

COMMUNITY UNIT SCHOOL DISTRICT 200
ESSENTIAL LEARNINGS – VISUAL ARTS:
GRADE 4

We believe the visual arts program is designed to meet the expressive needs of each student. While making connections between the disciplines, the students will also gain an understanding of both historical and current cultural perspectives. Our goal is to develop and enhance personal expression through the creative process; exploration, interpretation, production and reflection.

- 1. Subject Expectation The students will know the language of the arts.**
(State Goal 25)

Essential Learning 1 (Learning Standard A)	Describe and demonstrate the elements, organizational principles and expressive qualities of visual arts
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Critical Content 25.A.2d

ELEMENTS

- a. Color
 - identify primary and secondary colors and mix intermediate colors to construct a color wheel
 - explore the color harmonies, *such as* analogous, complementary, and monochromatic

- b. Line
 - recognize and use line functionally and expressively
 - describe line, and how it transforms shapes to 3-D forms

- c. Space
 - recognize the use of foreground, middle-ground and background
 - identify positive and negative space in a composition and a sculpture
 - recognize the relationship of parts to the whole in an art work

- d. Shape/Form
 - recognize organic and geometric shapes in 2-D and 3-D works

- e. Texture
 - explore different techniques that show simulated textural qualities

- f. Value
 - explore value through color selection
 - explore mixing tints, shades and tones
 - understand importance of light source in creating light and shadow
 - describe value, and how it transforms shapes to 3-D forms

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Note: *such as* = an example used for clarification but not a mandatory concept

including = a mandatory concept

* = exceeds state standard

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PRINCIPLES

a. Balance

- recognize formal, informal, and radial balance (symmetry/asymmetry)

b. Variety

- demonstrate the use of variety in composition

c. Emphasis

- create emphasis as a center of interest/focal point

d. Pattern

- explore formal and informal pattern by the use of elements of design

e. Repetition

- use repetition to create visual unity in both 2-D and 3-D works of art
- use elements of design to create rhythm

f. Contrast

- use contrast in a composition

25.A.2d

EXPRESSIVE QUALITIES

- create individual expression through selected use of elements and principles of design
- use stylization in works of art
- identify symbols from everyday life in given art work

Essential Learning 2 (Learning Standard B)	Identify the similarities, distinctions and connections in and among the arts
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Critical Content	25.B.1	a. identify that selectively using elements and principles of design can create a unified composition
	25.B.1	b. compare and contrast how ideas and emotions are expressed in works of art

Essential Learning 3	*	Reflect upon and assess one's work and the work of others
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Critical Content	*	a. use appropriate vocabulary in discussing works of art <i>such as</i> value, color harmony
	*	b. evaluate why a personal choice works or doesn't work in a composition

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2. Subject expectation (State Goal 26) Through creating, producing, and performing, the student will understand how works of art are produced.

Essential Learning 1 (Learning Standard A)	Explore the processes and uses of traditional tools, and modern technology used in the arts
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| Critical Content | 26A.2e | a. practice proper care and safe use of art supplies and equipment |
| | 26A.2f | b. demonstrate competence in selecting and using a variety of mediums, processes and techniques in creating 2-D and 3-D works of art <ul style="list-style-type: none"> • design • drawing • painting • weaving • printmaking • constructing • collage • relief • sculpting |
| | 26A.2e | c. use tools appropriately |

Essential Learning 2 (Learning Standard B)	Explore skills and knowledge necessary to create and perform in the visual arts
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| Critical Content | 26.B.2d | a. modify basic shapes to create realistic and/or stylized images |
| | 26.B.2d | b. demonstrate understanding of realistic proportion |
| | 26.B.2d | c. portray individual characteristics in a portrait |
| | 26.B.2d | d. demonstrate knowledge of basic techniques of perspective |
| | 26.B.2d | e. experiment with a variety of elements in creating works of art |
| | 26.B.2d | f. explore using symbols and themes in works of art |
| | 26.B.2d | g. learn to think of art as a problem solving process |
| | 26.B.2d | h. express personal ideas through creation of art works |

Essential Learning 3	* Reflect upon and assess one’s work and the work of others
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| Critical Content | * | a. identify the specific tools, processes and techniques used in a particular work of art using appropriate vocabulary |
| | * | b. use creative process problem solving technique to evaluate why a personal choice works or doesn’t work in a composition <ul style="list-style-type: none"> • analyze problems to separate givens from assumptions • generate many possible solutions to a given problem • select the solutions with greatest quality and which is most appropriate |

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**3. Subject expectation
(State Goal 27)**

The student will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Explore how the arts function in history, society and everyday life
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| 27.A.2b | a. recognize the arts in commercial application |
| 27.A.2b | b. explore careers in the visual arts |
| 27.A.2b | c. explore the variety of styles and art forms |

Essential Learning 2 (Learning Standard B)	Explore how the arts shape and reflect history, society and everyday life
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| Critical Content | 27.B.2 | a. explore the relationship between the arts and various people, places and times |
| | 27.B.2 | b. recognize explore major art movements and styles |
| | 27.B.2 | c. produce a work of art that reflects a period of art |

Essential Learning 3 *	Reflect upon and assess one's work and the work of others
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| Critical Content | * | a. respect and cultivate individual expression |
| | * | b. explore similarities and differences in art reproductions and original works of art |
| | * | c. describe how a work of art creates a mood |
| | * | d. evaluate why a personal choice works or doesn't work in a composition |

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