

VISUAL ARTS
Hobbs Municipal Schools
4th Grade

Date	New Mexico State Standards	Core Knowledge Connection
	<p>I. Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theater/drama, and visual arts.</p> <p>A. K- 4 BENCHMARK 1A: <i>Participate in the process of making and looking at works of art to understand the <u>elements of art</u>: <u>line</u>, <u>shape</u>, <u>form</u>, <u>color</u>, and <u>texture</u>.</i></p> <ol style="list-style-type: none"> 1. Identify the elements of art. 2. Apply the elements of art in assigned visual arts problems. <p>B. K- 4 BENCHMARK 1B: <i>Explore art <u>materials</u>, <u>tools</u> and <u>techniques</u>.</i></p> <ol style="list-style-type: none"> 1. Apply a variety of materials, tools and techniques for producing art. <p>C. K-4 Benchmark 1C: <i>Use art materials and tools safely and responsibly.</i></p> <ol style="list-style-type: none"> 1. Demonstrate proper use of art materials. 2. Discuss potential hazards of art materials and tools. 	<p>Review and apply art concepts such as line, shape, form, space, texture, color, light, design, symmetry, etc.</p> <p>Experience art—draw, cut, paste, paint, and mold with clay to imitate styles and artists</p>
	<p>II. Content Standard 2: Use dance, music, theater/drama, and visual arts to express ideas.</p> <p>A. K- 4 Benchmark 2A: <i>Create artwork that expresses ideas, feelings, and experiences about self, family, community and the world.</i></p> <ol style="list-style-type: none"> 1. Use personal experience as inspiration for expression in visual art. 2. Use knowledge of local and global communities as inspiration for expression in visual art. 	<p>Become familiar with Native American art of New Mexico</p> <p>Become familiar with artwork depicting events associated with colonial America</p> <p>Study art of the Middle Ages in Europe and the art of Africa and China</p>
	<p>III. Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among <i>arts disciplines</i> as well as all other content areas.</p> <p>A. K- 4 Benchmark 3A: <i>Explore characteristics of the visual arts and other arts disciplines.</i></p> <ol style="list-style-type: none"> 1. Examine emotional responses to specific works of visual art and works in other arts disciplines. (i.e. how different lines can relate to music or dance.) 2. Discover and compare concepts used across art disciplines such as pattern, texture, repetition, contrast, balance, symmetry and pattern. <p>B. K- 4 Benchmark 3B: <i>Explore connections between the visual arts and other content areas.</i></p> <ol style="list-style-type: none"> 1. Apply art concepts such as texture, <i>repetition</i>, <i>contrast</i>, <i>balance</i>, <i>symmetry</i> and <i>pattern</i> to other content areas. 2. Discover connections between visual art and other content areas. 	<p>Discuss the connection between art and math with the following terms: repetition, balance, symmetry, pattern</p> <p>Discover the connection between art, music (Gregorian chants), and history of the Middle Ages</p> <p>Discover the connection between American history, art, and music (songs of the US Armed Forces)</p> <p>Find examples of American artwork on U.S. money</p>

	<p>IV. Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</p> <p>A. K- 4 Benchmark 4A: <i>Understand that works of art come from diverse sources of inspiration including personal and cultural experiences.</i></p> <ol style="list-style-type: none"> 1. Solve artistic challenges using preliminary sketches, divergent production, and various sources of <i>inspiration</i>. 2. Examine works of art with a focus on their sources of inspiration. <p>B. K- 4 Benchmark 4B: <i>Practice methods of reflection and self-evaluation of one's own artwork.</i></p> <ol style="list-style-type: none"> 1. Demonstrate <i>reflection</i> about the process of creating a work of art. 2. Examine the success of personal/artistic intent in the creation of a work of art. 	<p>Explore the history of Gilbert Stuart's portrait of George Washington</p> <p>Discuss the inspiration for <i>Washington Crossing the Delaware</i> by Emanuel Leutze</p>
	<p>V. Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>A. K- 4 Benchmark 5A: <i>Develop necessary skills for identifying the design elements, narrative components and <u>symbolism</u> in a work of art.</i></p> <ol style="list-style-type: none"> 1. Use narrative and/or <i>symbolic elements</i> in a piece of art. 2. Examine relationships between elements found in a work of art. <p>B. K-4 Benchmark 5B: <i>Develop and practice skills necessary for communicating responses to a work of art.</i></p> <ol style="list-style-type: none"> 1. Use visual art information to discuss the meaning of a piece of art. 2. Show communication about works of art using activities such as class discussions, <i>portfolio</i> collection and display. 	<p>Research the architecture and symbolism associated with Thomas Jefferson's Monticello</p> <p>Examine the watercolor of Monticello by Jane Pitford Braddick</p> <p>Look on a nickel for another image of Monticello</p> <p>Discuss the significance of Gargoyles in the Notre Dame Cathedral</p>
	<p>VI. Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</p> <p>A. K-4 Benchmark 6A: <i>Explore the visual arts of diverse peoples, times, places and cultures.</i></p> <ol style="list-style-type: none"> 1. Experiment with creating art that reflects cultural and historical influences. 2. Classify art from various cultures and historical eras. 	<p>Create samples of Native American artwork</p> <p>Compare and classify artwork of early Africa and China</p>

	<p>VII. Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>A. K-4 Benchmark 7A: <i>Explore the role of specific inventions and their influence on art.</i></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the impact of invention on a variety of arts related careers. 2. Use various <i>technologies</i> to create works of art. 	<p>Understand the process of making books in the Middle Ages—books were not printed but copied by hand</p> <p>Investigate the process the Chinese used to make porcelain. Discuss the use of cobalt to create the brilliant blue color</p> <p>Discuss the architecture and building techniques used to create Gothic cathedrals of the Middle Ages</p> <p>Create replicas of stained-glass windows</p> <p>Discuss the use of Media Cast as an example of technology and visual art instruction</p>
	<p>VIII. Content Standard 8: Contribute to communities by sharing expertise in the visual arts and by participating in the activities of cultural institutions.</p> <p>A. K-4 Benchmark 8A: <i>View art in various community settings.</i></p> <ol style="list-style-type: none"> 1. Examine art in different contexts including museum, gallery, public settings, etc. 2. Discover at least two examples of local public art. <p>B. K-4 Benchmark 8B: <i>Develop an awareness of how artists have contributed to the community, and/or contribute artistically to the community.</i></p> <ol style="list-style-type: none"> 1. Examine various arts careers. 2. Demonstrate contributions in school or community sponsored opportunities for art display. 	<p>View school's student art gallery</p> <p>Visit the Western Heritage Museum</p> <p>Each student will exhibit at least one art piece in the annual art fair</p>

Art Resources:

Core Knowledge Sequence, pp. 97-98

Core Knowledge Art Prints

HMS K-6 Art Resource Guide

HMS 4th Grade Art Resource Guide

What Your 4th Grader Needs to Know, pp. 151-166

“It’s a Spiral Thing” art workshop through Media Cast (school network)

Posters—Elements of Art and Principles of Design

Art supplies and materials