

VISUAL ARTS

Grade 4

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students know the differences between materials, techniques, and processes.

Learning Targets (Type):

- 1) I can draw shapes and lines to make other objects. (S,P)
- 2) I can identify and create any geometric shape. (S,P)
- 3) I can name the primary and secondary colors. (S,P)
- 4) I can describe and make texture in my artwork. (S,P)
- 5) I can recognize and create foreground, middle ground, and background in art. (S,P)
- 6) I can draw a portrait that shows my understanding of facial proportion. (S,P)
- 7) I can recognize primary colors and mix secondary colors. (S,P)
- 8) I can paint purposeful shapes as well as thin and thick lines with a paintbrush. (S,P)
- 9) I can cut out complicated shapes with scissors and layer shapes to create a collage. (S,P)
- 10) I know the correct amount of glue to use to secure paper together. (S,P)
- 11) I can carve a foam plate or create a relief plate to make a print. (S,P)
- 12) I can make a print by rolling ink on a plate and pressing it onto paper. (S,P)
- 13) I can use make a clay form using the pinch-pot or slab technique. (S,P)
- 14) I can roll a coil out of clay. (S,P)
- 15) I know how to slip and score to join two pieces of clay together. (S,P)
- 16) I can define the three dimensions: length, width, and depth. (S,P)
- 17) I know that sculpture can be made with clay, paper, wood, metal, or papier mâché. (S,P)
- 18) I understand how the size of one shape relates to another (basic proportion). (S,P)

Benchmark 2: Students describe how different materials, techniques, and processes cause different responses.

Learning Targets (Type):

- 1) I can tell the difference between many art materials. (R)
- 2) I can choose the best materials to express my thoughts and ideas. (R)

Benchmark 3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. (R)
- 2) I can choose the best art material to communicate my concept. (R)

Benchmark 4: Students use art materials and tools in a safe and responsible manner.

Learning Targets (Type):

- 1) I can perform art activities while keeping myself and classmates safe. (S)

- 2) I can follow teacher's instructions on the right way to use art materials. *(S)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students know the differences among visual characteristics and purposes of art in order to convey ideas.

Learning Targets (Type):

- 1) I can identify and create any geometric shape. *(K)*
- 2) I can name the primary and secondary colors. *(K)*
- 3) I can describe and make texture in my artwork. *(K)*
- 4) I can recognize and create foreground, middle ground, and background in art. *(K)*
- 5) I can look for meaning in an artwork based on what I see. *(K)*

Benchmark 2: Students describe how different expressive features and organizational principles cause different responses.

Learning Targets (Type):

- 1) I can identify and create patterns in a piece of artwork. *(K)*
- 2) I can describe where my eye goes first in a piece of art. *(K)*
- 3) I can explain contrast in a piece of art. *(K)*

Benchmark 3: Students use visual structures and functions of art to communicate ideas.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students explore and understand prospective content for works of art.

Learning Targets (Type):

- 1) I can choose my subject by viewing examples of artwork and watching teacher demonstrations. *(R)*
- 2) I can identify the subject in a piece of artwork. *(R)*
- 3) I can begin to determine meaning in a piece of art. *(R)*

Benchmark 2: Students select and use subject matter, symbols, and ideas to communicate meaning.

Learning Targets (Type):

- 1) I can come up with more than one way to make an art project. *(K,R)*
- 2) I can decide which idea is the best and why. *(K,R)*
- 3) I can solve art-making problems through trial and error. *(K,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know that the visual arts have both a history and specific relationships to various cultures, including Montana American Indian history and cultures.

Learning Targets (Type):

- 1) I am respectful of other people and their culture. *(K)*
- 2) I can think about where a piece of art came from. *(K)*

- 3) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(K)*

Benchmark 2: Students identify specific works of art as belonging to particular cultures, times, and places, including Montana American Indian art.

Learning Targets (Type):

- 1) I can recognize notable artists and their styles. *(K)*

Benchmark 3: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can think about where a piece of art came from. *(R)*
2) I can look for clues about the artist's background in viewing their artwork. *(R)*

Benchmark 4: Students recognize a variety of different responses to specific works of art.

Learning Targets (Type):

- 1) I can consider other students opinions on a piece of artwork and compare them to my own. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students understand there are various purposes for creating works of visual art.

Learning Targets (Type):

- 1) I can think about why an artist would have made their artwork the way they did. *(R,S)*

- 2) I know that artists make artwork for many different reasons. *(R,S)*

- 3) I can engage in a discussion and critique of various artworks. *(R,S)*

Benchmark 2: Students describe how people's experiences influence the development of specific artworks.

Learning Targets (Type):

- 1) I can look for clues about an artist's background by what their artwork looks like. *(R)*

- 2) I can start to think about where a piece of art came from. *(R)*

- 3) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(R)*

Benchmark 3: Students understand there are different responses to specific artworks.

Learning Targets (Type):

- 1) I can recognize strengths in my own artwork and in the artwork of others. *(R)*

- 2) I can express my opinion of an art piece and defend it with examples. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.

Learning Targets (Type):

- 1) I know that artists can make a career in any medium of art. *(K)*

- 2) I understand that artists can make art work in a variety of ways including music,

theatre, and through dance. *(K)*

Benchmark 2: Students identify connections between the visual arts and other disciplines in the curriculum.

Learning Targets *(Type)*:

1) I can use my reading, writing, math, social studies and science skills in my artwork.

(S)