

## 4th Grade

### Visual Arts Standards

#### Understand art in relation to history and past and contemporary culture

- 4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; identifying where, when, and by whom the work was made (focus: Indiana history).
- 4.1.2 Identify and research the function of a work of art or artifact and make connections to the culture (focus: Indiana, including the diversity of past and contemporary cultures and ethnicities).
- 4.1.3 Identify symbols or icons in works of art (focus: Indiana).
- 4.1.4 Identify the roles of artists and other art-related careers in the community.
- 4.1.5 Locate and discuss art in the local community and throughout Indiana such as town monuments, architecture, sculpture, public art, functional art, and advertisements.
- 4.1.6 Analyze and respond to art at local museums, exhibits, arts performances, and work of visiting artists in the school.

#### Recognize significant works of art and the chronological development of art movements and historical periods

- 4.2.1 Recognize characteristics of selected works from artists of various cultures.
- 4.2.2 Identify and describe artistic styles.
- 4.2.3 Distinguish between contemporary and historical works of art and identify characteristics of both.

#### Describe, analyze, and interpret works of art and artifacts

- 4.3.1 Describe and analyze sensory, formal, technical, and expressive properties in own work and works of artists through discussion and/or writing, developing appropriate vocabulary.

- 4.3.2 Construct meaning and develop well-supported interpretations in works of art based on personal response, properties found in the work, peer perspectives, and research-based background information.

#### Theorize about art and make informed judgments

- 4.4.1 Understand that artists have different philosophies or theories when creating art and discriminate between works created from different theories (imitationalism, formalism, and emotionalism).
- 4.4.2 Compare personal preferences with criteria used by art critics in making informed judgments and determining significance of a work of art.

#### Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

- 4.5.1 Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance and forming convincing interpretations.
- 4.5.2 Engage in discussions questioning the nature of art, and express and defend personal viewpoints.

#### Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

- 4.6.2 Create artwork that communicates personal ideas, experiences, or emotions.
- 4.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 4.6.5 Identify and apply criteria for self-assessment and peer critiques.
- 4.6.6 Demonstrate respect for personal work and the work of others.

#### Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

- 4.7.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates ideas.
- 4.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, tints, and shades), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- 4.7.3 Identify differences between media and the physical characteristics of each medium.
- 4.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.

### Language Arts Standards

#### Reading: Word Recognition, Fluency, and Vocabulary Development

- 4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

#### Reading: Comprehension and Analysis of Nonfiction and Informational Text

- 4.2.1 Use the organization of informational text to strengthen comprehension.
- 4.2.2 Use appropriate strategies when reading for different purposes.

**Writing: Processes and Features**

- 4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.
- 4.4.3 Write informational pieces with multiple paragraphs.
- 4.4.5 Quote or paraphrase information sources, citing them appropriately.
- 4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.
- 4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.

**Writing: Applications**

- 4.5.1 Write narratives.
- 4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.
- 4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person.

**Listening and Speaking:****Skills, Strategies, and Applications**

- 4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
- 4.7.3 Identify how language usage (sayings and expressions) reflects regions and cultures.

**Social Studies Standards****History**

- 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
- 4.1.6 Explain how key individuals and events influenced the early growth of and changes in Indiana.

- 4.1.9 Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.
- 4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.
- 4.1.14 Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.
- 4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
- 4.1.17 Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.
- 4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.

**Civics and Government**

- 4.2.4 Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.

**Geography**

- 4.3.5 Explain how glaciers shaped Indiana's landscape and environment.
- 4.3.6 Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).
- 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.

**Economics**

- 4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.

**Science Standards****The Physical Setting**

- 4.3.2 Begin to investigate and explain that air is a substance that surrounds us and takes up space, and whose movements we feel as wind.
- 4.3.3 Identify salt as the major difference between fresh and ocean waters.
- 4.3.5 Describe how waves, wind, water, and glacial ice shape and reshape Earth's land surface by the erosion of rock and soil in some areas and depositing them in other areas.

**The Living Environment**

- 4.4.3 Observe and describe that organisms interact with one another in various ways, such as providing food, pollination, and seed dispersal.