

A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Fourth Grade Visual Arts. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Visual Arts Education for Elementary Schools (k-5)

The visual arts standards in the elementary years focus on General Art knowledge and skills to help create a foundation for artistic study in later years (drawing, painting, sculpture, graphic design, media arts). In each grade k-5, students explore techniques of various artistic styles, follow simple steps in the creation process, learn how to critique works of art, identify art in the world and daily life, and discover ways that artwork helps people better understand cultures and historical eras.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of
Fourth Grade,
students can...



The Colorado Academic Standards in Visual Arts are organized by elements of the Creative Process:
Know/Comprehend → Critique/Evaluate/Refine → Create/Present → Connect/Apply/Transfer

Visual Arts Learning Expectations for Fourth Grade

Observe and Learn to Comprehend (Know/Comprehend)

Find and explain similarities and differences in various types of art; explain art from different points of view (Civil War era artwork viewed differently by northerners and southerners).

Envision and Critique to Reflect (Critique/Evaluate/Refine)

Discuss what a work of art communicates; use visual art terminology to describe artworks.

Invent and Discover to Create (Create/Present)

Use art materials, techniques, and processes to express ideas; use materials, techniques and processes in new (unique) ways.

Relate and Connect to Transfer (Connect/Apply/Transfer)

Explain how people find individual and personal meaning in an artwork that may differ from others'; explain how works of art can provide details about the time and place they were created.

Throughout the Fourth Grade, you may find students successfully applying the elements of the creative process by...

- Talking about how artists' feelings or emotions show up in artwork.
- Discussing the ideas or point of view an artist is trying to convey through their artwork (the expression on the face of *Mona Lisa* by Leonardo daVinci); sharing the personal meaning found in an art work.
- Making an informed judgment about a work of art by using knowledge about artistic processes, techniques, and styles.
- Using art techniques to create a piece of art that shares important personal ideas or subjects; describing how artworks provide important historical and cultural details.
- Using traditional techniques to invent new ways to create artworks (creating texture by using something other than a paint brush to apply paint).