

3rd-5th Grade

Visual Arts Curriculum Objectives

CREATE: <i>Imagine and develop artistic ideas and work.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Brainstorm and elaborate on imaginative ideas to generate innovative concepts. (3, 4, 5) ● Investigate personal ideas and/or cultural background through the art-making process. (3) ● Create artwork using a variety of materials and approaches. (3, 4, 5) <ul style="list-style-type: none"> ○ Ex: pencil, colored pencils, pens, crayons, markers, oil pastel, tempera, tempera-cakes, watercolor, stamps, sponges, paper, glue, clay, yarn, and found objects ● Develop skills in multiple art-making forms through practice. (3, 4, 5) <ul style="list-style-type: none"> ○ Ex: drawing, painting, printmaking, mixed media, and sculpture ● Create collaborative artwork that has meaning and purpose. (4) ● Demonstrate care and safe use of materials, tools and equipment. (3, 4, 5) ● Enhance and revise artwork by adding details and considering peer discussion and self-reflection. (3, 4, 5) ● Use art vocabulary to create an artist statement to describe personal choices. (5) 	<p>Cr1a-3, 4, 5 Cr1b-3, 4, 5 Cr2a-3, 4, 5 Cr2b-3, 4, 5 Cr2c-3, 4, 5 Cr3a-3, 4, 5</p>
PRESENT: <i>Interpret and share artistic work.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Participate in the discussion and planning of exhibiting art. (3) ● Analyze how technology has impacted the presentation of artwork. (4) ● Consider the presentation and protection of art in the past and present. (5) ● Identify how different cultures record and illustrate stories and preserve history through art. (3) ● Discuss purposes of exhibiting art in different venues. (4) ● Cite evidence about how an exhibition provides information about a specific concept or topic. (5) 	<p>P4a-3, 4, 5 P5a-3, 4, 5 P6a-3, 4, 5</p>
RESPOND: <i>Understand and evaluate how the arts convey meaning.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Use art-specific vocabulary to discuss and respond to a work of art. (3, 4) <ul style="list-style-type: none"> ○ Elements of Art: line, color, value, space, form, texture, and space ○ Principles of Art: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity ● Use art-specific vocabulary to compare personal art to art from similar media and/or art from different cultures. (5) ● Discuss and analyze imagery that convey messages and analyze cultural associations suggested by visual imagery. (3, 4, 5) <ul style="list-style-type: none"> ○ Ex: skulls and skeletons used in Day of the Dead festivals, guardian totems in Haida culture, broken chain as symbol of freedom, etc. ● Interpret art by referring to contextual information and analyzing relevant and non-relevant information to determine mood, message, and/or meaning of that artwork. (3, 4, 5) ● Distinguish their preference for an artwork based on evaluation which is based on some given criteria. (3, 4, 5) 	<p>R7a-3, 4, 5 R7b-3, 4, 5 R8a-3, 4, 5 R9a-3, 4, 5</p>

<ul style="list-style-type: none"> ○ Ex: realism, usefulness, expressiveness, formal excellence, craftsmanship etc. 	
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CONNECT: <i>Relate artistic ideas and work personal meaning and external context.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Develop a work of art that reflects observations of environmental surroundings, community or cultural traditions. (3, 4) ● Create a work of art that reflects their environment from a new perspective. (5) ● Recognize that responses to art change over time. (3, 4) ● Infer information about time, place, culture through observation of art. (3, 4) ● Identify how art is used to inform or change beliefs, values, or behaviors. (5) 	<p>Co10a-3, 4, 5 Co11a-3, 4, 5</p>

4th Grade Visual Arts Standards: Create

Alaska Arts Standards-Create

Students will be able to imagine and develop artistic ideas and work.

Anchor Standard #1: Generate and conceptualize artistic ideas and work.			
Enduring Understandings: Creative and innovative thinking are essential life skills to be developed.			
Essential Questions:			
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creative, innovative, and inventive thinking? • What encourages people to take creative risks? • How does collaboration expand the creative process? • How does knowing the context histories, and traditions of art forms help us create works of art and design? 			
Grade Level Standards:			
<p>1a-4: Independently brainstorm multiple approaches to a creative art or design problem.</p> <p>1b-4: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (individual or shared group).</p>			
Anchor Standard #2: Organize and develop artistic ideas and work.			
Enduring Understandings: Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes while balancing experimentation, freedom and responsibility in developing and creating artworks.			
Essential Questions:			
<ul style="list-style-type: none"> • How do artists/designers work and reflect on the direction of their work? • How do artists/designers learn from trial and error? • What responsibilities come with the freedom to create? • How do objects, artifacts, places, and design shape lives and communities? 			
Grade Level Standards:			
<p>2a-4: Develop technical skills and explore art-making approaches (such as using elements and principles of design, applying artistic norms of diverse cultures, etc.).</p> <p>2b-4: Utilize and care for materials, tools, and equipment in a safe manner. Practice safe and responsible digital posting/sharing with awareness of image ownership.</p> <p>2c-4: Describe, and visually represent regional constructed environments.</p>			
Anchor Standard #3: Refine and complete artistic work.			
Enduring Understandings: Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work.			
Essential Questions:			
<ul style="list-style-type: none"> • What role does perseverance play in revising, refining, and developing work? • Considering art forms and careers, how do artists/designers grow and become accomplished? • How do artists/designers create works of art or design that communicate effectively? 			
Grade Level Standard:			
3b-4: Revise artwork in progress on the basis of insights gained through peer discussion and self-reflection.			
Crosswalk Standards			
<u>Reading Standards for Literature</u>	<u>Reading Standards for Informational Text</u>	<u>Science</u>	<u>Writing</u>
RL.4.6	RI.4.6, RI.4.7	3-5 ETS.1-2	W.4.1, W.4.2

