

LCPS Art Curriculum: FOURTH GRADE

CREATE - Conceive

Conceive – Standard of Achievement (1)

The student will use a variety of sources and processes to generate original ideas for artwork.

Enduring Understanding

Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.

Essential Questions

Where do ideas come from?

Why is idea generation important for the creative process?

How do different sources and processes affect the artists' final works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Investigate more than one source to generate and select ideas for artmaking.	Cr1.1.4a	4.1	Creator Critical Thinker
1. Investigate ways to use personal experiences, imagination, play, or experimentation to generate and select ideas.		4.1 (a)	Creator Critical Thinker
2. Investigate ways to use observation and memory to generate and select ideas.			Creator Critical Thinker
3. Investigate ways to use sensory processes and kinesthetic movement to generate and select ideas.			Creator Critical Thinker
4. Investigate ways to combine and use a variety of sources including print, non-print, contemporary media, concepts, and themes to generate and select ideas.		4.17	Creator Critical Thinker
5. Give credit to sources used in art.		4.8	Contributor
B4. Compare, evaluate and select deliberate processes to generate ideas for artmaking.		4.2	Creator Critical Thinker
1. Compare, appraise and select a thinking process such as brainstorming, listing, charting, comparing, mapping, interviewing, or dialog to generate ideas.		4.2 (b)	Creator Critical Thinker
2. Compare enhanced sketches, series of marks, and annotations to generate ideas.		4.2 (b)	Creator Critical Thinker
3. Compare and use analysis and synthesis to generate ideas for artworks.			Creator Critical Thinker
4. Collaborate to design and apply systematic thinking processes to generate ideas.		4.1 (b)	Creator Critical Thinker

CREATE – Develop

Develop – Standard of Achievement (2)

The student will plan, advance, and refine original ideas for artworks.

Enduring Understanding

Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions.

An artist revises ideas to discern their value in the creative process.

Essential Questions

How does an artist measure the value of an idea?

How is involvement in the idea development process reflected in the artists' works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Experiment and problem-solve to plan and advance ideas for art making individually and collaboratively.		4.1 (b)	Creator Critical Thinker
1. Investigate, weigh, and select creative process steps when planning for art making.		4.2	Creator Critical Thinker
2. Collaborate to experiment with materials and tools when developing plans for art making.			Creator Critical Thinker Collaborator
3. Examine and choose from innovative solutions to art making problems.			Creator Critical Thinker
4. Document plans in lists, sketchbooks, journals, diagrams, or graphic organizers.		4.2	Creator Critical Thinker
B4. Weigh, test and refine a plan for artmaking.	Cr1.2.4a	4.2	Creator Critical Thinker
	Cr3.1.4a		Creator Critical Thinker
1. Consider and test a plan for artmaking.			Creator Critical Thinker
2. Formulate questions and seek answers to inform a plan for artmaking.		4.2 (a)	Creator Critical Thinker
3. Collaborate to set goals and refine plans for artmaking.	Cr1.2.4a	4.1(b)	Creator Critical Thinker Collaborator
	Cr3.1.4a	4.1(b)	
4. Combine elements from multiple plans for artmaking.			Creator Critical Thinker

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CREATE - Produce

Produce – Standard of Achievement (3)

The student will realize the culmination of original ideas from conception through resolution in original artworks.

Enduring Understanding

Ideas are endemic to artworks.
The act of making art brings life to ideas and allows them to be shared.

