

CREATIVE EXPRESSION: *Students will create works of art that reflect unique interpretations, experiences, ideas and feelings. * Visual art forms refer to architecture and environmental art, ceramics, communication design, drawing, electronic arts, fine crafts, painting, photography, printmaking, sculpture.*

Related Standard	3-5 Priority Standards	Bloom's Level	4 th Grade Indicators
N 2 IL 26 VA 1 CP 5	3-5-a. <u>Demonstrate</u> understanding of differences in materials and techniques used to produce works of art.	2	Demonstrate combinations of materials to achieve a variety of effects in works of art. Demonstrate basic knowledge and ability in watercolor painting.
N 3 IL 26 VA 1 CP 2	3-5-b. <u>Develop</u> personal expression by <u>creating</u> a variety of works from the visual art forms* that combines inspiration from artists and cultural influences, observation, life experiences and/or imagination.	6	Create works of art in a variety of media that use architecture as an inspiration. Create works of art that use regional influences (landscape, architecture, sculpture, nature, etc.) as inspiration.
N 1 IL 26 VA 1 CP 2 CP 6	3-5-c. <u>Create</u> original works incorporating various elements and principles of design, materials, techniques, and processes to <u>communicate</u> ideas, feelings, meaning and/or understanding.	6	Demonstrate understanding of light source in artwork. Use repetition and contrast to create movement and / or unity in a work of art. Balance positive and negative space in 2 and 3 Dimensional artwork. Create the illusion of depth in art works (overlapping, placement, size, color, or detail).
	Big Ideas		Specific combinations of tools and materials create specific effects, called techniques. Artists use techniques to help them express an idea.
	Essential Questions		What is a technique in visual art? How can learning and practicing specific techniques help an artist express an idea?

4/17/12

CRITICISM AND AESTHETICS: Students will reflect upon and assess the characteristics and merits of art works.

Related Standard	3-5 Priority Standards	Bloom's Level	4 th Grade Indicators
N 5 IL 25 VA 3 CP 2	3-5-a. <u>Use</u> knowledge of the elements and principles of art to <u>interpret</u> the content, styles and/or meaning of works.	3,4	Identify the light source in artwork and direction of shadows. Investigate the built environment in aesthetic terms. Identify and compare methods of creating the illusion of depth in art works: overlapping, placement, size, color, and detail. Identify positive and negative space in 2 and 3 dimensional artwork. Recognize repetition and contrast used to create movement and/or unity.
N 5 IL 25 VA 3 CP 6	3-5-b. <u>View</u> a visual art work and <u>provide</u> feedback to the artist (peer).	5	Students will use specific elements and principles vocabulary to critique/peer review the work of classmates. They will recognize that feedback to an artist is part of a loop: motivation — intention — creation — communication. Discussion at any point in the loop has an influence on the artist.
N 5 IL 27 VA 2 CP 5	3-5-c. <u>Understand</u> and <u>demonstrate</u> acceptable rules of behavior when attending visual arts events (e. g., museum and gallery exhibits, artists' demonstrations, artists' lectures	2	Viewing a work of art in a public space requires respect for everyone's viewing experience (quiet, taking turns in front of the work) We all bring our past experiences and ideas with us when we view a work of art. Our opinions of a work of art may not match others opinions and that is o.k.
N 3 IL 27 VA 2 CP 2 CP 5	3-5-d. <u>Investigate</u> <i>why</i> artists from their own, and other cultural/historical periods use elements and principles to persuade and influence.	4	Analyze a work of art (including architecture) using the elements and principles to determine what influence the artist is trying to have on the viewer.
N 6 IL 27 VA 2 CP 5	3-5-e. <u>Demonstrate</u> awareness that there are a variety of careers in the visual arts.	2	An architect designs buildings. Is an architect an artist?
N 3 IL 25 VA 3 CP 7	3-5-f. <u>Use</u> appropriate vocabulary to <u>explain</u> ideas and demonstrate understanding in the visual arts.	3	<u>Identify</u> the ideas of the artist in a work of art related to basic elements (shape, line, color, texture) and principles (repetition, pattern, space, balance) of art.
	Big Ideas		Architecture is an art form. Constructive criticism helps you grow as an artist.
	Essential Questions		Is architecture art? What is a critique?

CULTURAL HERITAGE: Students will understand the cultural contributions (social, ethical, political, religious) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

Related Standard	3-5 Priority Standards	Bloom's Level	4 th Grade Indicators
N 4 IL 27 VA 2 CP 3 CP 5	3-5-a. <u>Recognize</u> common subjects, major styles and/or techniques in the visual art forms of various artists, periods in history or cultural/ethnic groups.	1	Recognize historical examples of architecture. Identify the work of three landscape artists. Become familiar with examples of Regional Art.
N 4 IL 27 VA 2 CP 3	3-5-b. <u>Recognize</u> why works of art from across cultures and historical eras should be available for all to see: museums, auditoriums, theatres, books and poetry, etc.	1	Discuss the function of an art gallery, art museum, and art studio. Deduce why it is important for all people to have access to art works from world cultures in local museums, auditoriums, theaters, etc., for all to see.
	Big Ideas		Local influences on artists and the art they create are called “Regional” influences (landscape, architecture, sculpture, nature, etc.). Architecture reflects the needs and aesthetic tastes of the architect and the people who live near it.
	Essential Questions		What is Regionalism? What can we learn about a place from its architecture?

4th Grade Art

CIVIL BEHAVIOR IN ART: Students will demonstrate qualities related to the District Civil Behavior initiative: responsibility, motivation, positive attitude, excellence and empathy.

Related Standard	3-5 Priority Standards	Bloom's Level	4 th Grade Indicators
N 2 IL 26 VA 1 CP 5	3-5-a. <u>Use</u> materials and tools in a safe and responsible manner while <u>making</u> art and <u>keeping</u> the art room clean.	3, 2,	Use art tools and materials safely, as the teacher demonstrates. Clean up after yourself and as a team. Remain attentive during discussions, presentations, demonstrations, and follow directions given during those times.
N 3 IL 26 VA 1 CP 2	3-5-b. <u>Respect</u> the studio environment of the art room and the ideas and artwork of others by <u>offering</u> positive remarks and constructive criticism.	5	Recognize all ideas in art have value. Everyone wants to make art that is appreciated, so complement others on the successful parts of their work. If you have an idea about someone's art, ask if you can share it; but know they do not have to follow your idea.
N 1 IL 26 VA 1 CP 2 CP 6	3-5-c. While <u>creating</u> art, <u>recognize</u> the creative process requires trial-and-error and fix-up strategies to be most successful.	1	Make art without being afraid to try new things. Try again if you do not like the first try. Turn a mistake into a new idea. Learn from your mistakes, so you do not have to repeat them.
N 6 IL 27 VA 2 CP 5	3-5-d. Demonstrate awareness that works of art can communicate that the artist cares about others even those he or she may have never met.	2	Create art to communicate feelings; tell stories. Create a work of art that shows (says) how you feel about the world around you, even a place you have not visited; how you feel about people, even if you have not met them.
	Big Ideas		Safe, respectful, responsible and ready!
	Essential Questions		How does my behavior affect my learning and creative expression?