

QUICK REFERENCE: 4TH GRADE VISUAL ARTS

VISUAL ART KNOWING

A. VISUAL MEMORY AND KNOWLEDGE

Content Standard

Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.

Rationale:

The study of art involves not only creating art, but also knowing and remembering information and ideas about art and design. Museums, galleries, and other institutions employing arts professionals help preserve, protect, interpret, and evaluate works of art and architecture. Art critics, aestheticians, historians, and philosophers all work to better interpret the political, anthropological, social, philosophical, and psychological impact of the arts. Students in our schools need to know about art and design now and throughout history in order to better understand the arts, themselves, and the world around them.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- A.4.1 Develop a basic mental storehouse of images
- A.4.2 Learn basic vocabulary related to their study of art
- A.4.3 Learn about basic styles of art from their own and other parts of the world
- A.4.4 Learn about styles of art from various times
- A.4.5 Know that art is one of the greatest achievements of human beings
- A.4.6 Know that art is a basic way of thinking and communicating about the world

Activities may include:

- Making a list of the most interesting things students have seen
- Making a visual dictionary of art words relating to student projects
- Comparing two related works of art, such as ceramic pottery by different Native American artists
- Comparing similar works of art from different time periods and places such as Egyptian and Roman wall paintings
- Making a visual display of great architectural structures from around the world
- Studying artworks from two cultures, such as Jacob Lawrence's *Parade*, and Pieter Bruegel's *Peasant Wedding*, that have something in common

B: ART HISTORY, CITIZENSHIP, AND ENVIRONMENT

Content Standard

Students in Wisconsin will understand the value and significance of the visual arts media and design in relation to art history, citizenship, the environment, and social development.

Rationale:

The study of human history and different cultures and their art forms represents a legacy that enriches our lives and allows us to see our own and other cultures from different perspectives. When students understand the form and function of the visual arts and design, they can better understand people as well as art objects. Students will communicate better with others and develop more tolerance for other lifestyles and points of view through the study of cultural images and artifacts.

PERFORMANCE STANDARDS**By the end of grade 4 students will:**

- B.4.1 Understand that artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs
- B.4.2 Recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist
- B.4.3 Know that works of art and designed objects relate to specific cultures, times, and places
- B.4.4 Know that art is influenced by artists, designers, and cultures
- B.4.5 Understand that their choices in art are shaped by their own culture and society
- B.4.6 Know basic ways to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers
- B.4.7 Begin to understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities
- B.4.8 Learn that art historians, cultural anthropologists, and philosophers of art contribute to an understanding of art and design

Activities may include:

- Comparing different artworks based on the same theme, such as a Nigerian sculpture of a mother and child and Mary Cassatt's painting of a mother and child
- Comparing a painting of an animal from a contemporary artist with that of a cave drawing of an animal (How are they similar? How are they different?)
- Looking at works of art and designed objects from different cultures, such as furniture or clothing, to become familiar with what is unique about each culture
- Looking for influences in artists' works such as the African art influence on Pablo Picasso's work
- Talking about students' work in terms of visual elements and purposes
- Talking and writing about a work of art about which the student previously knew nothing
- Listing ways in which art relates to environmental issues
- Discussing what art historians, cultural anthropologists, and philosophers do in relation to art

VISUAL ART DOING

C: VISUAL DESIGN AND PRODUCTION

Content Standard

Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

Rationale:

There are time-honored processes of making art and principles of visual expression that are essential to the practice of creating images and objects. These processes and principles change over time. Artists need to recognize and respond to these changes. Just as other subject areas have guidelines, procedures, and bodies of knowledge that students learn, so do the visual arts.

