

**Visual Arts: Grade 4**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark A:</b> Identify and describe the visual features and characteristics in works of art.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Compare and contrast how art elements and principles are used in selected artworks to express ideas and communicate meaning.			

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<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark: B:</b> Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Explain the function and purpose (e.g., utilitarian, decorative, social and personal) of selected art objects .			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Describe how artists use symbols and imagery to convey meaning in culturally representative works.			

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<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark C:</b> Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Explain how an art critic uses criteria to judge artworks.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Refer to criteria when discussing and judging the quality of works of art.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark A:</b> Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify and describe common themes, subject matter and ideas expressed across arts disciplines			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Describe how selected visual art elements or principles are used in one or two other arts disciplines (e.g., color, unity, variety and contrast).			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark B:</b> Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Relate concepts common to the arts and disciplines outside the arts (e.g., composition, balance, form and movement).			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark C: Create and solve an interdisciplinary problem using visual art processes, materials and tools.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Demonstrate technical skill by creating an art product that uses common materials and tools from different subject areas (e.g., ruler, compass, graph paper and computer).			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark D:</b> Describe how visual art is used in their communities and the world around them and provide examples.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Read biographies and stories about key artists from Ohio and describe how their work reflects and contributes to Ohio history.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Recognize and identify a range of careers in visual art (e.g., fashion designer, architect, graphic artist and museum curator).			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark A:</b> Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify and select art materials, tools and processes to achieve specific purposes in their artworks.			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark B:</b> Use the elements and principles of art as a means to express ideas, emotions and experiences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Discuss their artworks in terms of line, shape, color, texture and composition.			

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<b>Content Standard: Creative Expression and Communication</b>			
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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Initiate and use strategies to solve visual problems (e.g., construct three dimensional art objects that have structural integrity and a sense of completeness).			

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**Content Standard: Creative Expression and Communication**  
**Benchmark C:** Develop and select a range of subject matter and ideas to communicate meaning in two and three-dimensional works of art.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Create a narrative image (e.g., objects well-connected and in a sequence) that expresses an event from personal experience.			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark D: Recognize and use ongoing assessment to revise and improve the quality of original artworks.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Give and receive constructive feedback to produce artworks that meet learning goals.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark A:</b> Recognize and describe visual art forms and artworks from various times and places.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify and describe artwork from various cultural/ethnic groups (e.g., Paleo Indians, European immigrants, Appalachian, Amish, African or Asian groups) that settled in Ohio over time.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark B:</b> Identify art forms, visual ideas and images and describe how they are influenced by time and culture.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Compare and contrast art forms from different cultures and their own cultures.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark C: Identify and describe the different purposes people have for creating works of art.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Compare the decorative and functional qualities of artwork from cultural/ethnic groups within their communities.			

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**Content Standard: Historical, Cultural and Social Contexts**  
**Benchmark D:** Place selected visual art exemplars (e.g., artists, art objects or works of art) chronologically in the history of Ohio, the United States or North America and describe how they contribute to and reflect the time period.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Select an Ohio artist and explain how the artist's work relates to Ohio history.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Construct a simple timeline that places selected artists and their works next to historical events in the same time period.			

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<b>Content Standard: Valuing the Arts/Aesthetic Reflection</b>			
<b>Benchmark A: Apply basic reasoning skills to understand why works of art are made and valued.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Explain how works of art can reflect the beliefs, attitudes and traditions of the artist.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Reflect on and develop their own beliefs about art (e.g., how art should look, what it should express or how it should be made).			

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<b>Content Standard: Valuing the Arts/Aesthetic Reflection</b>			
<b>Benchmark B:</b> Form their own opinions and views about works of art and discuss them with others.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Support their viewpoints about selected works of art with examples from the works.			

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<b>Content Standard: Valuing the Arts/Aesthetic Reflection</b>			
<b>Benchmark C: Distinguish and describe the aesthetic qualities in works of art.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Describe the successful use of one expressive element in an artwork, using sensory details and descriptive language.			