusts, and refines through evaluation and problem solving • Presents work for others • Reflects and evaluates 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a performance process. 	<ul style="list-style-type: none"> • Using an art medium, TSW, reflect, edit and communicate ideas. 	<p>Evaluates own art work and improves it.</p>	<p>√ Maintain art portfolio or photos of art on a digital camera.</p>

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2.3 Applies a responding process to an arts presentation: <ul style="list-style-type: none"> • Engages actively and purposefully • Describes what is seen and/or heard • Analyzes how the elements are arranged and organized • Interprets based on descriptive properties • Evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a responding process. 	<ul style="list-style-type: none"> • Begins to respond and reflect information when viewing art. 	Evaluates and compares works of art.	<ul style="list-style-type: none"> √ Have class nominate several works of art to be displayed during Youth Art Month. √ Have students compare art created from the beginning of the school year to artwork created toward the end of the school year.
<p>Essential Learning 3: The student communicates through the arts.</p> <p>To meet this standard the student will:</p>				
3.1 Uses the arts to express and present ideas and feeling.	<ul style="list-style-type: none"> • Identifies how ideas and feelings are expressed through the arts. 	<ul style="list-style-type: none"> • Begins process of expressing feelings and ideas through art. 	Expresses feelings and ideas in art.	<ul style="list-style-type: none"> √ Maintain daily journal, rating each day by color.
3.2 Uses the arts to communicate for a specific purpose.	<ul style="list-style-type: none"> • Uses the arts to communicate for a specific purpose (e.g., share traditions, ceremonies). 	<ul style="list-style-type: none"> • Understands art serves many purposes and functions: to share traditions, ceremonies. 	Demonstrates knowledge of purpose of art in ceremonies and for traditions.	<ul style="list-style-type: none"> √ Compare different important dates and where art is used (e.g., birthdays, holidays).

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3.3 Develops personal aesthetic criteria to communicate artistic choices.	<ul style="list-style-type: none"> Recognizes that aesthetic choices are influenced by culture. 	<ul style="list-style-type: none"> Identify and articulate cultural reactions and feelings when viewing works of art. 	Demonstrates knowledge of cultural reactions and feelings expressed when viewing art works.	√ Visit a museum of ancient art. Write down personal reactions.
<p>Essential Learning 4: The student makes connections within and across the arts, to other disciplines, life, cultures, and work.</p> <p>To meet this standard the student will:</p>				
4.1 Demonstrates and analyzes the connections among the arts disciplines.	<ul style="list-style-type: none"> Demonstrates skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating). 	<ul style="list-style-type: none"> Using several different art disciplines, convey a common theme. 	Displays knowledge of different types of art with a common theme.	√ Have students pick favorite occasion and list different forms of displaying that theme.
4.2 Demonstrates and analyzes the connections between the arts and other content areas.	<ul style="list-style-type: none"> Identifies steps of processes common to the arts and other content areas (i.e., creative writing, and scientific processes). 	<ul style="list-style-type: none"> Evaluate a piece of artwork from a specific time period with relation to history. 	Demonstrates ability to distinguish artwork from different periods in history.	√ Discuss art print called <i>Mona Lisa</i> , by Da Vinci.

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4.3 Understands how the arts impact lifelong choices.	<ul style="list-style-type: none"> • Identifies and analyzes how the arts impact consumer choices. 	<ul style="list-style-type: none"> • Analyze the influence of art and design throughout advertising mediums. 	Compares art concepts in two magazine advertisements for a similar product.	<ul style="list-style-type: none"> √ Have students choose two different advertisements for the same product and compare art concepts used.
4.4 Understands that the arts shape and reflect culture and history.	<ul style="list-style-type: none"> • Identifies general attributes of artworks from a specific culture. 	<ul style="list-style-type: none"> • Reflects understanding elements of art/design in a specific culture. 	Describes elements of art/design in another culture.	<ul style="list-style-type: none"> √ Have students bring in art from a particular culture. Share common elements. √ Discuss print <i>Ranchos Church</i>, by Georgia O'Keefe. √ Do art activity called "South American Art."
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.	<ul style="list-style-type: none"> • Practices/ rehearses to refine arts skills. 	<ul style="list-style-type: none"> • Completes regular artwork in response to rubric on time. 	Meets goals and deadlines to complete work.	<ul style="list-style-type: none"> √ Have students keep an art portfolio and make sure assignments are checked in regularly.