

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
VISUAL ARTS**

STANDARD 1: PERCEPTUAL AND SENSORY AWARENESS

Learners will enhance artistic perception and visual and tactile awareness.

-FOURTH GRADE-

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>															
<p>1.1 Understand the elements of art</p> <p>Learners will:</p> <p>1.1.1 create and analyze art incorporating both geometric and organic (free-form) shapes; (Essential)</p> <p>1.1.2 create and analyze art incorporating a variety of lines (e.g., horizontal, vertical, diagonal, thick, thin, open, closed, curved, straight, looped, spiral, zigzag); (Essential)</p> <p>1.1.3 create and analyze art incorporating a variety of textures (e.g., rough, smooth, hard, soft, bumpy, scaly, furry); (Essential)</p> <p>1.1.4 create and analyze art incorporating a variety of patterns (e.g., radial, symmetrical, asymmetrical, alternating); (Essential)</p> <p>1.1.5 create art that uses color to convey moods and feelings; (Essential)</p> <p>1.1.6 explore the use of value (e.g., light, dark, tints, shades); (Extended)</p> <p>1.1.7 discuss ways in which each of the art elements of art can be used to express moods and feelings. (Expected)</p>	<p>1.1.1 - 1.1.6 Have student complete a checklist to evaluate an original piece of art. The checklist should include all art elements with examples of each element and a separate space for the student's written response to the piece of art.</p> <p>Example:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>Shapes</u></th> <th style="text-align: center;"><u>Lines</u></th> <th style="text-align: center;"><u>Textures</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">_geometric</td> <td style="text-align: center;">_thick</td> <td style="text-align: center;">_rough</td> </tr> <tr> <td style="text-align: center;">_organic</td> <td style="text-align: center;">_thin</td> <td style="text-align: center;">_smooth</td> </tr> <tr> <td></td> <td style="text-align: center;">_straight</td> <td style="text-align: center;">_bumpy</td> </tr> <tr> <td></td> <td style="text-align: center;">_curved</td> <td style="text-align: center;">_soft</td> </tr> </tbody> </table> <p>I would like to tell you about my personal response to this piece of art:</p>	<u>Shapes</u>	<u>Lines</u>	<u>Textures</u>	_geometric	_thick	_rough	_organic	_thin	_smooth		_straight	_bumpy		_curved	_soft	<ul style="list-style-type: none"> • Provide geometric and organic shapes made from contrasting colored construction paper to create a collage of a person or animal. • After students make coil pots, provide a variety of tools to create a different design on each coil (e.g., One coil demonstrates lines, another demonstrates textures, another demonstrates patterns.). • Have students use watercolors to paint a still life (e.g., flowers, fruit). After students choose a background color that expresses a particular mood or feeling, have them use this color to paint from border to border, varying the value from light to dark.
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PERCEPTUAL AND SENSORY AWARENESS

Fourth Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.2 Use directional/spatial relationships in art</p> <p>Learners will:</p> <p>1.2.1 create art in at least two media (e.g., charcoal and collage) with an emphasis on foreground, middle ground, background; (Essential)</p> <p>1.2.2 create art using design directions (i.e., horizontal, vertical, diagonal, radial). (Essential)</p>	<p>1.2.1, 1.2.2 After student creates the mixed media art described in the Strategies section, check that he/she is able to describe subjects in the foreground, middle ground, and background and is able to use correct vocabulary when describing design directions.</p>	<ul style="list-style-type: none"> • Have students make crayon texture rubbings using a variety of different surfaces found in and around the classroom. Students then cut rubbings into shapes and create a collage (e.g. landscape, cityscape, seascape) that has a definite background, middle ground, foreground, adding details with horizontal, vertical, diagonal lines.
<p>1.3 Identify and use design principles in art</p> <p>Learners will:</p> <p>1.3.1 demonstrate application of repetition in all art elements (i.e., texture, line, color, form, and pattern) to create 2-D and 3-D art; (Essential)</p> <p>1.3.2 create and discuss 2-D and 3-D art with an emphasis on contrast; (Essential)</p>	<p>1.3.1-1.3.4 Display student renditions of masters' works described in the Strategies section. Observe that student can discuss, compare, and contrast principles of repetition, contrast, balance, and composition.</p>	<ul style="list-style-type: none"> • Show various masters' works which provide good examples of color, contrast, repetition, and composition. Have students paint a rendition of a particular work (e.g. , Rousseau's jungle, Matisse's cut art jazz series, Monet's gardens). • Provide styrofoam balls, dowels, fabric, and paint to create animal puppets. Have students make faces symmetrical, paint patterns with a repeated design, and use contrasting colors.

