

## 4<sup>TH</sup> GRADE VISUAL ARTS CHECKLIST

### Fine Arts Goals 25 – 27 Illinois Learning Standards A – B Performance Descriptors

#### PRINCIPLES OF VISUAL ART

- \_\_\_\_\_ Describe the use of line in gesture drawing.
- \_\_\_\_\_ Identify the positive and negative space in an art work.
- \_\_\_\_\_ Distinguish between 2-D and 3-D art works.
- \_\_\_\_\_ Explain the importance of the light source in creating light and shadow.
- \_\_\_\_\_ Construct a color wheel in a given media (e.g., cut or torn paper, paint, oil pastels).
- \_\_\_\_\_ Recognize rhythm created through the repetition of sensory elements (e.g., the squares of Mondrain).
- \_\_\_\_\_ Recognize the relationship of parts to the whole in an art work.
- \_\_\_\_\_ Demonstrate the use of radial balance in a 2-D art work.
- \_\_\_\_\_ Identify symbols from everyday life in given art work.
- \_\_\_\_\_ Compare mood in several portraits of famous people.
- \_\_\_\_\_ Illustrate an original story (e.g., Young Authors).

#### CONNECTIONS TO THE ARTS

- \_\_\_\_\_ Use the vocabulary of elements, principles, and tools when describing a work of art.
- \_\_\_\_\_ Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools.

#### PROCESSES, TOOLS, AND TECHNOLOGIES

- \_\_\_\_\_ Choose the correct tools to apply specific media to a given surface (e.g., Tools: brushes, pencils, scissors; Media: markers, tempera, watercolors, clay/plasticene; Surfaces: paper, canvas, board).
- \_\_\_\_\_ Match the processes used with simple tools (e.g., applying paint, modeling clay).
- \_\_\_\_\_ Describe and demonstrate how two materials (e.g., crayon and chalk) are used to achieve different effects depicting a similar idea.

- \_\_\_\_\_ Select a specific art material to communicate a given idea (e.g., pen line to create hair).
- \_\_\_\_\_ Differentiate among photographs, paintings, weavings, prints, ceramics, and sculpture.
- \_\_\_\_\_ Demonstrate fundamental processes in a variety of visual art forms (e.g., painting, weaving).

---

## **CREATION AND PERFORMANCE**

---

- \_\_\_\_\_ Visually express a verbal or written idea (e.g., illustrate an original story).
- \_\_\_\_\_ Use a sketchbook to record ideas and designs.
- \_\_\_\_\_ Draw from natural objects (e.g., figure, animal, fish) using a monochromatic color scheme.
- \_\_\_\_\_ Design a pattern of geometric shapes and render it in a 3-D object.
- \_\_\_\_\_ Draw manufactured or natural objects from direct observation.
- \_\_\_\_\_ Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement).
- \_\_\_\_\_ Construct a plan for a work of art using research.

---

## **HISTORY, SOCIETY OF THE ARTS**

---

- \_\_\_\_\_ Evaluate audience behaviors of self and others.
- \_\_\_\_\_ React to performances/ art works in a respectful, constructive, and supportive manner.
- \_\_\_\_\_ Describe the roles of artists in society (e.g. historian, critic, entertainer, inventor).
- \_\_\_\_\_ Describe a variety of places where the arts are produced, performed, or displayed.
- \_\_\_\_\_ Explain ways dance, drama, music, and visual art play a part in everyday life (e.g., architecture, landscape design, political cartoons, fashion design, background music, television).
- \_\_\_\_\_ Explain how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).
- \_\_\_\_\_ Describe occupations that are related to the arts (e.g., landscape architect, political cartoonist, fashion designer, sound engineer).
- \_\_\_\_\_ Investigate the ways various people (present and past) use the arts to celebrate similar events (e.g., celebrations, festivals, seasons).
- \_\_\_\_\_ List significant contributions made by artists in several art forms.