Florida Fine Arts

Visual Arts: Grade 4

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Integrate ideas during the art-making process to convey meaning in personal works of art. VA.4.C.1.1
2. Describe observations and apply prior knowledge to interpret visual information and reflect on works of art. VA.4.C.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Use the art-making process to communicate personal interests and self-expression. VA.4.C.1.IN.A
   b. Describe works of art using observation skills or tactile sensations, prior knowledge, and experience. VA.4.C.1.IN.B

   Supported

   a. Use various media or techniques to communicate personal interests and self-expression. VA.4.C.1.SU.A
   b. Identify selected visual or tactile characteristics of artworks. VA.4.C.1.SU.B

   Participatory

   a. Explore various media or techniques to communicate personal interests and self-expression. VA.4.C.1.PA.A
   b. Recognize selected visual or tactile characteristics of artworks. VA.4.C.1.PA.B

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Revise artworks to meet established criteria. VA.4.C.2.1
2. Use various resources to generate ideas for growth in personal works. VA.4.C.2.2
3. Develop and support ideas from various resources to create unique artworks. VA.4.C.2.3

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to revise artworks. VA.4.C.2.IN.A

b. Identify characteristics that make visual art appealing. VA.4.C.2.IN.B

c. Explore various resources to generate ideas for unique artworks. VA.4.C.2.IN.C

Supported

a. Use a teacher-selected criterion to revise artworks. VA.4.C.2.SU.A

b. Recognize characteristics that make visual art appealing. VA.4.C.2.SU.B

Participatory

a. Use a teacher-selected criterion to create artworks. VA.4.C.2.PA.A

b. Select a characteristic that makes visual art appealing. VA.4.C.2.PA.B

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Use accurate art vocabulary when analyzing works of art. VA.4.C.3.1
2. Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects. VA.4.C.3.2
3. Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines. VA.4.C.3.3

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use selected vocabulary and symbols unique to visual art to communicate and document ideas. VA.4.C.3.IN.A

b. Compare artworks with utilitarian objects and describe how they are the same and different. VA.4.C.3.IN.B

c. Identify similarities between the art-making process and other disciplines. VA.4.C.3.IN.C

Supported

a. Identify selected vocabulary and symbols unique to visual art to communicate and document ideas. VA.4.C.3.SU.A

b. Identify similarities and differences between artworks and utilitarian objects. VA.4.C.3.SU.B

c. Recognize a similarity between the art-making process and another discipline. VA.4.C.3.SU.C

Participatory

a. Recognize selected vocabulary and symbols unique to visual art to communicate and document ideas. VA.4.C.3.PA.A

b. Recognize the functions of a variety of artworks and utilitarian objects. VA.4.C.3.PA.B

c. Respond to selected vocabulary common to art and other contexts. VA.4.C.3.PA.C

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Manipulate tools and materials to achieve diverse effects in personal works of art. VA.4.S.1.1
2. Explore and use media, technology, and other art resources to express ideas visually. VA.4.S.1.2
3. Create artworks that integrate ideas from culture or history. VA.4.S.1.3
4. Use accurate art vocabulary to discuss works of art and the creative process. VA.4.S.1.4

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore the use of art tools, processes, and media. VA.2.S.1.IN.A

a. Experiment with tools and techniques as part of the art-making process. VA.4.S.1.IN.A

b. Explore art from different time periods and cultures as sources for inspiration. VA.4.S.1.IN.B

c. Use accurate art vocabulary to discuss art and the art-making process. VA.4.S.1.IN.C

Supported

a. Produce artwork influenced by personal decisions and ideas. VA.4.S.1.SU.A

b. Use art vocabulary to communicate about art and the art-making process. VA.4.S.1.SU.B

Participatory

a. Recognize basic art tools, processes, and media. VA.4.S.1.PA.A

b. Create artwork that communicates awareness of self. VA.4.S.1.PA.B

c. Respond to selected art vocabulary to communicate about art. VA.4.S.1.PA.C

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

1. Organize the structural elements of art to achieve an artistic objective. VA.4.S.2.1
2. Demonstrate the ability to recall art procedures and focus on art processes through to the end of production. VA.4.S.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Re-create the organization of selected structural elements of art. VA.4.S.2.IN.A

Supported

a. Re-create structural elements in works of art. VA.4.S.2.SU.A

Participatory

a. Recognize basic art tools, processes, and media. VA.4.S.2.PA.A

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks. VA.4.S.3.1
2. Plan and produce art through ongoing practice of skills and techniques. VA.4.S.3.2

Skip to main content

Follow procedures for using tools, media, techniques, and processes safely and responsibly. VA.4.S.3.3

4. Discuss the importance of copyright law in regard to the creation and production of art. VA.4.S.3.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Manipulate two- and three-dimensional art materials and refine techniques to create personal works. VA.4.S.3.IN.A

b. Follow directions for safety procedures and explain their importance in the art room. VA.4.S.3.IN.B

c. Recognize that plagiarism is illegal and applies to works of art. VA.4.S.3.IN.C

Supported

a. Practice skills and techniques to create with two- and three-dimensional media. VA.4.S.3.SU.A

b. Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes. VA.4.S.3.SU.B

c. Identify artwork that belongs to others and represents their ideas. VA.4.S.3.SU.C