PERFORMANCE STANDARDS**By the end of grade 4 students will:**

- C.4.1 Explore the elements and principles of design
- C.4.2 Explore what makes quality design
- C.4.3 Know how the design of art changes its meaning
- C.4.4 Use design to improve artwork
- C.4.5 Look at nature and works of art as visual resources
- C.4.6 Use sketching to develop ideas for their artwork
- C.4.7 Develop basic skills to produce quality art
- C.4.8 Explore the natural characteristics of materials and their possibilities and limitations
- C.4.9 Be aware of their creative processes to better understand their work
- C.4.10 Develop personal responsibility for their learning and creative processes

Activities may include:

- Discussing the use of color and shape in a painting, such as Pablo Picasso's *Three Musicians*
- Finding examples of good contemporary design in magazines from around the world
- Comparing and contrasting English, Japanese, and commercial teapots
- Critiquing a work of art in progress and finding the point of interest
- Keeping a sketchbook, an idea book, or picture file
- Drawing ideas in a sketchbook before making art
- Experimenting with different basic printing processes, such as relief and monoprint
- Experimenting with tempera paint, using it thick, thin, and dry and using different brushes
- Keeping a journal to record the progress of artwork
- Keeping a portfolio of work from early sketches to completed work

D. PRACTICAL APPLICATIONS

Content Standard

Students in Wisconsin will apply their knowledge of people, places, ideas, and language of art to their daily lives.

Rationale:

Learning about people, places, ideas, and language of art and applying this to daily life is what arts education is all about. Thinking deeply, creatively, and critically enables students to connect their knowledge to their local and worldwide communities and daily activities. Research shows that students who are educated in the arts perform better in other areas, show respect for others, work more cooperatively, and are able to think better. These are lifelong skills applicable to daily living and learning.

PERFORMANCE STANDARDS**By the end of grade 4 students will:**

- D.4.1 Know basic information, such as the history, public art, and unique architecture, of their own cultural community
- D.4.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community
- D.4.3 Know that the environment influences the look and use of art, architecture, and design
- D.4.4 Learn about basic concepts in art, such as “form follows function,” “less is more,” balance, symmetry, and originality
- D.4.5 Learn basic language used in art
- D.4.6 Use problem-solving strategies that promote fluency, flexibility, elaboration, and originality

Activities may include:

- Identifying public art in the community
- Identifying the people in the community who work with art
- Studying the personal adornment of various peoples around the world
- Comparing a water vessel from a culture and/or time period different from one's own and a glass from one's home (How are they similar? How are they different?)
- Keeping a listing of art terms and definitions in a journal
- Solving a visual problem in a variety of ways

VISUAL ART COMMUNICATING**E: VISUAL COMMUNICATION AND EXPRESSION**

Content Standard

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

Rationale:

Images and objects (cars, appliances, clothing, furniture, buildings, works of art, etc.) carry meanings and communicate ideas. Designers, graphic artists, architects, and other artists use a variety of processes to communicate ideas. Students need to learn how to read images and understand the meanings carried by objects.

PERFORMANCE STANDARDS**By the end of grade 4 students will:**

- E.4.1 Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics
- E.4.2 Communicate basic ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia
- E.4.3 Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products
- E.4.4 Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models
- E.4.5 Use the visual arts to express ideas that cannot be expressed by words alone

Activities may include:

- Using nature as a source to create a design, such as a paper maché (paper and paste) sculpture or piece of jewelry
- Creating a business card with a design that communicates the nature of the business
- Creating a quilt square expressing a deeply felt belief
- Creating a blueprint for the best school in the world
- Making a work of art, such as a poster, that expresses an idea or strong feeling about a social issue

F. VISUAL MEDIA AND TECHNOLOGY**Content Standard**

Students in Wisconsin will understand the role of, and be able to use, computers, video, and other technological tools and equipment

Rationale:

We live in a visual and technological world where people are constantly confronted with complex print and media works. These images and artworks are created by designers and artists highly skilled in the use of computers, video, and other technological tools. Careers in areas such as multimedia design and the film industry are rich and growing. Art education teaches students how to understand and create with new technologies.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- F.4.1 Learn that art includes mass media, such as magazines, television, computers, and films
- F.4.2 Know that art techniques are used in mass media
- F.4.3 Know that advertisements, news, and entertainment programs contain visual messages
- F.4.4 Know that there are stereotypes in visual media
- F.4.5 Know that production techniques affect viewers' perceptions
- F.4.6 Learn simple media techniques
- F.4.7 Learn how media productions are made
- F.4.8 Learn to make changes in media production

Activities may include:

- Talking about a children's television program and describing why it is appealing
- Looking at an advertisement and discussing why the product is illustrated or photographed as it is (How is color used? Who is the audience?)
- Looking at a television show with the sound turned off and focusing on the visual images
- Listing the types of stereotyping one might find on a television show
- Creating a transparency or drawing on film
- Creating a story board
- Using a computer to create a work of art
- Analyzing and revising a video with input from class participants

VISUAL ART THINKING

G. ART CRITICISM

Content Standard

Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.

