

STUDENT LEARNING GOALS for ART

- The student will:**
- Develop aesthetic awareness, imagination, perception, appreciation, knowledge and skills
 - Foster creativity, self-expression, self-confidence and self-discipline
 - Expand craftsmanship, problem solving abilities, cultural understandings and safety procedures
 - Participate in clean-up, share and help others, respect the property of the school and others, take turns, and work in groups

The Grade 4 essentials include the progressive manipulation of art tools and the application of critical thinking skills when observing, classifying and describing art. Students should increase cultural awareness and further utilize community art resources.



Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st Century:

- Analyze
- Apply standard grammar
- Classify
- Collaborate
- Communicate effectively
- Compare & contrast
- Construct logical sequences
- Create hypotheses
- Critique
- Describe
- Detect fallacies
- Distinguish between fact & opinion
- Draw conclusions
- Follow directions
- Formulate questions
- Increase vocabulary
- Interpret
- Listen
- Make conjectures
- Make presentations
- Manage time
- Observe
- Organize
- Outline
- Paraphrase
- Predict outcomes
- Proofread
- Read critically
- Recognize cause & effect
- Recognize main ideas & details
- Report
- Revise
- Self Assess
- Sequence
- Solve problems
- Speak publicly
- Summarize
- Take notes
- Take tests
- Think inventively
- Use resources
- Use technology
- Work productively
- Write

Visual Communication and Production

- 4.1 Brainstorm ideas for artwork
- 4.2 Use thumbnail sketches to document thought processes
- 4.3 Create art that uses themes, ideas, and art forms from the past
- 4.4 Use color characteristics: hue, tint, shade, intensity
- 4.5 Use variety, repetition, and unity
- 4.6 Use a variety of lines
- 4.7 Use ceramic hand-building techniques
- 4.8 Identify positive and negative space in artwork
- 4.9 Use perspective and shading to create the illusion of depth
- 4.10 Create abstract artwork

- Utilize the computer as an art medium and resource tool
- Use line to show outline and detail

Cultural Context and Art History

- 4.11 Discuss a variety of art careers
- 4.12 Compare/contrast abstract/realistic artwork
- 4.13 Compare/contrast characteristics of diverse cultures in contemporary art
- 4.14 Identify ancient artistic influences on Early American architecture
- 4.15 Examine the importance of arts, crafts, and artisans in Colonial Virginia
- 4.16 Research artists and their work

Judgment and Criticism

- 4.17 Examine artwork for multiple meanings
- 4.18 Use visual clues to analyze artwork
- 4.19 Compare/contrast representational/nonrepresentational /abstract art
- 4.20 Identify ways art reflects the past and influences the present
- 4.21 Support the selection of a work of art using appropriate art vocabulary
- 4.22 Compare/contrast works of art by genre

Aesthetics

- 4.23 Discuss how criteria used to value art varies from culture to culture
- 4.24 Discuss how beliefs influence responses to artwork
- 4.25 Formulate questions about artwork
- 4.26 Select artwork and explain personal choice using art vocabulary

Art Across the Curriculum: The following assignments/activities are examples of how art will connect knowledge within and across the disciplines.

- **Math** - Use and understand parallel, perpendicular and intersecting lines in an art project. Translate 3-D shapes in a drawing.
- **Social Studies** - Correlate with county and state curriculum.
- **Language Arts** - Use of literature, vocabulary identification and communication skills in exploring art. Refer to Henrico County's Visual Literacy Curriculum for critical thinking skills.
- **Science** - Use scientific processing skills during the viewing of art, i.e., observe, describe, classify, predict, compare, construct.
- **Health and Physical Education** - Identify physical features, such as moveable joints of body, when creating a portrait. Be aware of Colonial American games involving hand-crafted toys.
- **Music** - Explore the design qualities of a musical instrument. Refer to Henrico County's Multicultural Art Curriculum for connections with cultural art and music.
- **Careers** - Research art careers found in the community. Invite guest artists into the classroom. Compare and contrast contemporary art careers with those from Colonial America (i.e., printer, tailor, carpenter, limner, craftsman).

