

## Grade 4: Kansas Visual Art Performance Standards

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<b>Creating</b>	
<a href="#"><u>(Cr1.1.4)</u></a>	Brainstorm multiple approaches to a creative art or design problem.
<a href="#"><u>(Cr1.2.4)</u></a>	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
<a href="#"><u>(Cr2.1.4)</u></a>	Explore and invent art-making techniques and approaches.
<a href="#"><u>(Cr2.2.4)</u></a>	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
<a href="#"><u>(Cr2.3.4)</u></a>	Document, describe, and represent regional constructed environments.
<a href="#"><u>(Cr3.1.4)</u></a>	Revise artwork in progress on the basis of insights gained through peer discussions.
<b>Presenting</b>	
<a href="#"><u>(Pr4.1.4)</u></a>	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
<a href="#"><u>(Pr5.1.4)</u></a>	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
<a href="#"><u>(Pr.6.1.4)</u></a>	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
<b>Responding</b>	
<a href="#"><u>(Re7.1.4)</u></a>	Compare responses to a work of art before and after working in similar media.
<a href="#"><u>(Re7.2.4)</u></a>	Analyze components in visual imagery that convey messages.
<a href="#"><u>(Re8.1.4)</u></a>	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
<a href="#"><u>(Re9.1.4)</u></a>	Apply one set of criteria to evaluate more than one work of art.
<b>Connecting</b>	
<a href="#"><u>(Cn10.1.4)</u></a>	Create works of art that reflect community cultural traditions.
<a href="#"><u>(Cn11.1.4)</u></a>	Through observation, infer information about time, place, and culture in which a work of art was created.

## GRADE 4: CREATING

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	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Components:</b> Investigate Plan Make	<ul style="list-style-type: none"> <li>• <b>EU:</b> Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• <b>EQ:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> </ul>	<b>VA:Cr1.1.4–</b> <b>Brainstorm multiple approaches to a creative art or design problem.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</li> <li>• <b>EQ:</b> How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How come artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>	<b>VA: Cr1.2.4</b> <b>Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</b>

Anchor Standard 1: Generate and conceptualize artistic ideas and works.

## GRADE 4: CREATING

	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Investigate	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• <b>EQ:</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> </ul>	<p><b>VA:Cr2.1.4</b> <b>Explore and invent art-making techniques and approaches.</b></p>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork.</li> <li>• <b>EQ:</b> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</li> </ul>	<p><b>VA: Cr2.2.4</b> <b>When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</b></p>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• <b>EQ:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?</li> </ul>	<p><b>VA: Cr2.3.4</b> <b>Document, describe, and represent regional constructed environments.</b></p>

Anchor Standard 2: Organize and develop artistic ideas and work.

# GRADE 4: CREATING

	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Components:</b> Reflect Refine Continue	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time.</li> <li>• <b>EQ:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely.</li> </ul>	<p style="color: #00AEEF; margin: 0;"><b>VA:Cr3.1.4</b></p> <p style="margin: 0;"><b>Revise artwork in progress on the basis of insights gained through peer discussions.</b></p>

Anchor Standard 3: Refine and complete artistic work.

## GRADE 4: PRESENTING

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	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Select	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations.</li> <li>• <b>EQ:</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation?</li> </ul>	<p style="color: #00AEEF; margin: 0;"><b>VA:Pr4.1.4</b></p> <p><b>Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</b></p>

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

## GRADE 4: PRESENTING

Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it.</li> <li>• <b>EQ:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selectin work for presentation, a portfolio, or a collection?</li> </ul>	<p><b>VA:Pr5.1.4</b></p> <p><b>Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</b></p>

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

## GRADE 4: PRESENTING

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	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Share	<ul style="list-style-type: none"> <li>• <b>EU:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</li> <li>• <b>EQ:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?</li> </ul>	<b>VA:Pr6.1.4</b> <b>Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</b>

Anchor Standard 6: Convey meaning through the presentation of artistic work.

## GRADE 4: RESPONDING

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	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Perceive	<ul style="list-style-type: none"> <li>• <b>EU:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> <li>• <b>EQ:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</li> </ul>	<p><b>VA:Re7.1.4</b>  <b>Compare responses to a work of art before and after working in similar media.</b></p>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Visual imagery influences understanding of and responses to the world.</li> <li>• <b>EQ:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> </ul>	<p><b>VA: Re7.2.4</b>  <b>Analyze components in visual imagery that convey messages.</b></p>

Anchor Standard 7: Perceive and analyze artistic work.



## GRADE 4: RESPONDING

Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• <b>EQ:</b> What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> </ul>	<p><b>VA:Re8.1.4</b>  <b>Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</b></p>

Anchor Standard 8: Interpret intent and meaning in artistic work.

## GRADE 4: RESPONDING

Process Component: Interpret	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"><li>• <b>EU:</b> People evaluate art based on various criteria.</li><li>• <b>EQ:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li></ul>	<b>VA:Re9.1.4</b> <b>Apply one set of criteria to evaluate more than one work of art.</b>

Anchor Standard 9: Apply criteria to evaluate artistic work.

## GRADE 4: CONNECTING

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	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Synthesize	<ul style="list-style-type: none"> <li>• <b>EU:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• <b>EQ:</b> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>	<p><b>VA:Cn10.1.4</b>  <b>Create works of art that reflect community cultural traditions.</b></p>

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

## GRADE 4: CONNECTING

Process Component: Relate	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> <li>• <b>EQ:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspect of life?</li> </ul>	<p><b>VA:Cn11.1.4</b>  <b>Through observation, infer information about time, place, and culture in which a work of art was created.</b></p>

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.