

**DRAFT 6-14-07**  
**Fine Arts Visual Standards and Benchmarks – 4<sup>th</sup> Grade**  
**Body of Knowledge**

**Goal 25:** Knows the language of the arts.

**Learning Standard A:** *Understand the sensory elements, organizational principles, and expressive qualities of the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Identify a variety of lines.	<ul style="list-style-type: none"> <li>Describe the use of line in a gesture or contour drawing.</li> </ul>		
Identify organizational principles of space in a work of art.	<ul style="list-style-type: none"> <li>Identify positive and negative space in a work of art or from an observation.</li> </ul>		
Distinguish between 2-D and 3-D works of art.	<ul style="list-style-type: none"> <li>Describe the differences between shapes and forms.</li> </ul>		
Explain the importance of the light source in creating light and shadow.	<ul style="list-style-type: none"> <li>Identify value by using tints and shades.</li> </ul>		
Identify color families/schemes.	<ul style="list-style-type: none"> <li>Construct a color wheel in a given media (cut or torn paper, paint, oil pastels).</li> <li>Recognize that values can be applied to color (monochromatic color schemes).</li> </ul>		
Recognize rhythm created through repetition.	<ul style="list-style-type: none"> <li>Recognize the use of pattern and repetition to create rhythm and movement.</li> </ul>		
Recognize the relationship of parts to the whole in a work of art.	<ul style="list-style-type: none"> <li>Analyze unity in a work of art.</li> </ul>		
Recognize different principles of balance.	<ul style="list-style-type: none"> <li>Demonstrate the use of radial balance in a 2-D a work of art.</li> </ul>		
Identify symbols from everyday life in a work of art.	<ul style="list-style-type: none"> <li>Recognize various symbols in a work of art.</li> </ul>		
Recognize works of art can convey emotions.	<ul style="list-style-type: none"> <li>Compare mood in several portraits.</li> </ul>		

**Learning Standard B:** *Understand the similarities, distinctions, and connections in and among the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Use appropriate vocabulary when describing a work of art.	<ul style="list-style-type: none"> <li>Use the vocabulary of the elements and principles when describing a work of art.</li> </ul>		
Plan and create a work of art that expresses a specific idea, mood or emotion using elements, principles and tools.	<ul style="list-style-type: none"> <li>Understand how elements, principles and tools can be used to express a specific idea, mood or emotion.</li> </ul>		

**Fourth Grade**

**Goal 26:** Through creating and performing, understands how works of art are produced.

**Learning Standard A:** Understand processes, traditional tools, and modern technologies used in the arts..

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Identifies tools and processes to create 2-D and 3-D works of art.	<ul style="list-style-type: none"> <li>Select media and tools appropriate to the process: pencil/drawing, brush/painting, modeling tools/clay</li> <li>Use appropriate tools when creating a work of art: brushes, scissors and modeling tools.</li> <li>Select a specific art material to communicate a given idea (pen/fine line, pastel/broad line).</li> <li>Demonstrate processes in a variety of visual works of art.</li> </ul>		
Demonstrate the safe use of materials and tools.	<ul style="list-style-type: none"> <li>Use art materials in a safe and respectful manner.</li> <li>Demonstrate how to care for tools and media.</li> </ul>		
Identify different art making processes.	<ul style="list-style-type: none"> <li>Recognize the differences among painting, drawing, sculpture, weaving and printmaking.</li> </ul>		

**Learning Standard B:** Apply skills and knowledge necessary to create and perform in one or of more of the arts.

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Create 2-D and 3-D works of art.	<ul style="list-style-type: none"> <li>Visually express a verbal or written idea.</li> <li>Use a sketchbook to record ideas and designs.</li> <li>Create a work of art using a monochromatic color scheme.</li> <li>Draw a still life from direct observation.</li> <li>Create the illusion of depth in a 2-D work of art (overlap, size change, placement, color change, lines, &amp; detail).</li> <li>Construct a work of art from a sketch.</li> </ul>		
Exhibit appropriate craftsmanship.	<ul style="list-style-type: none"> <li>Demonstrate craftsmanship when using tools and materials to create a work of art.</li> </ul>		
Demonstrate the use of originality/imagination when creating an art work.	<ul style="list-style-type: none"> <li>Create a work of art displaying originality and imagination.</li> </ul>		

**Fourth Grade**

**Goal 27:** Understands the role of the arts in civilizations, past, and present.

**Learning Standard A:** Analyze how the arts function in history, society and everyday life.

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
React to performances/works of art in a respectful, constructive, and supportive manner.	<ul style="list-style-type: none"> <li>Share comments in a positive manner about a performance or museum experience.</li> </ul>		
Investigate different venues for the arts.	<ul style="list-style-type: none"> <li>Discuss a variety of places where the arts are produced, performed, or displayed.</li> </ul>		
Describe the ways technology has an effect on visual arts.	<ul style="list-style-type: none"> <li>Identify how the arts are used in commercial applications.</li> </ul>		
Describe occupations that are related to visual arts.	<ul style="list-style-type: none"> <li>Describe the roles of artists in society.</li> <li>Describe an occupation related to the visual arts (landscape architect, political cartoonist, fashion designer)</li> </ul>		
Explain ways the arts play a part in everyday life.	<ul style="list-style-type: none"> <li>Define ways dance, drama, music and visual art play a roll on everyday life (architecture, landscapes design, political cartoons, fashion design, background music, television).</li> </ul>		

**Learning Standard B:** Understand how the arts shape and reflect history, society and everyday life.

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Describe how the arts are a reflection of civilizations, past and present.	<ul style="list-style-type: none"> <li>Investigate the ways various people (past and present) incorporate the arts into society (celebrations, festivals, seasons).</li> </ul>		
Categorize works of art according to subject matter.	<ul style="list-style-type: none"> <li>Categorize appropriate works of art into landscape, cityscape, and seascape.</li> </ul>		
Recognize and identify the functions of a work of art.	<ul style="list-style-type: none"> <li>Identify expressive works of art.</li> <li>Identify a landscape, cityscape, and seascape</li> <li>Identify architecture</li> </ul>		
Name significant artists contributions in the arts.	<ul style="list-style-type: none"> <li>Identify significant contributions made by artists in the visual arts.</li> </ul>		

**Fourth Grade**