

FLINT RIVER ACADEMY

ART STANDARDS

FOURTH GRADE

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1. The student engages in the creative process to generate and visualize ideas.
 - a. Creates a series of thumbnail sketches to alter visual images (e.g., magnifying, reducing, repeating, or combining them in unusual ways) to change how they are perceived and interpreted.
 - b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet, print or non-print).
2. The student formulates personal responses to visual imagery.
 - a. Utilizes a sketchbook for planning and self-reflection.
 - b. Responds to big ideas, universal themes, and symbolic images to produce images with richer, more personal meaning.
 - c. Self-monitors by asking questions before, during, and after art production to reflect upon and guide the artistic process.
3. The student selects and uses subject matter, symbols, and/or ideas to communicate meaning.
 - a. Formulates unusual viewpoints for making and interpreting a visual image.
 - b. Develops visual images by combining or modifying open-ended themes/topics in unique and innovative ways.
 - c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how the placement may affect meaning and/or significance.
4. The student investigates and discovers the personal relationship of artist to the community, the culture, and world through making and studying art.
 - a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms.
 - b. Explores and articulates ideas and universal themes from diverse cultures of the past and present.
5. The student views and discusses selected artworks.
 - a. Identifies elements, principles, themes, and/ or time period in a work of art.
 - b. Discusses how social events inspire art from a given time period.
6. The student creates artworks based on personal experience and selected themes.
 - a. Visually interprets big ideas (community, identity, nature, justice, conflict) and broad themes (mother and child, love, war, loss, family) in open-ended ways that resonate with personal meaning.
 - b. Makes design decisions as the result of conscious, thoughtful planning and choices.
 - c. Communicates values, opinions, or personal insights through an original work of art.
 - d. Generates artworks to express individual ideas, thoughts, and feelings from memory and/or imagination.
 - e. Creates representational art works from direct observation (e.g., landscape, still life, and portrait.)
 - f. Produces artworks emphasizing one or more elements of art (e.g., color, line, shape, form, value, and texture).
 - g. Combines materials in new and inventive ways to make a finished work of art.
7. The student understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
 - a. Produces drawings with a variety of media (e.g., pencils, crayons, pastel, and charcoal).

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- b. Creates contour drawing.
 - c. Uses shading (changes in value) to create depth.
 - d. Captures movement in artworks, such as gesture drawings.
 - e. Creates paintings with a variety of media (e.g., acrylic, tempera, and watercolor).
 - f. Mixes and uses color schemes (analogous, monochromatic, complementary, and neutral).
 - g. Creates a series of numbered prints.
 - h. Creates art works using available technology (e.g., computers, cameras, and digital/video recorder).
8. The student understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
- a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.
 - b. Creates ceramic objects demonstrating the additive or subtractive method (e.g., pinch method, coil method, and relief) and techniques (e.g., score and slip, wedging, slab method, and surface texture).
 - c. Creates sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, and found objects).
 - d. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, batik, jewelry, and book arts).
9. The student plans and participates in appropriate exhibition(s) of artworks.
- a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art.
 - b. Chooses artwork to be displayed.
 - c. Attends art exhibits in the school and/or local community.
10. The student develops and maintains an individual portfolio of artworks.
- a. Distinguishes between complete and incomplete artworks.
 - b. Identifies strengths, interests, and areas for improvement as a creator, interpreter, and viewer of art.
11. The student uses a variety of approaches to understand and critique works of art.
- a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).
 - b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.
 - c. Distinguishes among representational, abstract, and non-objective art forms.
 - d. Analyzes and assesses an artist's intent by looking past the superficial and readily apparent meaning in an artwork and scrutinizing not only what is present, but also what is missing.
 - e. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.
 - f. Demonstrates how shape/form can have radial balance or symmetrical balance.
 - g. Writes about art for an audience and captures the feelings represented in words.
12. The student explains how selected elements and principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.
- a. Uses art terms with emphasis on the elements of art: line, shape, form, color, space, and texture.

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- b. Uses art terms with emphasis on the principles of design: balance, proportion, rhythm, emphasis, unity, and contrast.
 - c. Recognizes spatial concepts that show depth in art works (e.g., overlapping, placement, size, color, and detail) and uses them in a work of art.
 - d. Explains how artists use a variety of lines and color values within an artwork to achieve three-dimensional effects (dimensional line and shading techniques).
 - e. Discusses the following properties of color (e.g., hue, intensity, and value).
 - f. Identifies and discusses color schemes (e.g., neutral, complementary, analogous, monochromatic, triadic) and properties of color (intensity, value, and hue) and how they are used in a work of art.
 - g. Explains how contrast can be used in a work of art to create emphasis.
 - h. Explains the use of positive and negative space in composition.
 - i. Describes how repeated colors, lines, shapes, forms, or textures can show movement in an artwork.
 - j. Compares spatial concepts that show depth in artworks (e.g., color intensity and detail).
 - k. Explains how the relationship of size between objects affects the scale and proportion in a work of art.
 - l. Understands that texture and pattern are very closely related.
 - m. Uses adjectives to describe texture.
13. The student applies information from other disciplines to enhance the understanding and production of artworks.
- a. Makes interdisciplinary connections applying art skills, knowledge to improve understanding in other disciplines.
 - b. Researches, describes, and discusses various art-related careers (e.g., art historian, art critic, curator, web designer, game designer, and fine artist).
 - c. Describes and discusses design in daily life (e.g., clothing, houses, cars, and furniture).
14. The student develops life skills through the study and production of art.
- a. Manages goals and time.
 - b. Adapts to change.
 - c. Works in teams.
 - d. Guides and lead others.
 - e. Directs own learning.
 - f. Demonstrates persistence.