



# FOURTH GRADE Learning Objectives for **Visual Art**



## **ARTISTIC PERCEPTION**

### **The learner will**

- perceive and describe contrast and emphasis in works of art and in the environment.
- describe how negative shapes/ forms and positive shapes/ forms are used in a chosen work of art.
- identify pairs of complementary colors and discuss how artists use them to communicate an idea or mood.
- describe the concept of proportion (in face, figure) as used in works of art.
- describe and analyze the elements of art (color, shape/ form, line, texture, space, value) emphasizing form, as they are used in works of art and found in the environment.

## **CREATIVE EXPRESSION**

### **The learner will**

- use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form, e.g., a circle to a sphere.
- use the conventions of a facial and figure proportions in a figure study.
- use additive and subtractive processes in making simple sculptural forms.
- use fibers or other materials to create a simple weaving.
- use accurate proportions to create an expressive portrait or a figure drawing or painting.
- use the interaction between positive and negative space expressively in a work of art.
- use contrast (light and dark) expressively in an original work of art.
- use complimentary colors in an original composition to show contrast and emphasis.

## **HISTORICAL AND CULTURAL CONTEXT**

### **The learner will**

- describe how art plays a role in reflecting life, e.g., in photography, quilts and architecture.
- identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to the country's history and art heritage.
- research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in the country both past and present.

## **AESTHETIC VALUING**

### **The learner will**

- describe how using the language of the visual arts helps to clarify personal responses to works of art.
- identify and describe how a person's own cultural context influences individual responses to works of art.
- discuss how the subject and selection of media relate to the meaning or purpose of a work of art.
- identify and describe how various cultures define and value art differently.
- describe how the individual experiences of an artist may influence the development of specific works of art.

## **CONNECTIONS, RELATIONSHIPS AND APPLICATIONS**

### **The learner will**

- identify through research twentieth-century artists who have incorporated symmetry as part of their work and then create a work of art, using bilateral or radial symmetry.
- construct diagrams, maps, graphs, timelines and illustrations to communicate ideas or tell a story about a historical event.
- read biographies and stories about artists and summarize the readings in short report, telling how the artists mirrored or affected their time period or culture.