Participatory

a. Manipulate selected two- and three-dimensional visual art tools and media. VA.4.S.3.PA.A

b. Demonstrate the safe use of selected visual art tools and media. VA.4.S.3.PA.B

Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Use the structural elements of art and organizational principles of design to understand the art-making process. VA.4.O.1.1

2. Identify the structural elements of art used to unite an artistic composition. VA.4.O.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use the structural elements of art and organizational principles of design in personal works of art. VA.4.O.1.IN.A

b. Recognize selected structural elements of art used to unite an artistic composition. VA.4.O.1.IN.B

Supported

a. Use structural elements of art in personal works of art. VA.4.O.1.SU.A

Participatory

a. Recognize structural elements of art. VA.4.O.1.PA.A

Skip to main content

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Use a variety of resources and art skills to overcome visual challenges in personal artworks. VA.4.O.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify and use the structural elements of art to create and respond to artworks. VA.4.O.2.IN.A

   Supported

   a. Recognize and use selected structural elements of art and organizational principles of design to create and respond to artworks. VA.4.O.2.SU.A

   Participatory

   a. Use a teacher-selected structural element of art. VA.4.O.2.PA.A

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Apply meaning and relevance to document self or others visually in artwork. VA.4.O.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Create personally meaningful works of art to document and explain ideas. VA.4.O.3.IN.A

   Supported

   a. Create works of art to document experiences of self and community. VA.4.O.3.SU.A

   Participatory

   a. Recognize and use structural elements of art. VA.4.O.3.PA.A

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Identify historical and cultural influences that have inspired artists to produce works of art. VA.4.H.1.1
2. Identify suitable behavior for various art venues and events. VA.4.H.1.2
3. Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures. VA.4.H.1.3
4. Identify and practice ways of showing respect for one's own and others' personal works of art. VA.4.H.1.4

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify ideas important to people, groups, cultures, or time periods that are reflected in their artworks. VA.4.H.1.IN.A

b. Identify and practice specified procedures and etiquette as part of an art audience. VA.4.H.1.IN.B

Supported

a. Recognize similar themes in visual art from a variety of cultures and times. VA.4.H.1.SU.A

b. Practice specified procedures and etiquette as part of an art audience. VA.4.H.1.SU.B

Participatory

a. Identify common characteristics in works of art from a selected culture. VA.4.H.1.PA.A

b. Practice a specified element of audience etiquette as part of an art audience. VA.4.H.1.PA.B

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style. VA.4.H.2.1
2. Identify differences between artworks and utilitarian objects. VA.4.H.2.2
3. Identify reasons to display artwork in public places. VA.4.H.2.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify structural elements of art and organizational principles of design to create and respond to artworks. VA.4.H.2.IN.A

b. Identify the physical features or characteristics of artworks displayed in the community. VA.4.H.2.IN.B

Supported

a. Identify selected structural elements of art to create and respond to artworks. VA.4.H.2.SU.A

b. Identify the use of visual art in daily life. VA.4.H.2.SU.B

Participatory

a. Recognize a selected structural element of art or organizational principle of design. VA.4.H.2.PA.A

b. Connect visual art examples with their functions. VA.4.H.2.PA.B

Skip to main content

onnections among the arts and other disciplines strengthen learning and the bility to transfer knowledge and skills to and from other fields.

1. Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. VA.4.H.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Compare the use of pattern, line, and form found in visual art with other teacher-selected contexts. VA.4.H.3.IN.A

   Supported

   a. Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts. VA.4.H.3.SU.A

   Participatory

   a. Recognize patterns in visual art. VA.4.H.3.PA.A

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

1. Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art. VA.4.F.1.1
2. Examine and apply creative solutions to solve an artistic problem. VA.4.F.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Combine art media to create two- and three-dimensional works of art. VA.4.F.1.IN.A

   Supported

   a. Create two- and three-dimensional works of art. VA.4.F.1.SU.A

   Participatory

   a. Contribute to the creation of two- and three-dimensional works of art. VA.4.F.1.PA.A

Careers in and related to the arts significantly and positively impact local and global economies.

1. Discuss how artists and designers have made an impact on the community. VA.4.F.2.1
2. Identify the work of local artists to become familiar with art-making careers. VA.4.F.2.2

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify two or more community opportunities in or related to visual art for employment or leisure. VA.4.F.2.IN.A

Supported

a. Identify two or more community opportunities to participate in activities related to visual art. VA.4.F.2.SU.A

Participatory

a. Associate visual art with leisure or recreation. VA.4.F.2.PA.A

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Create art to promote awareness of school and/or community concerns. VA.4.F.3.1
2. Collaborate with peers in the art room to achieve a common art goal. VA.4.F.3.2
3. Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills. VA.4.F.3.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, interpret, and respond to visual art that promotes awareness of school or community concerns. VA.4.F.3.IN.A

b. Organize and execute individual or collaborative visual art projects having three or more steps. VA.4.F.3.IN.B

Supported

a. Create, interpret, or respond to visual art that promotes awareness of school or community concerns. VA.4.F.3.SU.A

b. Sequence two or more components related to individual or collaborative visual art projects. VA.4.F.3.SU.B

Participatory

a. Contribute or respond to visual art that promotes awareness of school or community concerns. VA.4.F.3.PA.A

b. Contribute to a variety of collaborative tasks related to visual art. VA.4.F.3.PA.B