

## Fourth Grade Art State Standards

- A. A student should be able to create art:
- B. A student should be familiar with Alaska Native artworks and other art in the nation and in the world.
- C. A student should be able to critique art
- D. A student should be able to recognize meaning through art
- A1. Use new/traditional **materials** (might include, but are not limited to: paint, wood, clay, paper, chalk, crayons, felt pens, pencils... wire, fabric, etc.), **tools**, (might include, but are not limited to: brushes, scissors, computers, etc...), **techniques and processes** (might include, but are not limited to: sculpture, clay construction, carving, finger-painting, print making, collage).
- A2. Demonstrate creativity towards innovative thinking and problem solving ( select own tools and materials to express themselves)
- A3. Collaborate with others to create works of art
- B1. Recognize role of tradition/rituals in art as well as the role of art in traditions and rituals.
- B2. Explore similarities/differences through the art of different cultures.
- B3. Learn to respect cultural perspectives
- C1. Introduced students to criteria for evaluating art; elements, principles craftsmanship, function, organization, originality, technique, or theme as appropriate to grade level
- C2. Examine works of art and offer constructive opinions

- D1. Listen to the constructive opinions about art from others
- D2. Make artistic choices in everyday living
- D3. Express own interpretation of art work (subject, content, composition)

### Key Elements

#### Color

explore: **complementaries** (*colors opposite one another on the color wheel*)

identify: placement of intermediates (*a mixture*

*of a primary color with one of its neighboring secondaries*), and complements on the color wheel

explore: mixing **intermediate** colors from primaries and secondaries

identify: **hues** (*the color's name*) on color wheel

use: complementary color schemes in art projects (*use of a color and its complement, and mixtures thereof in a work of art*)

#### Line

utilize: assortment of tools and media to create variety of line qualities (*rough, smooth, thick, thin, sketchy, broken, etc.*)

#### Shape

enrich shapes with shade and texture

explore variety of ways of establishing shapes (*silhouetting, texture, color, other shapes, out lines*)

#### Form

name: **positive** (*space filled with an object*) and **negative space** (*space filled with*

#### air)

create **organic forms** using a variety of media (*clay, wax, paper mache, etc.*)

create **geometric forms** using a variety of media (*paper, cardboard, clay, etc.*)

#### Texture

name: **invented** texture (*a texture derived from the artist's imagination; not intending to resemble an existing known texture*)

explore: creating invented textures with a variety of media.

Space

name: **atmospheric perspective** (*things that are lighter and duller appear to be further away from the viewer*)

explore: create illusion of depth using atmospheric perspective

Principle:

**Balance (principle)**- organizing the objects and elements in a composition so no one part overpowers (or seems heavier than) the other parts.

**Symmetrical**- one half is the mirror image of the other

**Radial**- the image expands from a center point, reflects itself numerous times

**Asymmetrical**- balance is created by through the use different objects, colors, and positions.