Essential Questions

What processes are used to bring ideas to realization in artworks?
How do artists’ choices impact the efficacy of the final products?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Combine significant personal, local and global topics to express enduring ideas in original artworks.		4.1(a)	Creator Critical Thinker Communicator
1. Explore interactions among local, regional, and global resources and natural forces.			Creator Critical Thinker Communicator
2. Interpret and document issues related to local and regional environments.	Cr 2.3.4a		Creator Critical Thinker Communicator
3. Communicate personal observations of past and present local, regional, and national developments.			Creator Critical Thinker Communicator
4. Express a personal opinion on a local or global issue of concern.			Creator Critical Thinker Communicator
5. Create a work of art that reflects community cultural traditions.	Cn10.1.4a		
B4. Integrate and use a range of subject matter to produce original artworks.			Creator Critical Thinker Communicator
1. Depict the human face and figure including portraits, genre, and narratives.			Creator Critical Thinker Communicator
2. Depict real, imaginary or groups of animals in original artworks.			Creator Critical Thinker Communicator
3. Depict natural and man-made objects, and interior or exterior environments in original artworks.			Creator Critical Thinker Communicator
4. Draw from observation using contour line and shading techniques.		4.14	Creator Critical Thinker Communicator
5. Produce original designs for objects, structures or environments.			Creator Critical Thinker Communicator
C4. Select and arrange formal components to produce original artworks.		4.12	Creator Critical Thinker Communicator
1. Select and arrange a variety of symbolic and invented lines, shapes, colors, and forms to create unity.		4.12 (a,f)	Creator Critical Thinker Communicator
2. Select and develop a variety of patterns and textures to imply movement and create interest.		4.12 (b)	Creator Critical Thinker Communicator
		4.12 (d)	
3. Select and use focal point, emphasis, variety, rhythm, and balance to create interest and unity.		4.12 (e,f)	Creator Critical Thinker Communicator
4. Select and use value, shadow and contrast to imply volume and depth.		4.12 (c)	Creator Critical Thinker Communicator
5. Select and use accurate proportions to represent the world.		4.13	Creator Critical Thinker Communicator
6. Select and use foreground, middle-ground, background, size, overlapping, placement, and detail to create the illusion of depth.		4.13	Creator Critical Thinker Communicator
7. Select and use positive and negative space, and concave and convex forms.			Creator Critical Thinker Communicator
8. Select and use hue, tint, shade and intensity.		4.12 (a)	Creator Critical Thinker Communicator

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9. Select and use approaches to abstraction, such as magnification, fragmentation, and expressive color.			Creator Critical Thinker Communicator
D4. Differentiate, select, and apply materials, tools and processes safely and appropriately to produce original artworks.	Cr2.2.4a	4.16	Contributor Communicator
1. Select and use drawing, painting, printmaking, sculpting, collage, and fiber arts materials and tools safely and appropriately.		4.5(b)	Contributor Communicator
2. Differentiate among materials, tools, and processes by attributes, applications, and desired results.			Contributor
3. Select and use scissor-cutting, brush handling, and gluing techniques for an intended outcome.			Contributor
4. Select and demonstrate motor skills, when cutting, modeling, stitching, and weaving.		4.16(b)	Creator Contributor
5. Use a ruler as a guide and a measuring tool.			Creator Contributor
6. Demonstrate attention to detail and craftsmanship in artmaking.		4.15	Contributor
E4. Select and apply a variety of media, skills, techniques, and art forms to produce original artworks.	Cr2.1.4a	4.16	Creator Critical Thinker Communicator
1. Select and apply a variety of drawing media and techniques including gesture, one-point perspective, hatching, cross-hatching, shading, and value.		4.14	Creator Critical Thinker Communicator
2. Select and apply painting techniques including brush stroke variations, gradients, enhanced color mixing, textures, details, and over painting.			Creator Critical Thinker Communicator
3. Select and apply printmaking media and techniques including mixed media, monotype, mono-print variations, or relief printing to print, sign and number and artist's proof and an edition.			Creator Critical Thinker Communicator
4. Select and apply textile media and techniques to stitch, appliqué, or weave with yarn.		4.16(b)	Creator Critical Thinker Communicator
5. Select and apply collage media and techniques to cut, tear, arrange, embellish and attach paper, objects, and non-traditional materials.			Creator Critical Thinker Communicator
6. Select and apply sculpture media and techniques to cut, form, join, and glue paper, cardboard, wire, or non-traditional materials.			Creator Critical Thinker Communicator
7. Select and apply ceramic media and techniques to hand-build and embellishing.		4.16 (a)	Creator Critical Thinker Communicator
8. Interact with digital media and apply specific techniques individually or collaboratively.		4.10	Creator Critical Thinker Communicator
9. Select and use a variety of craft techniques.		4.16 (b)	Creator Critical Thinker Communicator