Enrichment: The following assignments and activities are designed to reinforce basic skills and to expand students' interest and abilities:

- Use: a variety of stitches, cut letters for display, contrasting elements to create emphasis, brainstorming skills
- Illustrate a "theme"
- Manipulate measuring tools
- Create a portrait
- Discuss design qualities of functional art
- Invite guest artists to discuss and demonstrate their art

Ethical Procedures

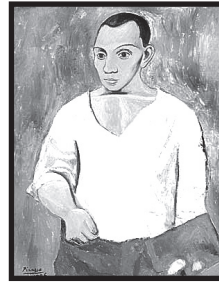
Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.

FOURTH GRADE VISUAL ARTS VOCABULARY & CONCEPTS

Color Theory

Primary: Red, Blue, Yellow
Secondary: Orange, Violet, Green
Intermediate: Red-orange, Red-violet, Blue-green, Yellow-green, Yellow-orange

Tints: Color + white
Shades: Color + black

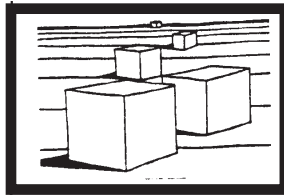


Portraiture

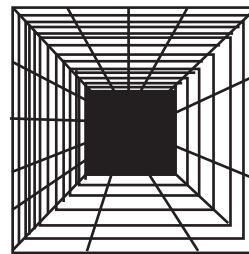


Still Life

Overlapping, Observe
 Background, Foreground



Spatial Relationships



Illusion of
 Motion with Line

**Negative Space
 Positive Space**

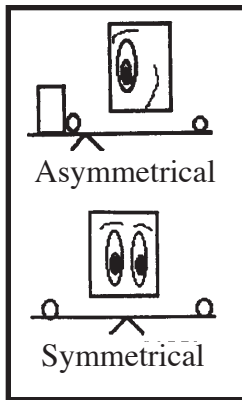


**Create Depth
 & Distance**

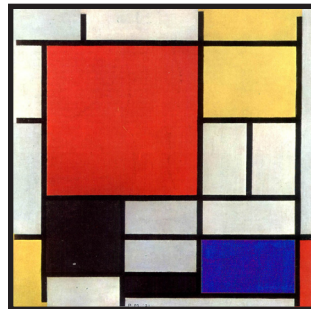
Size
 Placement
 Overlapping
 Horizon line



Repetition & Unity



Abstract Art



**Learn about famous artists and Colonial
 Artisans and their crafts:**

metalcrafts (weather vanes)
 pottery
 scrimshaw
 fiber crafts
 weaving
 quilting
 stitchery
 wood working
 glass blowing

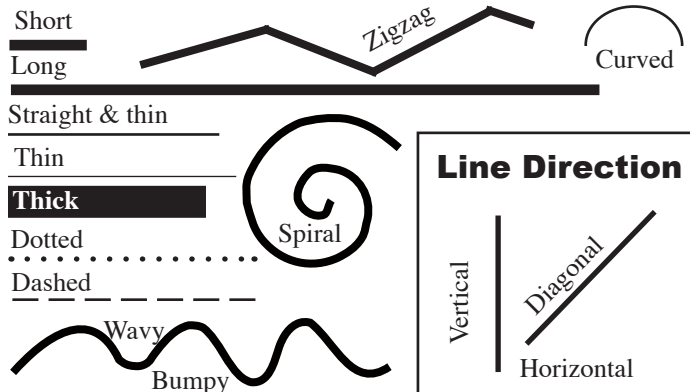


floor loom (above)
 traditional Colonial
 woven patterns (left)

Vocabulary

abstract	horizon line	repetition
architecture	hue	shade
brainstorm	intensity	shading
ceramic	landscape	slab method
Colonial	narrative	still life
America	perspective	theme
contour	portrait	thumbnail sketches
crafts	positive/negative	tint
depth	preliminary	unity
form	sketch	variety
genre	realistic	

Line Variation



Line Direction