Rationale:

People throughout history have recorded experiences in a variety of visual forms, including fine art, folk art, designed objects, movies, television, and multimedia images, that document their time and heritage. Students will need more experiences in these areas to be prepared for the highly technological world in which they will live and work, and to understand artistic images of other times and cultures.

PERFORMANCE STANDARDS**By the end of grade 4 students will:**

- G.4.1 Know that art communicates ideas
- G.4.2 Know that artwork has meanings
- G.4.3 Talk and write about the meanings of artworks and design
- G.4.4 Know how to create works of art that have meanings

Activities may include:

- Looking at and describing a work of art, such as Pablo Picasso's *Saltimbanques*
- Talking about the difference in the feeling of walking into a large building, such as the State Capitol, vs. walking into one's own home
- Studying a Northwest Coastal Indian mask to discover its meaning
- Creating a book or a container which tells something about one's self

H. VISUAL THINKING**Content Standard**

Students in Wisconsin will develop perception, visual discrimination, and media literacy skills to become visually educated people.

Rationale:

Students able to analyze problems and arrive at new solutions do so because they have the ability to use visual images to communicate ideas. Because of the visual nature of mass media today, students need to understand images and communicate visually. The world is full of visual images and symbols, and students need to develop the ability to understand them.

PERFORMANCE STANDARDS**By the end of grade 4 students will:**

- H.4.1 Study the patterns and color in nature
- H.4.2 Use drawing to examine objects closely
- H.4.3 Show differences among colors, shapes, textures, and other qualities of objects in their artwork
- H.4.4 Create three-dimensional forms with paper, clay, and other materials
- H.4.5 Be able to read simple maps, charts, and plans
- H.4.6 Know how artists make photographs and films

Activities may include:

- Studying patterns and colors in nature, such as the wings of butterflies (How are they similar? How are they different?)
- Observing and drawing things found in nature, such as an insect
- Creating a drawing exploring the variety of shapes and textures observed in a bouquet of mixed flowers or in a field of wild flowers
- Following an origami (Japanese paper folding) plan to create a three-dimensional form
- Drawing a map of the student's neighborhood or community
- Using a simple camera to photograph things of nature

VISUAL ART UNDERSTANDING**I. PERSONAL AND SOCIAL DEVELOPMENT****Content Standard**

Students in Wisconsin will use their senses and emotions through art to develop their minds and to improve social relationships.

Rationale:

Arts education integrates sensory and emotional development with the overall intellectual development of students. Our senses bring complex information into our brains and feeling is just as important as reasoning in shaping our minds. Emotional intelligence will affect how students perform in school and in life.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- I.4.1 Use art to understand how they feel
- I.4.2 Make art that shows how they sometimes feel
- I.4.3 Talk or write about feelings in a work of art
- I.4.4 Recognize their own feelings when they look at work of art
- I.4.5 Understand that art is made by people from different times, places, and cultures
- I.4.6 Realize that creating or looking at art can bring out different feelings
- I.4.7 Work alone and with others to develop visual ideas and objects

Activities may include:

- Drawing a design using two basic colors and shapes to describe feelings
- Creating a collage (pasted two-dimensional materials) expressing a mood, such as using vibrant colors to create a sense of excitement
- Talking about why Vincent van Gogh used heavy textures in his painting, *Stillflowers*, or why Pablo Picasso used blue during his Blue Period
- Selecting works of art that appeal to them and talking about the reasons of this choice
- Describing paintings that evoke feelings such as Tanner's *The Banjo Player*
- Examining traditional pottery of the Anasazi Indians for symbols, materials, and techniques
- Studying reproductions and going to see original works of art at a gallery or museum to discover the power of the originals

J. CULTURAL AND AESTHETIC UNDERSTANDING

Content Standard

Students in Wisconsin will reflect upon the nature of art and meaning in art and culture.