LCPS Art Curriculum: FOURTH GRADE

PRESENT – Organize

Organize – Standard of Achievement (4)

The student will apply and refine skills and practices to prepare and display artworks.

Enduring Understanding

The way artworks are prepared and arranged for presentation affects their significance in the eye of the viewer. Artists and curators attempt to convey meaning through the display of artworks.

Essential Questions

How does the organization of artworks on display influence the interpretation of the viewer?
 What are the preparation and organization responsibilities for displaying artworks?
 Who assumes responsibility for the preparation and display of artworks?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Prepare, arrange, and display artworks for a specific purpose and audience.	Pr5.1.4a	4.7	Contributor Communicator
1. Sign, label and title personal artworks.			Contributor
2. Trim, center and mount artworks.			Contributor
3. Arrange and display artworks for an audience.			Contributor Communicator
4. Compare and contrast attributes of display venues.			Contributor
5. Include artists' statements with the display.			Contributor Communicator
6. Prepare and arrange artworks in a portfolio.			Contributor Communicator

PRESENT – Curate

Curate – Standard of Achievement (5)

The student will sift through, contemplate, and select artworks based on criteria or purpose.

Enduring Understanding

Curation of artworks requires active engagement in the examination and selection of artworks. Curation encompasses abilities that reflect aesthetic, critical, contextual, and technical decisions.

Essential Questions

How do personal experiences affect curation of artworks?
 Why is it important to engage in the curation process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Differentiate and select among a group of artworks based on criteria.		4.3 (d)	Critical Thinker
1. Differentiate among personal artworks using specific criteria.			Critical Thinker
2. Differentiate and select from a set of artworks based on self-determined criteria.			Critical Thinker
3. Collaborate to determine a set of criteria for selecting and displaying artworks.			Critical Thinker Collaborator
B4. Analyze and justify reasons for valuing selected artworks.		4.3	Critical Thinker Communicator
1. Analyze and justify reasons for choosing personal artworks for display			Critical Thinker Communicator
2. Justify reasons for determining artwork selection criteria.			Critical Thinker Communicator
3. Analyze and justify why meaning and value influence the artwork selection and display process to include museums, art galleries, and other venues.	Pr5.1.4a		Critical Thinker Communicator
4. Compare and contrast various locations and purposes for art exhibitions. (indoor or outdoor, temporary or permanent, physical or digital)	Pr6.1.4a	4.6(d)	Critical Thinker

PRESENT – Communicate

Communicate – Standard of Achievement (6)

The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).

Enduring Understanding

Communication is a multi-faceted endeavor that involves one or more of the senses. Effective communication depends on the mode of delivery, the content, and the receptivity of the audience.

Essential Questions

How does an artist choose the best way to communicate with an audience?
 What is the relationship between artists' intent and chosen means of communication?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Differentiate between personal and global reasons for creating, sharing, and valuing art.		4.6	Critical Thinker Contributor Communication

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1. Discuss motivations and methods for creating, preserving, and sharing artworks.	Pr4.1.4a	4.6(d)	Critical Thinker Contributor Communication
2. Explain how popular culture influences the art of its time.		4.6 (c)	Critical Thinker Contributor Communication
3. Form questions about aesthetic aspects of artworks.		4.2 (a)	Critical Thinker Contributor Communication
B4. Compare and describe artworks using vocabulary.		4.3 4.4	Critical Thinker Communicator
1. Compare the inspirations leading to the creation of personal artworks.			Critical Thinker Communicator
2. Compare the processes used to create two different personal artworks using art vocabulary.			Critical Thinker Communicator
3. Write a paragraph to describe the inspiration for a personal artwork.			Critical Thinker Communicator

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RESPOND – Perceive

Perceive – Standard of Achievement (7)

The student will contemplate and explain content, value and intended purpose of artworks.

