

PARENT GUIDE FOR FINE ARTS CURRICULUM: VISUAL ARTS

GRADE FOUR

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Four.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
OH: Fine Arts - Visual Arts: Enduring Understandings	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
OH: Fine Arts - Visual Arts: Progress Points	
	Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.
	Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
	Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
	Express personal responses to artistic works giving reasons for their interpretations and preferences.
	Provide and use feedback to improve and refine their artworks.
OH: Fine Arts - Visual Arts: Perceiving/Knowing (PE)	
	Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.
	Notice and describe different visual effects resulting from artmaking techniques.
	Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.
	Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history.
	Link ideas in and design of works of art to the emotions and moods expressed in them.
	Identify and name the sources for artmaking ideas (e.g., self, environment and other people).

OH: Fine Arts - Visual Arts: Producing/Performing (PR)	
	Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.
	Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.
	Generate ideas and employ a variety of strategies to solve visual problems.
	Demonstrate motivation, independence and persistence during studio practices to complete artworks.
	Combine the elements and principles of art and design to create visually effective compositions in original works of art.
	Demonstrate technical skill through the integration of common processes and topics from other subject areas.
OH: Fine Arts - Visual Arts: Responding/Reflecting (RE)	
	Identify qualities that contribute to the design and meaning of their artworks and the works of others.
	Develop and share their ideas, beliefs and values about art.
	Recognize and describe the relationship of artworks to their social and cultural contexts.
	Generate criteria for discussing and assessing works of art.
	Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.
	Give and use constructive feedback to produce artworks that achieve learning goals.
OH: CCSS: Literacy in History/Social Studies: Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	Follow agreed-upon rules for discussions and carry out assigned roles.
	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Notes: _____
