



Archdiocese of Washington Catholic Schools Academic Standards Art



4th Grade

RESPONDING TO ART: History

Standard 1

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

- 4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; and identify where, when, and by whom the work was made.
- 4.1.2 Research and identify the function of a work of art or artifact and make connections to the culture.
- 4.1.3 Identify symbols or icons in works of art.

Standard 2

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

- 4.2.1 Recognize and be familiar with selected works of art from various cultures and identify artist and culture.
- 4.2.2 Identify styles of works of art as belonging to a specific culture and place.
- 4.2.3 Distinguish between contemporary and traditional works of art and identify characteristics of both.

RESPONDING TO ART: Criticism

Standard 3

Students describe, analyze, and interpret works of art and artifacts.

- 4.3.1 Analyze sensory, formal, technical, and expressive properties in a work of art.
- 4.3.2 Construct meaning based on properties found in the work, personal response, and research on the work and its context.
- 4.3.3 Use appropriate art vocabulary.

Standard 4

Students identify and apply criteria to make informed judgments about art.

- 4.4.1 Identify criteria used by art critics in determining excellence in a work of art.



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4.4.2 Apply criteria in making informed judgments.

RESPONDING TO ART: AESTHETICS

Standard 5

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

- 4.5.1 Personally respond to a work of art and examine alternative responses from peers to form a logical hypothesis.
- 4.5.2 Discuss and raise questions about the nature of art, reflect on these discussions, defend personal viewpoints.

Standard 6

Students theorize about art and make informed judgments.

- 4.6.1 Understand that artists have different philosophies or theories when creating art and discriminate between works created from different theories (imitationalism, formalism, or emotionalism).
- 4.6.2 Understand that personal preference is one of many criteria used in making informed judgments.

CREATING ART: Production

Standard 7

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

- 4.7.1 Demonstrate refined observational skills in their work.
- 4.7.2 Create a work that communicates personal ideas, experiences, or emotions.
- 4.7.3 Identify and use a variety of symbols and subject matter that clearly communicate ideas.

Standard 8

Students understand and apply elements and principles of design effectively in their work.

- 4.8.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates their ideas.
- 4.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), and space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.



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Standard 9

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

4.9.1 Identify differences between media and the visual characteristics of each medium (see below).

4.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

DRAWING:

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching

PAINTING:

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging and salting

PRINTMAKING:

Media: found objects, printing ink, styrofoam, stencil

Processes: collograph, relief, frottage (rubbing)

CERAMICS:

Media: modeling clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam

Processes: carving, additive, subtractive, modeling, constructing

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

NEW MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

4.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.



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Standard 10

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

- 4.10.1 Demonstrate the ability to successfully generate an idea, select and refine an idea, and execute the idea.
- 4.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.
- 4.10.3 Demonstrate respect for their work and the work of others.

Standard 11 - CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

- 4.11.1 Identify artists in the community.
- 4.11.2 Identify various opportunities in art related careers (historian, critic, curator, gallery director, display artist, website designer, graphic artist etc).

Standard 12

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

- 4.12.1 Identify individual art experiences and how these affect daily life.
- 4.12.2 Analyze and respond to art at local museums, exhibits, arts performances, and exhibited by visiting artists in the school.

INTEGRATED STUDIES

Standard 13

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

- 4.13.1 Begin to distinguish between products and processes of visual art and other disciplines.
- 4.13.2 Create a work of art using subject matter, concepts, or sign systems (words, numbers) of another discipline.

Standard 14

Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.

- 4.14.1 Begin to distinguish between products and subject matter of visual art and other art forms.



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4.14.2 Create an artwork using processes and sign systems (imagery, movement, sound, words) of two art forms.