Enduring Understanding

Perception involves careful looking to inform the understanding of art and the world.

Artists' personal experiences and methods of looking influence the way in which they perceive artistic endeavors.

Essential Questions

Why is it important to follow a formalized method of looking at artworks?

How does taking the time to observe and examine artworks inform understanding of the artmaking process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Apply critical thinking skills to compare and contrast opinions about form, content and meaning in artworks.	Re8.1.4a	4.3	Critical Thinker
1. Compare and contrast abstract, representational and nonrepresentational artworks.		4.3 (a)	Critical Thinker
2. Explain changes and developments in artists' styles.			Critical Thinker Communicator
3. Analyze artworks based on visual properties and contextual information.		4.3 (b)	Critical Thinker
4. Analyze, interpret and explain multiple meanings in artworks.	Re7.2.4a	4.3 (c)	Critical Thinker Communicator
5. Analyze and describe sensory, formal, technical and expressive content in artworks.			Critical Thinker Communicator
6. Discuss opinions about how popular culture reflects the past and influences the present.		4.6 (c)	Critical Thinker Communicator Contributor
7. Discuss and compare the reasons for community planning.			Critical Thinker Communicator Contributor
B4. Investigate and appraise how relationships among content observed in artworks, personal experiences and external influences affect perceptions.			Critical Thinker Contributor
1. Analyze an artwork through the lens of personal experiences to express a point of view.			Critical Thinker Communicator Contributor
2. Discuss how external influences affect perceptions of symbolic, literal, abstract and formal content in artworks.			Critical Thinker Communicator Contributor

RESPOND – Reflect

REFLECT – Standard of Achievement (8)

The student will initiate, recall and contemplate learning experiences and personal performances to inform future artistic endeavors.

Enduring Understanding

Reflective practice leads to improved performance in artistic endeavors.

Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.

Essential Questions

What constitutes reflective practice?

What is learned from reflective practices?

In what ways does reflective practice guide decision-making in the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Deconstruct the art making experience to gain insight, draw conclusions, and revise artworks or to inform future artistic endeavors.	Re7.1.4a		Critical Thinker
1. Analyze reasons for discrepancies between original intentions and a completed artwork.			Critical Thinker
2. Revise personal artworks based on insights and conclusions drawn from the art making experience.			Critical Thinker
3. Collect and record surplus ideas to employ in future artistic applications.			Critical Thinker
B4. Use and explain reflective approaches to make sense of personal growth through the creative process.		4.15	Critical Thinker Contributor Communicator
1. Select a reflective approach, such as titles, artist statements, graphic organizers, gallery walks or critiques, to summarize the learning experience.			Critical Thinker Contributor Communicator
2. Document reflections in various formats.			Critical Thinker Contributor Communicator

RESPOND – Evaluate

EVALUATE – Standard of Achievement (9)

The student will appraise the artistic experience and its personal and global significance.

