

2021-2022-Fourth Grade-Visual Art-Semester 1

Exploration

Big Ideas/Key Concepts:

Students explore, discover, and make creative choices.

Enduring Understandings:

Artists experiment with concepts, media, and art-making approaches using developmentally appropriate creativity and craftsmanship. Artists balance experimentation with safety, freedom, and responsibility while developing and creating artwork.

Essential Questions:

How do artists solve art or design problems? How do artists decide where and how their art is on display? How do artists work with each other and their environments?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">CREATE</p> <p>4.VA.Cr1.A Brainstorm original approaches to an art or design problem.</p> <p>4.VA.Cr1.B Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers.</p> <p>4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.</p> <p>4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>4.VA.Cr2.C Document, describe, and represent community spaces and environments.</p>	<p style="text-align: center;">CREATE</p> <p>I can brainstorm new ideas.</p> <p>I can work with others to create a work of art together.</p> <p>I can create artwork that is meaningful to me and the other artists in my group.</p> <p>I can explore art-making techniques while learning how to do those techniques correctly and neatly.</p> <p>I can learn how to use my materials, tool, and equipment the correct way.</p>

Standards	Student Friendly "I Can" Statements
<p>4.VA.Cr3.A Revise artwork in progress on the basis of insights gained through peer critique.</p> <p style="text-align: center;">PRESENT</p> <p>4.VA.P1.A Analyze how traditional and emerging technologies have impacted the preservation and presentation of artwork.</p> <p>4.VA.P2.A Analyze strategies for exhibiting and preserving a variety of art forms in both traditional and emerging presentation spaces.</p> <p>4.VA.P3.A Compare and contrast purposes of a variety of presentation spaces and the types of experiences they provide.</p> <p style="text-align: center;">RESPOND</p> <p>4.VA.R1.A Determine the main idea of an image, and explain how it is supported by key details.</p> <p>4.VA.R1.B Compare responses to a work of art before and after experimenting with similar processes.</p> <p>4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.</p> <p>4.VA.R3.A Apply one set of criteria to evaluate more than one work of art.</p> <p style="text-align: center;">CONNECT</p>	<p>I can keep myself safe and my area neat by taking care of my art materials and tools.</p> <p>I can name examples of community spaces.</p> <p>I can describe what makes a location or place a community space.</p> <p>I can create art about a community space.</p> <p>I can make changes to my artwork after hearing feedback from my class.</p> <p style="text-align: center;">PRESENT</p> <p>I can explain how artists and museums use technology to keep their artwork organized and protected.</p> <p>I can question how and why museums and galleries display their artwork.</p> <p>I can make connections between unique art forms and how they are displayed permanently or temporarily.</p> <p>I can compare and contrast how art is presented in museums, galleries, or other unique settings.</p> <p>I can describe how the way art is presented would make me feel.</p> <p style="text-align: center;">RESPOND</p> <p>I can name the main idea of a work of art.</p> <p>I can use descriptions of an artwork to explain the main idea.</p>

Standards	Student Friendly "I Can" Statements
<p>4.VA.Cn1.A Create art that communicates the cultural traditions of one's community.</p> <p>4.VA.Cn2.A Through observation, infer information about time, place, and culture in which a work of art was created.</p>	<p>I can talk about an artwork before and after working with its art material or process.</p> <p>I can think about what art means by looking at where and when art was created.</p> <p>I can think about what art means by thinking about the idea or theme of the art work.</p> <p>I can think about what art means by looking at what the artist used to make their art work.</p> <p>I can use art vocabulary to talk about art.</p> <p style="text-align: center;">CONNECT</p> <p>I can create art that tells more about a culture or community.</p> <p>I can learn about a time, place, or culture by examining artwork.</p>

2021-2022-Fourth Grade-Visual Art-Semester 2

Exploration

Big Ideas/Key Concepts:

Students make creative choices to communicate ideas and establish connections.

Enduring Understandings:

Artists experiment with forms, structures, material, concepts, media, and art-making approaches.

Essential Question:

How do artists work? How do artists learn from trial and error?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">CREATE</p> <p>4.VA.Cr1.A Brainstorm original approaches to an art or design problem.</p> <p>4.VA.Cr1.B Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers.</p> <p>4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.</p> <p>4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>4.VA.Cr2.C Document, describe, and represent community spaces and environments.</p> <p>4.VA.Cr3.A Revise artwork in progress on the basis of insights gained through peer critique.</p>	<p style="text-align: center;">CREATE</p> <p>I can brainstorm multiple solutions to a visual art problem.</p> <p>I can work with others to set goals.</p> <p>I can create artwork that has a purpose to me.</p> <p>I can invent art-making techniques using developmentally appropriate craftsmanship.</p> <p>I can invent art-making approaches using developmentally appropriate craftsmanship.</p> <p>I can use materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>I can create a representation of a community space or environment.</p>

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">PRESENT</p> <p>4.VA.P1.A Analyze how traditional and emerging technologies have impacted the preservation and presentation of artwork.</p> <p>4.VA.P2.A Analyze strategies for exhibiting and preserving a variety of art forms in both traditional and emerging presentation spaces.</p> <p style="text-align: center;">RESPOND</p> <p>4.VA.R1.A Determine the main idea of an image, and explain how it is supported by key details.</p> <p>4.VA.R1.B Compare responses to a work of art before and after experimenting with similar processes.</p> <p>4.VA.R3.A Apply one set of criteria to evaluate more than one work of art.</p> <p style="text-align: center;">CONNECT</p> <p>4.VA.Cn2.A Through observation, infer information about time, place, and culture in which a work of art was created.</p>	<p>I can use ideas and thoughts from my class to help me make my artwork even better.</p> <p style="text-align: center;">PRESENT</p> <p>I can explain how artists and museums use technology to keep their artwork organized and protected.</p> <p>I can make connections between unique art forms and how they are displayed permanently or temporarily.</p> <p style="text-align: center;">RESPOND</p> <p>I can make connections between an artwork and how it was created.</p> <p>I can use art vocabulary to help me talk about a work of art.</p> <p>I can evaluate multiple pieces of artwork using specific criteria.</p> <p>I can explore why there are different sets of criteria to evaluate or interpret art.</p> <p style="text-align: center;">CONNECT</p> <p>I can figure out when, where, and why art was created by looking at the style of the art.</p> <p>I can figure out when, where, and why a work of art was created by looking at what the materials were used.</p> <p>I can figure out when, where, and why a work of art was created by thinking about its purpose or meaning.</p>