

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Visual Arts
Grades 4-5

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4–5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history. Students describe the interrelationships of the elements of various arts disciplines.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Discuss the historical and cultural contexts of the visual arts.	<ul style="list-style-type: none"> ● 4-5.VA.1.1.1 Compare and contrast specific works of art from different time periods or cultures. (902.01.b1) ● 4-5.VA.1.1.2 Identify specific works as belonging to a particular era in art history. (902.01.b4) ● 4-5.VA.1.1.3 Explain how a specific work of art reflects events in history and/or culture. (902.01.b2) ● 4-5.VA.1.1.4 Compare and contrast works of art that represent different cultures that existed during the same period of history. (902.01.b3) 	<ul style="list-style-type: none"> ● Field trips to art shows. ● Students will be able to identify works of art belonging to various time periods, as well as racial and ethnic influences. ● Students will be able to identify works of art belonging to various time periods, as well as racial and ethnic influences. ● Students will be able to distinguish visual and functional characteristics of artwork from a variety of historical, racial and ethnic backgrounds. ● Students will be able to demonstrate how works of art provide a view of the world that may be different than their own. 	<ul style="list-style-type: none"> ● Posters ● Discover Art textbook ● Slides ● Videos ● Texts ● Websites ● Various publications ● Presenters (local artists) ● Gallery tours ● Field trips to local presentations 	
Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.	<ul style="list-style-type: none"> ● 4-5.VA.1.2.1 Classify the ways in which ideas and subject matter of arts disciplines are related. (902.02.b1) ● 4-5.VA.1.2.2 Describe how elements of various arts depict ideas and emotions. (902.02.b2) 	<ul style="list-style-type: none"> ● Students will discuss importance of their creation in a meaningful way and how it relates to art. ● Students will identify the use and combination of art materials to enhance the communication of 		

		<p>their ideas.</p> <ul style="list-style-type: none"> • Students will explore ideas through use of different subject matters, symbols, art forms, media, designs, and compositions. 		
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Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 4-5 use appropriate arts vocabulary to discuss works of art. Students respond to the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students construct meaning based on elements found in a work of art. Students identify personal preference for works of art.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Conduct analyses in the visual arts.	<ul style="list-style-type: none"> • 4-5.VA.2.1.1 Identify and respond to differences between art materials, techniques, and processes. (904.01.b1) • 4-5.VA.2.1.2 Construct meaning based on elements found in a work of art. • 4-5.VA.2.1.3 Use appropriate arts vocabulary to discuss a variety of art works. (904.01.b2) • 4-5.VA.2.1.4 Discuss how symbols, subject, and themes create meaning in art. (870.02.b2) • 4-5.VA.2.1.5 Identify elements (line, shape, form, value, texture, color, space) in artworks and environments. 	<ul style="list-style-type: none"> • Students will differentiate visual characteristics and social implications of art works from various historical time periods, across racial and ethnic backgrounds. • Students will explore ideas through use of different subject matters, symbols, art forms, media, designs, and compositions. • Students will employ basic elements of art and principle of design. 	<ul style="list-style-type: none"> • Posters • Discover Art textbook • Slides • Videos • Texts • Websites • Various publications • Presenters (local artists) • Gallery tours • Field trips to local presentations 	<ul style="list-style-type: none"> • Communicate • Communication • Express • Respect • Line • Shape • Form • Value • Texture • Color • Space
Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.	<ul style="list-style-type: none"> • 4-5.VA.2.2.1 Observe and describe the presence of the visual arts in today's society. • 4-5.VA.2.2.2 Discuss how an artwork's properties (e.g., elements, media, techniques) can elicit different responses. • 4-5.VA.2.2.3 Identify personal preference as one of many criteria used to determine excellence in 	<ul style="list-style-type: none"> • Students will be able to discuss and offer reasons why the visual arts are important in one's life. • Students will be able to consider their intentions in creating their work. • Students will be able to identify sensory qualities most effective in eliciting viewer 		

	works of art. <ul style="list-style-type: none"> • 4-5.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events. • 4-5.VA.2.2.5 Show respect for personal work and works of others. (906.03.b4) • 4-5.VA.2.2.6 Write an artist’s statement (what the picture depicts and why and how the work was created). 	response to an art piece. <ul style="list-style-type: none"> • Students will be able to present/discuss contradictory views about the nature and value of art. • Students will discuss art across a given time period. • Students will discuss the effectiveness of art and principles of design in their work. 		
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Standard 3: Performance

Communicate through the visual arts articulately and expressively. Students in grades 4-5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist’s statements.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Demonstrate skills essential to the visual arts.	<ul style="list-style-type: none"> • 4-5.VA.3.1.1 Acquire skills necessary for using arts techniques, media, and processes. (906.01.b1) • 4-5.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment. • 4-5.VA.3.1.3 Apply the elements of color, shape, line, value, form, texture and space in artwork. • 4-5.VA.3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life. 			
Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.	<ul style="list-style-type: none"> • 4-5.VA.3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas. (906.01.b1) • 4-5.VA.3.2.2 Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning. 			

	<p>(906.02.b1)</p> <ul style="list-style-type: none"> ● 4-5.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator. 			
<p>Goal 3.3: Communicate through the visual arts with creative expression.</p>	<ul style="list-style-type: none"> ● 4-5.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts. ● 4-5.VA.3.3.2 Create a work of art based on personal experience, and/or emotional response. (906.03.b2) ● 4-5.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art. 			