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Enduring Understanding Artworks and the art making process have extrinsic and intrinsic value. Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.			
Essential Questions What can be gained by applying a formal observation system to determine the value of an artwork? How does the selected evaluation system affect the perception of an artwork? What values are inherent to artworks and the artistic experience? How does the type of evaluation system used provide insight into the creative process?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Analyze and prioritize reasons for valuing artworks and approaches to art making.			Critical Thinker
1. Describe how personal beliefs influence responses to artworks.		4.4	Critical Thinker Contributor Communicator
2. Explain how criteria used to assess the value of art may vary from one culture to another.		4.6 (d)	Critical Thinker Contributor Communicator
3. Explain why artworks have historical value.			Critical Thinker Contributor Communicator
4. Explain what may cause an artwork to gain or lose value over time.			Critical Thinker Contributor Communicator
5. Speculate why artists use different approaches to make artworks.	Re7.1.4a		Critical Thinker Contributor Communicator
6. Describe criteria used to evaluate artwork of self and others.		4.3 (d)	Critical Thinker
B4. Determine and express the personal value of engaging in the creative process using 21st Century Skills.		4.5	Contributor
1. Communicate opinions to an artwork before and after working in similar media.			Communicator
2. Collaborate to form opinions about artworks.			Collaborator
3. Use critical thinking to analyze message components in contemporary media.			Critical Thinker
4. Use time efficiently to manage the creative process.			Contributor
5. Discriminate among perceptual experiences with digital media artworks.			Critical Thinker

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CONNECT – Relate

Relate – Standard of Achievement (10)

The student will consider and associate artistic endeavors in relation to personal experiences and external influences.

Enduring Understanding

The art experience enriches the human condition by fostering conceptual links across time and cultures.
The arts provide evidence of human existence and invite interaction.

Essential Questions

How does art promote conceptual links between personal experiences and external influences?
How do artworks reveal evidence of human interactions?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Analyze and compare relationships found among art, history, and culture.	Cn11.1.4a	4.6	Critical Thinker Contributor
1. Compare and contrast diverse cultures depicted in artworks.		4.6 (b)	Critical Thinker Contributor
2. Analyze and compare the diverse cultural contributions of artisans throughout history.	Cn11.1.4a	4.6 (a)	Critical Thinker Contributor
3. Analyze and compare personal approaches to art making with historical and cultural exemplars.			Critical Thinker Contributor
B4. Analyze and compare connections among artistic ideas, knowledge, and personal experiences.			Critical Thinker Contributor
1. Analyze and compare ideas in artworks to determine personal relevancy.		4.4	Critical Thinker Contributor
2. Apply interdisciplinary knowledge to connect with an artistic experience.			Critical Thinker Contributor
3. Identify a variety of artists, their careers and their work.		4.9	Critical Thinker Contributor
4. Explain how art is an integral part of one's life and community.		4.7	Critical Thinker Contributor
5. Explore how artmaking skills can be used in the development of solutions to real-world problems.		4.11	Critical Thinker Contributor

CONNECT – Reconcile

Reconcile – Standard of Achievement (11)

The student will explore and integrate experiential and academic domains of knowledge as part of the artistic experience.

Enduring Understanding

Connectivity is an essential characteristic of the artistic experience.
Reconciling connections in the creative process enriches and validates the human experience.

Essential Questions

How are connections between art and culture developed?
How do artists reconcile connections among art, culture, and personal experience validate artistic endeavors?

	National Visual Arts Standards	SOL's	LCPS 5C's
A4. Integrate personal experiences, cultural influences, and cross-curricular learning to re-frame the creative process.	Cn10.1.4a		Critical Thinker
1. Question ways that contemporary culture, personal experiences and cross-curricular learning intersect as part of the creative process.			Critical Thinker Communicator
2. Discuss and discriminate between authentic and prescribed cross-curricular connections to re-frame the creative process.			Critical Thinker Communicator
B4. Review and adapt prior learning to extend the creative process.			Critical Thinker Contributor
1. Review, select and adapt prior learning to modify the creative process.			Critical Thinker Contributor
2. Incorporate cross-curricular learning into artistic endeavors.			Critical Thinker Contributor
C4. Analyze the benefits of and use collaboration to solve artistic endeavors.		4.5	Critical Thinker Contributor
1. Provide and receive constructive feedback and work flexibly with others to assume responsibilities in artistic endeavors.		4.5 (a)	Critical Thinker Collaborator
2. Debate ideas and compromise with others in artistic endeavors.			Critical Thinker Collaborator Communicator
3. Analyze the benefits of diverse ideas in developing and innovating artistic endeavors.			Critical Thinker