

Elements of Visual Arts: Grade 4	
COLOR	<p>Produce and use—in various artworks and using a variety of media—the following:</p> <ul style="list-style-type: none"> primary colors (yellow, red, blue) secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange) warm colors (yellow, orange, red) and cool colors (blue, green, violet) intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green) tints and shades (to show color value) complementary color pairs language of color
LINE	<p>Portray the following features and functions of line:</p> <ul style="list-style-type: none"> direction expression/emotion movement shape textures patterns imaginative drawing observations drawing form detail contours design space value (light, medium, and dark) gesture <p>Use a variety of types and qualities of line to create and observational, gestural, and/or imaginative drawing.</p>
SHAPE	<p>Produce shapes in a variety of styles, artworks, and media to demonstrate the following:</p> <ul style="list-style-type: none"> geometric shapes organic shapes free-form shapes positive and negative shapes
TEXTURE	<p>Produce a variety of textures in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate and portray visual/implied texture and actual texture.</p> <p>Differentiate between visual/implied and actual texture.</p>
VALUE	<p>Produce a range of four values in various environments and works of art in a variety of media; including:</p> <ul style="list-style-type: none"> a black-to-white scale with three intermediate values of gray a one-color value scale, including a range of two intermediate color values two- and three- dimensional artworks that incorporate three levels of value a value scale in which repeating lines and shapes are used to generate three levels of value
SPACE	<p>Use the element of space and spatial devices in various environments, in works of two- and three- dimensional art, and in a variety of media to demonstrate/portray the following:</p> <ul style="list-style-type: none"> baseline over/under above/below beside behind/in front foreground middle ground background overlap size placement on a page detail/diminishing detail color/diminishing color



Foundational Art Concepts & Skills: Fourth Grade

FORM	<p>Produce forms in a variety of styles, artworks, and media to demonstrate the following:</p> <ul style="list-style-type: none"> ▪ geometric forms ▪ organic forms ▪ free-form forms ▪ positive and negative forms ▪ the illusion of three-dimensional form on a two-dimensional surface
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Source: Washington State Office of Superintendent of Public Instruction (OSPI)

Visual Arts Instruction	Interdisciplinary Skills & Attributes
<p>Explicit visual arts instruction supports a young artist's development. You might prefer to follow the same step-by-step approach presented in the art docent lessons or you can choose to implement the lessons in a way that suits the needs and skill level of the students in the classroom.</p> <p>Common Characteristics of Grade 4 Artists:</p> <ul style="list-style-type: none"> • Show interest in imagination or fantasy drawings, like castles and maps • Draw realistic faces with good proportions • Can draw from observation • Are adept at painting with both tempera and watercolor paints • Are starting to effectively mix watercolors from trays • Employ shading techniques with pastel, paints, and colored pencil • Can create detailed cutting projects that involve a variety of mediums • Take more time with their art projects and can produce highly detailed works • Can create their own unique art from directed-line instruction • Demonstrate pride in their artistic efforts and enjoy chatting about their artwork 	<p>Visual arts sessions naturally lend themselves to opportunities for students to demonstrate LWSD's Interdisciplinary Skills & Attributes (ISAs). Below are some examples of ways these ISAs may be evident during art lessons.</p> <ol style="list-style-type: none"> 1. Participates in class discussions: asks questions and shares ideas about mentor artists 2. Demonstrates effort: perseveres through challenging tasks or when acquiring new art skills 3. Follows school rules: demonstrates care and responsibility when using art supplies, such as paint brushes and scissors 4. Respects others: builds the art confidence of peers by showing empathy and support 5. Cooperates and shares responsibility in a group: shares art materials, such as paints or glue, with a partner or table group 6. Completes work on time: uses time wisely to finish an art project 7. Follows directions and is attentive: follows steps on the video or teacher instructions 8. Organizes work space and materials: returns materials to their proper location during clean-up