PERCEPTUAL AND SENSORY AWARENESS

Fourth Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.3 Identify and use design principles in art (cont.)</p> <p>1.3.3 create and discuss 2-D and 3-D art with an emphasis on balance; (Essential)</p> <p>1.3.4 create and discuss 2-D art with an emphasis on composition (i.e., placement of forms) and 3-D art with an emphasis on composition (i.e., symmetry); (Essential)</p> <p>1.3.5 explore concepts of abstract and realism in art; (Expected)</p> <p>1.3.6 identify and discuss examples of positive and negative space in art and in the environment; (Extended)</p> <p>1.3.7 identify and describe the ways in which design principles (i.e., repetition, contrast, balance, composition) occur in content areas other than art. (Expected)</p>	<p>1.3.3-1.3.4 Display student renditions of masters' works described in the Strategies section. Observe that student can discuss, compare, and contrast principles of repetition, contrast, balance, and composition.</p>	<ul style="list-style-type: none"> • As students are shown a collection of visuals that are examples of abstract and realistic art, they hold up a flashcard that says either "Abstract" or "Realism."

STANDARD 2: MEDIA SKILLS

Learners will explore a variety of visual arts media.

Fourth Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Demonstrate a variety of skills, techniques, and materials for various media</p> <p>Learners will:</p> <p>2.1.1 create both 2-D and 3-D art and discuss how the media used conveys different moods and interpretations; (Expected)</p> <p>2.1.2 create a piece of art that uses more than one medium (e.g., drawing and watercolor, crayon and ink resist, painting and collage); (Extended)</p> <p>2.1.3 demonstrate the effects of using a variety of different art materials to create the elements of art (i.e., texture, line, color, form, and pattern); (Extended)</p> <p>2.1.4 create art using computer technology. (Essential)</p>	<p>2.1.4 Observe that student is able to use computer art programs and produces a finished piece to display.</p>	<ul style="list-style-type: none">• Write different emotions on cards. After students have made tinfoil sculptures, have them choose a card and pose their sculpture to convey the mood described on the card.• Have students create an underwater scene using crayons to draw fish, corals, and sponges and then use watercolor to wash over drawings, representing the colors of the sea.• Provide opportunities for students to use computer art programs (e.g., Kid Pix, Adobe Art) to create and print out works of art.

STANDARD 3: ART REFLECTION AND INTERPRETATION

Learners will develop critical thinking skills, analytical skills, and artistic perceptions through observing, comparing and contrasting, and discussing a variety of art.

Fourth Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Develop appropriate methods of reflection and evaluation of art in different media</p> <p>Learners will:</p> <p>3.1.1 compare and contrast art of different media in terms of elements (i.e., texture, line, color, form, and pattern) and principles (i.e., repetition, contrast, balance, composition); (Expected)</p> <p>3.1.2 use correct art vocabulary to identify and discuss the attributes and shortcomings of various art media; (Extended)</p> <p>3.1.3 discuss reasons for selecting a particular medium to convey specific meanings or messages in a piece of art. (Extended)</p>		<ul style="list-style-type: none"> • Have students look at several paintings and sculptures. Discuss the technique the artist used to create various textures. • Compare and contrast examples of oil/acrylic paintings with watercolor paintings. Explore characteristics of both media in terms of drying time, layering, and blending.
<p>3.2 Analyze personal preferences in art</p> <p>Learners will:</p> <p>3.2.1 use correct art vocabulary to explain personal preferences for specific pieces of art in terms of art elements and emotional response. (Essential)</p>	<p>3.2.1 After student has studied and discussed art described in the Strategies section, have him/her write an essay on which time period or style is preferred. Check that student has used correct art element vocabulary.</p>	<ul style="list-style-type: none"> • Choose 4-6 pieces of art from a particular time period (e.g., Greek, Renaissance) or style (e.g., Impressionist, Expressionist) for students to study and discuss.

STANDARD 4: PERSONAL ART EXPRESSION

Learners will use visual arts as a means of self-expression.

