

# **Grade Level Expectations for the Sunshine State Standards**

## **Art - Visual Arts Fourth Grade**



**FLORIDA DEPARTMENT OF EDUCATION**  
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**Sunshine State Standards  
Grade Level Expectations  
Art - Visual Arts  
Fourth Grade**

The fourth grade student:

*Skills and Techniques*

- creates works that are personally meaningful and draw from experience, observation, or imagination.
- utilizes drawing, painting, printmaking, fibers, sculpture, and ceramic media to produce works of art.
- develops drawing skills using a variety of media such as crayons, markers, pencils, charcoal, and colored pencils.
- develops painting techniques using various color concepts such as monochromatic, complimentary, and analogous, using both tints and shades.
- utilizes a variety of printmaking processes such as block, reduction, and stencil.
- applies mixed media and/or fiber techniques.
- utilizes clay techniques such as relief, pinch, and coil construction.
- experiments with computer technology skills to create works of art.
- works with art tools and materials safely.
- uses a variety of tools, materials, and processes responsibly.
- consistently follows directions/instructions and cleanup procedures.
- demonstrates how the elements of art affect the principles of design (for example, color/contrast, lines/rhythm, shapes/balance).
- analyzes how the principles of design are used in works of art to create organizational and/or aesthetic effects.
- identifies, uses, and assesses qualities of good craftsmanship.
- applies good craftsmanship in creating varied works of art.

*Creation and Communication*

- uses personal experience, observation, and imagination to create works of art.
- uses a variety of thematic subject matter/symbols to create works of art.
- analyzes effective and ineffective use of media, techniques, and processes.
- selects media to effectively communicate an idea.
- utilizes techniques and processes in selected media to communicate an idea.
- explains intentions in personal works of art.
- groups artwork according to artists' intended purposes (for example, religious, political, historical).
- discusses how the elements of art and principles of design can be used to create a composition.
- selects, modifies, and organizes elements of art and principles of design to effectively communicate an idea.
- knows that manipulative skills affect how an idea is communicated.

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*Cultural and Historical Connections*

- compares and contrasts works of art from different time periods and cultures.
- discusses how works of art have a cultural style reflecting people's values, beliefs, and ways of perceiving the world.
- identifies and describes art exemplars from particular styles, time periods, cultures, and artists.
- sequences works of art, artists, and historical events on a timeline.
- uses various resources to determine how visual languages and symbol systems are used by artists.
- describes how history and culture affect artists and their work.
- identifies works of art that communicate historical and cultural values.

*Aesthetic and Critical Analysis*

- creates and applies general criteria for evaluating works of art using appropriate vocabulary.
- compares and contrasts responses to works of art based on one or more perspectives (for example, economic, cultural, functional, historical, religious, popular).
- compares and contrasts similarities and differences of genres in art (for example, fine art, folk art, popular art, commercial art).

*Applications to Life*

- examines and discusses aesthetic qualities of functional and non-functional works of art.
- describes how the work of artists impacts everyday life.
- understands that artists' creations and ways of thinking influence home, school, and work life.
- describes the skills needed for tasks performed by various artists.
- discusses the skills and knowledge needed for different art careers.
- discusses works of art at galleries, museums, and/or artists' studios.
- discusses the purpose of galleries, museums, and artists' studios.