Visual Arts
4th Grade

CREATING:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

- I can come up with more than one way to make an art product.
- I can decide which idea is the best and why.
- I can solve art-making problems through trial and error.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- **Essential Question(s):** How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

- I can create art that shares a message
- I can consider other students opinions on a piece of artwork and compare them to my own.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

- I can draw a portrait that shows my understanding of facial proportion.
- I can paint purposeful shapes as well as thin and thick lines with a paintbrush.
- I can cut out complicated shapes with scissors and layer shapes to create a collage.
- I can make a clay form using the pinch-pot or slab technique.
- I know how to slip and score to join two pieces of clay together.

- I understand how the size of one shape relates to another (basic proportion).

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

- I can perform art activities while keeping myself and classmates safe.
- I can follow teacher's instructions on the right way to use art materials.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning or designing objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.4a Document, describe, and represent regional constructed environments

- I can create a work of art based on my surroundings
- I can describe artwork found in my community.

Anchor Standard 3: Refine and complete artistic work

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

- I can make changes based on the advice of others.
- I can use PQP to evaluate my own work and the work of my peers.
- I can explain choices in my own artwork.

PRESENTING:
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

- **Essential Question:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Pr4.1.4a Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

- I can choose a work of art for a collaborative presentation.
- I can select and explain my artwork through an artist statement.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital forms.

- I can mat and sign artwork for presentation.
- I can identify locations for presenting my art to protect it.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** Objects, artifacts and artworks collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- **Essential Question:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

- I can explain why art is presented in a certain location.
- I can explain the difference between a museum and a gallery.

RESPONDING:

Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re.7.1.4a Compare responses to a work of art before and after working in similar media.

- I can recognize strengths in my own artwork and in the artwork of others.
- I can express my opinion of an art piece and defend it with examples.

VA:Re.7.2.4a Analyze components in visual imagery that convey messages.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
    - I can describe how different expressive features in a work of art cause different responses.
    - I can use visual structures and functions of art to communicate my ideas.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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 knowing and using visual art vocabularies help us understand and interpret works of art?

VA.Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

- I can explain how history, culture, and the visual arts can influence each other in making and studying works of art, including Montana American Indian art.
- I can identify the subject in a piece of artwork.
- I can begin to determine meaning in a piece of art.
- I can recognize notable artists and their styles.
- I can differentiate historical and contemporary artwork

Anchor Standard 9: Apply criteria to evaluate artistic work

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** How does one determine criteria to evaluate a work of art? How and why ight criteria vary? How is a personal preference different from an evaluation?

VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.

- I can engage in a discussion and critique of various artworks.

- I can use PQP to discuss my art and the art of my peers.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.4a Create works of art that reflect community cultural traditions.

- I can recognize my environment and create artwork based on it.
- I can begin to understand what the artist may have been thinking when creating his/her artwork.
- I can think about why an artist would have made their artwork the way they did.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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 preserve aspects of life?

VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.

- I am respectful of other people and their culture.
- I can think about where a piece of art came from.
- I know that artists make artwork for many different reasons.
- I can look for clues about an artist's background by what their artwork looks like