Fourth Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Use art to express and interpret personal ideas, feelings, and experiences</p> <p>Learners will:</p> <p>4.1.1 use a piece of original art as the catalyst for both a creative and an informative writing piece; (Essential)</p> <p>4.1.2 create and discuss art that expresses specific emotions; (Expected)</p> <p>4.1.3 use correct art vocabulary to compare and contrast personal responses to specific pieces of art and music; (Expected)</p> <p>4.1.4 use correct art vocabulary to discuss art elements (i.e., texture, line, color, form, and pattern) and principles (i.e., repetition, contrast, balance, composition) which convey feelings in art; (Essential)</p> <p>4.1.5 use correct art vocabulary to articulate personal preferences. (Essential)</p>	<p>4.1.1 Check the research paper and poem described in the Strategies section to ensure that student related both writing pieces to the mask.</p> <p>4.1.4, 4.1.5 Check student’s letter to an artist described in the Strategies section. Ensure that art vocabulary about principles and elements is used correctly.</p>	<ul style="list-style-type: none"> • Have each student create an animal mask and write a research paper and poem about the animal, using art vocabulary to discuss their masks. • Show students the work of 10 Expressionist artists (e.g., Van Gogh, Matisse, Mondrian). After students choose their favorite piece, have them write a letter to the artist explaining why it is their favorite in terms of the art elements and principles.
<p>4.2 Contribute to community culture by exhibiting art</p> <p>Learners will:</p> <p>4.2.1 participate in classroom, school, and/or community opportunities for art display. (Expected)</p>		<p>Have students design and set up a display (e.g., bulletin board, library, trophy case) as the culmination of a cultural unit; have them include art elements and principles in the design of the display.</p>

STANDARD 5: INTERPERSONAL DEVELOPMENT

Learners will develop qualities, attitudes, and behavioral attributes through visual arts experiences that contribute to continuous personal growth.

Fourth Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
5.1 Apply teamwork skills Learners will: 5.1.1 assume responsibility for establishing ground rules for working together; (Expected) 5.1.2 encourage continuous improvement in individual efforts towards group productivity. (Expected)		<ul style="list-style-type: none">• Have students, working in small groups, produce a mural related to a current class unit (e.g., NM history, plant, or animal life), dividing responsibilities and collaborating on the end result.
5.2 Demonstrate a sense of accomplishment through completion of art Learners will: 5.2.1 meet and exceed specified requirements for an art lesson. (Essential)	5.2.1 Check that student incorporates and can identify at least two of the options on the menu described in the Strategies section to embellish a piece of art.	<ul style="list-style-type: none">• Provide a menu of options (e.g., use of texture, lines in a repeating pattern, geometric shapes) for students to use in embellishing a clay project (e.g., mask, vase, pot).
5.3 Research vocational and avocational possibilities in art Learners will: 5.3.1 analyze a variety of art-related careers in terms of historical and/or cultural origin, local community presence, and current educational requirements. (Expected)		<ul style="list-style-type: none">• Have students write reports tracing the evolution of book making from earliest times to current technologies. Reports should include the various roles in book production (e.g., scribes, bookbinders, illuminators, graphic designers, desktop publishers).

STANDARD 6: HISTORICAL AND CULTURAL UNDERSTANDING

Learners will explore historical, cultural, and social contexts to understand the role of visual arts in their lives and in past and present civilizations.

Fourth Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>6.1 Participate in arts-related activities within a historical, cultural or social context</p> <p>Learners will:</p> <p>6.1.1 discuss the historical influences and positive attributes of artifacts from a variety of cultures; (Essential)</p> <p>6.1.2 create art that reflects New Mexico cultural and historical influences; (Essential)</p> <p>6.1.3 compare and contrast the functions of art and artifacts from a variety of cultures; (Expected)</p> <p>6.1.4 research and discuss instances in which history and culture have affected public art. (Expected)</p>	<p>6.1.1 Based on the discussion described in the Strategies section, have student generate a list of similarities and differences between objects in terms of historical origin, past uses, and current uses.</p> <p>6.1.2 After New Mexican art described in the Strategies section has been completed, set up a display for other classes to view. Have each student present his/her project. Check that cultural and historical influences are part of the presentation.</p>	<ul style="list-style-type: none"> • Examine clay objects from different cultures (e.g., Native American pottery, Japanese teapot, Mexican tiles) and discuss their historical backgrounds. • Have students create 2-D and 3-D art (e.g., landscapes, weaving, tinwork) reflecting New Mexico cultural and historical influences .