

**4th Grade**

<b>Creating</b> <b>Anchor Standard #1- Generate and conceptualize artistic ideas and work</b> <b>Anchor Standard #2- Organize and Develop artistic ideas and work</b> <b>Anchor Standard #3- Refine and complete artistic work</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.CR.1.4a	Independently brainstorm multiple approaches to solve a creative art or design problem.	Students will choose from five design problems of the teachers choice (ex.- "how can the <i>Mona Lisa</i> be enhanced?", "if you were Jackson Pollock, what would you do different?", etc.) Students will create 3 examples that depict a work of art with their solution to the posed problem.
VA.CR.1.4	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals).	Teacher will create multiple main themes (ex- animals, games, fashion, movies, etc.), students will group together based off of personal interest. Students will work together to create a work of art that depicts their theme. Students must use their prior knowledge of composition to create a cohesive idea (ex.- arrangement of objects, elements and principles of design, and representation).
VA.CR.2.4a	Develop technical skills and explore art-making approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.).	Students will create art using mixed media and explore the ways that different materials create different effects. Students will learn proportion, color (hue, tint, shade, intensity, etc.), balance (symmetry/asymmetry), spacial relationships, etc. Students will study art from diverse cultures including Oceania (Micronesia, Polynesia, Australia, New Zealand, etc.)-(traditions, rock engraving, rock paintings, etc.). Students will use this knowledge to create personal work of interest to the individual.
VA.CR.2.4b	When making works of art, utilize and care for materials, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of image ownership.	Student will locate, use, and put away materials correctly. Demonstrate respect for work spaces and cleaning of a variety of different materials. Students will practice correct digital citizenship, while learning the rules of copyright law.
VA.CR.2.4c	Describe, and visually represent regional constructed environments (such as school, playground, park, street, or store).	Students will compare and contrast natural and constructed environments. Visually represent a chosen aspect of the constructed world in 2D or 3D.
VA.CR.3.4	Revise artwork in progress on the basis of insights gained through peer discussion.	Students will learn the steps of peer review. Students will use peer review in order to gain insight on what is needed to enhance a work in progress. Analyze an artist's point of view based on contextual information.
<b>Performing/ Presenting/ Producing</b> <b>Anchor Standard #4- Analyze, interpret , and select artistic work for presentation.</b> <b>Anchor Standard #5- Develop and refine artistic work for presentation.</b> <b>Anchor Standard #6- Convey meaning through the presentation of artistic work.</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.PR.4.4a	Analyze how past, present, and emerging technologies have impacted the presentation of artwork (such as photographic/digital reproductions, posters, postcards, printouts, photocopies, etc.).	Students can analyze how technology has impacted the presentation of artwork over time. Student will be able to discuss a timeline of the evolution of art reproductions.
VA.PR.5.4a	Analyze the various considerations for presenting and protecting art (such as the work of indigenous peoples in archeological sites or museums, indoor or outdoor public art in various settings, other art in temporary or permanent forms both in physical or digital formats, etc.).	Students can discuss the various methods for presenting and protecting art. Students will be able to identify what should be considered when preserving artwork. Student can also create an art selection priority map/checklist for their decision making process.
VA.PR.6.4a	Compare purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, or other venues (such as school lobbies, bulletin boards, local businesses, etc.).	Students can compare and contrast the purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, public art spaces or business. Students will be able to identify and discuss the pros and cons to each venu and justify which venue would beneficial to a modern artist vs. a historical artist.
<b>Responding</b> <b>Anchor Standard #7- Perceive and analyze artistic work.</b> <b>Anchor Standard #8- Interpret intent and meaning in artistic work.</b> <b>Anchor Standard #9- Apply criteria to evaluate artistic work.</b>		

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VA.RE.7.4	Use art-specific vocabulary to compare responses to a work of art before and after working in similar media.	Students will explain the process in which they believe an artist used to create their work of art. Students will proceed by making a similar work of art in the same medium. Students will discuss/write a second explanation of the process (of the same artist), and compare and contrast their original thought process to their revised.
VA.RE.7.4b	Analyze components (such as elements and principles in modern art, visual traditions of various indigenous peoples, etc.) in imagery that convey messages.	Students will analyze and interpret works of art based on visual properties and context. Analyze an artist's point of view based on contextual information in order to read into the messages conveyed by the artist.
VA.RE.8.4	Interpret art by referring to contextual information and by analyzing relevant subject matter, use of media, and elements and principles or artistic norms of the culture within which the artwork is made.	Students will analyze and interpret works of art based on visual properties and context. Analyze an artist's point of view based on contextual information, with focus on the artists culture. Recognize and evaluate basic elements of design (color, line, form, texture, rhythm, etc.) Acquire a working vocabulary associated with the analysis and interpretation of works. Respond to works of art and analyze those responses in terms of cultural and visual meaning.
VA.RE.9.4	Evaluate an artwork based on given criteria (such as realism, usefulness, expressiveness, formal excellence, craftsmanship, etc.).	Students will categorize works of art by subject matter/given criteria.

### Connecting

**Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.**

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

<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.CN.11.4a	Through observation, infer information about time, place, and culture in which a work of art was created (by examining genre scenes, cityscapes, portraits from different eras, etc.).	Through observation students can infer information about time, place, and culture in which a work of art was created. Students can use a T chart or venn diagram to compare their initial assumptions and found facts of an artwork. Then students can compare and contrast the two and see how their deductive reasoning skills have grown.