

LINCOLN PUBLIC SCHOOLS
Art Learning Expectations: Grades 4-5

Standard 1
Media, Materials,
Techniques

Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.

Big Ideas

- ❑ Specific artistic expressions are created through the skilled use of artistic methods and materials.

Key Outcomes

- ❑ Drawing: Students will demonstrate an understanding of **observational and narrative drawings** by creating both kinds of drawings and explaining the essential qualities of each.
- ❑ Painting: Students will demonstrate an understanding of the **effect various painting methods** by using and explaining at least two different techniques in a painting.
- ❑ Collage: Students will demonstrate an understanding of **collage** by creating and explaining an illustration (2-dimensional piece) using pieces of paper and/or objects that are glued or stuck to a background.
- ❑ Three-Dimensional Design: Students will demonstrate an understanding of **how to translate a 2-dimensional design into a piece of 3-dimensional artwork** by building a 3-d piece based on a sketch or drawn plan.
- ❑ Printmaking, Photography and Computer Arts: Students will demonstrate an understanding of **the functions of the printmaking plate** by controlling the plate to create patterns and textures on a surface.
- ❑ Fiber Arts: Students will demonstrate an understanding of **textile pattern and designs** by creating a woven or sewn piece and explaining their pattern or design.

Instructional Notes:

- ❑ Drawing materials may include crayons, markers, colored pencils, oil pastels and chalk, depending upon the grade level.
- ❑ Painting materials may include, but are not limited to, watercolors, tempera and acrylic paints, depending upon the grade level.
- ❑ Three Dimensional Design materials may include, but not be limited to, paper, wood, wire and clay depending upon the grade level.
- ❑ Printmaking, photography and computer arts materials in these areas may include, but are not limited to brayers, inks, pinhole cameras, digital cameras, and Kid Pix, Tux paint, and Adobe Photoshop software.
- ❑ Fiber Arts includes knotting, weaving and sewing techniques.

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Standard 1
Elements and
Principles of
Design

Students will demonstrate knowledge of the elements and principles of design.

Big Ideas

- ❑ Element of design: Artists make purposeful choices to use the elements and principles of design to organize the meaning, message and function in their art.
- ❑ Principles of design: Artists make purposeful choices to use the elements and principles of design to organize the meaning, message and function in art.

Key Outcomes

- ❑ Elements of design: Students will demonstrate an understanding of **color and shape** by investigating color families (such as complimentary and analogous colors) to evoke emotions in their art, and combining shapes to draw representational objects from observation.
- ❑ Principles of design: Students will demonstrate an understanding of **balance** by creating a collage or sculpture using either symmetry or asymmetry and explaining their choices.

Instructional Notes

- ❑ Element of design are color, line, shape, texture, space, form and value.
- ❑ Principles of design are part of composition or how to organization and design a space. They are balance, rhythm, repetition, variety, emphasis, unity, harmony, scale and proportion.

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Standard 3
Observation,
Abstraction,
Invention, and
Expression

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Big Ideas

- ❑ Artists, scientists and writers make detailed, specific observations.
- ❑ Imagination is the fuel that drives the engine of new discoveries.

Key Outcomes

- ❑ Students will utilize observation skills by creating a proportional drawing.
- ❑ Students will demonstrate an understanding of **abstraction** by creating a piece of art whose subject is shape, color, line, texture, pattern, scale, balance, contrast, composition (the elements of art and the principles of design), rather than the subject being a person, place or thing.

Essential Knowledge and Skills

Students will know

- ❑ ...how to sketch nature, objects, places, using mirrors and images from books and other sources, using their observational skills.
- ❑ ...how to substitute symbols for objects, relationships or ideas.

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Standard 4
Drafting,
Revising, and
Exhibiting

Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Big Ideas

- George C. Lichtenberg “I cannot say whether things will get better if we change; what I can say is they must change if they are to get better”.
- The artistic process develops quality and knowledge

Key Outcomes

- Students will demonstrate an understanding of the **drafting and revision process** by making revisions for a work of art following a group assessment technique using the phrases “What I notice” and “What I wonder,” for the refinement of their final piece of work.

Instructional Notes

- An “art line” where work is hung gives students an opportunity to observe and assess by giving a “positive” comment of something they see regarding color, line, shape, or other art concepts of the lesson.

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Standard 5
Critical Response

Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Big Ideas

- A common artistic vocabulary allows meaningful discussions.
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Key Outcomes

- Students will demonstrate an understanding of **critical response** by demonstrating the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary.

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Standard 6:
Purposes and
Meanings in the
Arts

Students will describe the purposes for which works of visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Big Ideas

- Form follows function.
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Key Outcomes

- Students will demonstrate an understanding of **basic bookmaking** by being able to organize content and bind pages with a cover and explain the choices made in the process.

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Standard 7
Roles of Artists in
Communities

Students will describe the roles of artists, patrons, cultural organizations, and arts institution in societies of the past and present.

Big Ideas

- ❑ Artists have always been an integral and necessary part of society, contributing in practical and purposeful ways as well as aesthetic and emotional ways.

Key Outcomes

- ❑ Students will demonstrate an understanding of **the role of a weaver, both past and present** by being able to identify various styles of textiles from around the world and their functions.

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Standard 8

Concepts of Style,
Stylistic
Influence, and
Stylistic Change

Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Big Ideas

- Different historical periods, geographical locations and technologies of the day influence the style of art of the time.

Key Outcomes

- Students will demonstrate an understanding of **how geography and local resources influence artists' styles** by being able to create at least 2 distinct examples of art based on two geographically different areas of the world and discussing how their art reflects the local resources.

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Standard 9
Inventions,
Technologies and
the Arts

Students will describe and analyze how visual artists use and have used materials, inventions, and technologies in their works.

Big Ideas

- ❑ Imagination plus innovation equals creation.
- ❑ Genius is “1% inspiration and 99% perspiration!” (Thomas Alva Edison).

Key Outcomes

- ❑ Students will demonstrate an understanding of **specific computer software effects in artistic production** by being able to manipulate at least 3 effects in a unified piece of computer generated art.

Instructional Notes

- ❑ Technologies of past and present may include scissors, paper punches, compasses, overhead projectors, magnifying glasses, computers, printers, kilns, looms, digital cameras.

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Standard 10
Interdisciplinary
Connections

Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Big Ideas

- ❑ Art is an integral part of all subjects.
- ❑ Art was the first common language.

Key Outcomes

- ❑ Students will demonstrate an understanding that **many cultures write and depict their languages in different ways** by being able to recreate the pictures and symbols and explain their meanings.

Instructional Notes

- ❑ Cultural languages may include Japanese and Chinese calligraphy, Egyptian Hieroglyphics and/or Native American pictographs.