4th Grade Visual Arts Standards: Present

Alaska Arts Standards-Present

Students will be able to interpret and share artistic work.

Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production.
Enduring Understanding: Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.
Essential Questions: <ul style="list-style-type: none">• Why do people value objects, artifacts and fine artworks, and select them for presentation?• What criteria, methods and processes are used to select work for preservation or presentation?• How are artworks cared for, and by whom?
Grade Level Standard: 4a-4: Analyze how past, present, and emerging technologies have impacted the presentation of artwork (such as photographic /digital reproductions, posters, postcards, printouts, photocopies, etc.).
Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production.
Enduring Understanding: Artists/designers, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.
Essential Questions: <ul style="list-style-type: none">• What does the role of revision play in creating artwork?• What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Grade Level Standard: 5a-4: Analyze the various considerations for presenting and protecting art (such as the work of indigenous people in archeological sites or museums, indoor or outdoor public art in various settings, other art in temporary or permanent forms both in physical or digital formats, etc.).
Anchor Standard 6: Perform, present, and/or produce artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Questions: <ul style="list-style-type: none">• What is the purpose of exhibiting art?• How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences?
Grade Level Standard: 6a-4: Compare and discuss purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, or other venues (such as school lobbies, bulletin boards, local businesses, etc.).
Crosswalk Standards
<u>Speaking and Listening</u>
SL.4.3, SL.4.5

4th Grade Visual Arts Standards: Respond

Alaska Art Standards–Respond

Students will understand and evaluate how the arts convey meaning.

Anchor Standard 7: Recognize and analyze artistic work, including those from diverse cultural tradition.		
Enduring Understanding: Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural world and constructed environments. Art/design and images influence understanding of and responses to the world.		
Essential Questions:		
<ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • How does learning about art impact how we interpret the world? • What can we learn from our responses to art? 		
Grade Level Standards:		
<p>7a-4: Use art-specific vocabulary to compare personal responses to a work of art before and after working in similar media.</p> <p>7b-4: Analyze components (e.g., elements and principles in design, visual traditions of various indigenous peoples, etc.) in imagery that convey messages.</p>		
Anchor Standard 8: Interpret intent and meaning in artistic work		
Enduring Understanding: People gain insights into meaning of artworks and by engaging in the process of art criticism/critical inquiry.		
Essential Questions:		
<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer “read” a work of art as text? • How does learning and using art vocabulary help us understand and interpret works of art? 		
Grade Level Standard:		
8a-4: Interpret art by referring to contextual information and by analyzing relevant subject matter, use of media, elements and principles, and/or artistic norms of culture within which the artwork is made.		
Anchor Standard 9: Apply criteria to evaluate artistic work		
Enduring Understanding: People evaluate art based on varied criteria.		
Essential Questions:		
<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? How and why might criteria vary? • How can people appreciate and respect a work of art aside from personal preference? • How does collaboratively reflection on artwork help us experience it more completely? 		
Grade Level Standard:		
9a-4: Evaluate an artwork based on given criteria (such as realism, usefulness, expressiveness, formal excellence, craftsmanship, etc.).		
Crosswalk Standards		
<u>Speaking and Listening</u>	<u>Alaska Cultural Standards</u>	<u>Science</u>
SL.4.1, SL.4.3	4-C-1, 4-C-2	3-5 ETS.1-1

4th Grade Visual Art Standards: Connect

Alaska State Standards–Connect

Students will relate artistic ideas and work with personal meaning and external contexts.

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.				
Enduring Understanding: Participation in the arts encourages people to connect experiences to construct meaning.				
Essential Questions:				
<ul style="list-style-type: none"> How does participating in and with art enrich people’s lives and raise awareness of community and environment? 				
Grade Level Standard:				
10a-4: Create a work of art that reflects community or cultural traditions. 1-5: Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.				
Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
Enduring Understanding: People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.				
Essential Questions:				
<ul style="list-style-type: none"> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art influence, enhance, and preserve aspects of life? 				
Grade Level Standard:				
11a-4: Through observation, infer information about time, place, culture in which a work of art was created (examine genre scenes, cultural references, portraits from different eras, etc.). 1-5: Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.				
Crosswalk Standards				
<u>Reading for Informational Text</u>	<u>Reading Standards for Literature</u>	<u>Alaska Cultural Standards</u>	<u>Science</u>	<u>Writing</u>
RI.4.3	L.4.7, RL.4.9	4-H-1, 4-H-2	4 ESS1-1	W.4.2