Rationale:

Reflection about art introduces big questions such as: What is Art? and, Why do people around the world and throughout the ages make art? Students learn to speak, read, write, and think about the nature of art through dialogue and personal reflection. Reflection about art allows students to make informed aesthetic judgments.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- J.4.1 Explore the purposes and functions of art
- J.4.2 Understand that the choice of materials and techniques influences the expressive quality of art
- J.4.3 Learn that different cultures think about art differently
- J.4.4 Learn that philosophers think about art
- J.4.5 Begin to understand their own ideas about the purposes and meanings of art
- J.4.6 Begin learning the value of art as a basic part of being human
- J.4.7 Begin to understand and apply the role of art criticism and aesthetic knowledge in art and design
- J.4.8 Know that different cultures have different concepts of beauty
- J.4.9 Understand the difference between original artworks, reproductions, and copies
- J.4.10 Talk about art in basic terms

Activities may include:

- Making a display that shows the difference between everyday objects and objects for special occasions
- Comparing the materials and techniques of two different paintings, such as *Starry Night* by Vincent van Gogh and *Composition #7* by Wassily Kandinsky
- Comparing two works, such as Eskimo and African masks, and talking about the materials and message
- Making a list of important questions about art
- Talking about one's own artwork and what it means
- Imagining a world without art
- Comparing the design of *Fallingwater* by Frank Lloyd Wright with the homes in local neighborhoods
- Studying the shelters of various cultures and what makes them special
- Taking a field trip to an art museum or gallery to compare reproductions with original works of art
- Critiquing and changing work in progress

VISUAL ART CREATING

K. MAKING CONNECTIONS

Content Standard

Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

Rationale:

Fields of knowledge and disciplines are intimately connected. Fragmentation of knowledge prevents people from absorbing the vast information that shapes their lives. The arts help students integrate knowledge and experience and to become better thinkers, problem solvers, creators, communicators, and citizens.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- K.4.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology
- K.4.2 Invent new ways to communicate ideas and solutions to problems in art
- K.4.3 Use what they are learning about life, nature, the physical world, and people to create art
- K.4.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world
- K.4.5 Know art includes activities, such as museum curation, historic preservation, collecting, and writing about art and design
- K.4.6 Know about some of the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

Activities may include:

- Comparing a work of art done with traditional media with one using newer media
- Making a drawing that transforms an inanimate object into a living creature
- Creating an environment, such as an underwater world, as a class project
- Creating a multimedia presentation with music and images
- Visiting a museum to meet with the staff for a behind-the-scenes look at what they do
- Illustrating and writing a book about the arts of a culture, such as the Eskimos

L. VISUAL IMAGINATION AND CREATIVITY

Content Standard

Students in Wisconsin will use their imaginations and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design.

Rationale:

Imagination allows people to explore connections to the world, develop conceptual thought processes, and learn to use metaphors to arrive at original ideas. Art helps children become more creative, deal with complexity and ambiguity, be more flexible, solve problems in creative ways, use higher order thinking skills, and take risks.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- L.4.1 Use their knowledge, intuition, and personal experiences to develop ideas for artwork
- L.4.2 Begin to develop a base of knowledge and skills from which to create new ideas
- L.4.3 Explore the role that personal traits, such as independent thinking, courage, integrity, insight, dedication, and patience, play in creating quality art and design
- L.4.4 Understand that art is created by people and changes our time and culture
- L.4.5 Explore nature and designs by artists as sources for new ideas for their artwork
- L.4.6 Understand that artists develop a personal style that reflects who they are
- L.4.7 Exhibit imagination by interpreting situations from more than one point of view

Activities may include:

- Designing a piece of clothing that reflects personal interests; such as a shoe, hat, or T-shirt
- Developing a portfolio
- Viewing a videotape of an artist at work, visiting an artist's studio, or finding examples of artists showing courage and dedication
- Comparing the Model T Ford with a contemporary sports car
- Studying Frank Lloyd Wright's window designs based on nature
- Identifying the style of a particular artist, such as Nevelson, Joan Miro, or Henri Matisse
- Using a viewfinder (a piece of cardboard with a rectangular hole) to examine objects from nature to determine interesting points of view from which to draw, such as close-up, over or under, and tilted views

