

Grade 4 Art TEKS Discovery

TEKS Strand	Expectations
<p>Foundations: observation & perception Fourth graders develop and expand visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>Fourth graders are expected to explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; use appropriate vocabulary when discussing the Elements of Art, including line, shape, color, texture, form, space, and value, and the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.</p>
<p>Creative Expression Fourth graders communicate ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>Fourth graders are expected to integrate ideas drawn from life experiences to create original works of art; create compositions using the Elements of Art and Principles of Design; and produce drawings, paintings, prints, constructions, sculpture including modeled forms, and other art forms such as ceramics, fiber art, constructions, mixed medium installation art, digital art and media, and photographic imagery using a variety of art media and materials.</p>
<p>Historical and cultural relevance Fourth graders are expected to compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions; compare purpose and content in artworks created by historical and contemporary men and women, making connections to cultures; connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and investigate visual art concepts' connections to other disciplines.</p>	<p>Fourth graders are expected to compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions; and compare purpose and content in artworks from created by historical and contemporary men and women, making connections to cultures; connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and investigate visual art concepts' connections to other disciplines.</p>
<p>Critical evaluation and response Fourth graders respond to and analyze the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>Fourth graders are expected to evaluate the Elements of Art, Principles of Design, intent, or expressive qualities in artworks of self, peers, historical and contemporary artists; use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.</p>
<p>Example:</p> <p>Ms. Tyler begins an art lesson by showing students slides of petroglyphs and cave drawings (e.g., American, European and Australian). She introduces the Big Idea of Symbol and asks students about symbols they see around them every day. She shows them one example (e.g. Nike swish) to help them with their ideas. She asks for another word that means "symbol" and guides them toward the idea of Icon. She asks them the Key Question, "Do symbols or icons represent things?" She asks students if the petroglyphs and cave drawings they just saw could be symbols. She then asks them to compare and contrast them with current symbols or icons of our day, including their use in our daily lives. She will speak of the importance of the technology field for artists. Students hypothesize about the messages being sent and the media used in the ancient petroglyphs and drawings.</p> <p>The next time students come to class, the walls are covered with brown butcher paper and the lights are dimmed. A recording by a Native American flutist plays in the background. Each pair of students is given a flashlight, and natural dyes, pigments, and tools (e.g., stones, sticks) are available in the middle of the room as students tell their own stories in petroglyphs. They will share the stories of their symbols.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	