

What is it we expect students to learn? Identifying Essential Standards

Grade Level: 4

Subject: Art

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1. Standard/Description	2. Example/Rigor	3. Prior Skills Needed	4. Common Assessment	5. When Taught?	6. Enrichment Standards
Produce two and three – dimensional works of art with a variety of traditional processes, materials, subject matter and techniques	materials – creating papier-mache animals; subject matter-creating portraits, landscapes, still lifes, interiors, or seascapes	Knowledge of art elements and principles of design	Final Product	1 st Quarter	
Use traditional and digital media in the production of graphic design to communicate ideas and feelings.	Designing posters, book covers, or logos on the themes of recycling, drug awareness, or endangered species	Prior knowledge of basic art tools; understanding of the elements of art terms; knowledge of basic computer skills	Final Product	1 st Quarter	
Apply the elements of art and principles of design including rhythm movement and emphasis in the creation of works of art	producing collages or paintings similar to those of Diego Rivera's that were inspired by everyday life experiences in Mexico	Introduction to art history	Final Product	2 nd Quarter	
Critiquing works of art orally or in writing, using the elements of art and principles of design	reflecting on the creative process and success of personal works of art	Knowledge of the art elements, principles of art and art terms	Oral or Written Critique	All year	
Describe how the elements of art and principles of design are used in a specific work of art	movement as depicted in the use of line and painting techniques in Wassily Kandinsky's abstract works	Understanding the elements of art and principles of design concepts	Oral or Written Critique	3 rd Quarter	
Compare different interpretations of the same subject or theme in art.	Landscapes by Impressionist vs Hudson River School artists	Prior knowledge or research on specific artists and time periods	Oral Critique	3 rd Quarter	

Describe functions of art within the total environment, including functional sculptures, urban improvement, and transportation	functional sculptures – fountains, benches, playground equipment; urban improvement – murals on walls; transportation - bridges	Knowledge of functional art	Class discussion	4 th Quarter	
Identify works of art from various artists that were inspired by the environments in which they were created.	Alabama artists inspired by their heritage and environment, including Howard Finster's painting <i>Coke Bottle</i> , jimmy Lee Sudduth's painting <i>Cotton Pickers</i>	Prior knowledge and or research of various artists	Oral critique	4 th Quarter	

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessment(s) will be used to measure student mastery?
5. When will this standard be taught?
6. Enrichment: What supplementary standards/skills enrichment the essential standard?