

**Urbana School District #116**  
**FOURTH GRADE CORE EXPECTATIONS**

**FINE ARTS**

Illinois State Goal 25: Know the language of the arts.

State Standard	District Core Expectations
25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.	<ul style="list-style-type: none"> <li>Recognize ways elements and principles are applied in specific art works to communicate an idea, feeling, or story (Dance, Drama, Music, Visual Art)</li> </ul> <b>VISUAL ART</b> <ul style="list-style-type: none"> <li>Distinguish between visual and actual texture</li> <li>Identify 3-D forms</li> <li>Recognize the relationship of parts to the whole (proportion) in a visual image/object</li> <li>Recognize the expressive quality of story in visual imagery</li> <li>Identify a point of emphasis in a 2-D artwork</li> </ul> <b>DANCE, DRAMA, MUSIC</b> (See 26B)
25B: Understand the similarities, distinctions and connections in and among the arts.	<ul style="list-style-type: none"> <li>Use appropriate artistic vocabulary to relate perceptions and personal preferences for works of art</li> </ul>

Illinois State Goal 26: Through creating and performing, understand how works of art are produced.

State Standard	District Core Expectations
26A: Understand processes, traditional tools and modern technologies used in the arts.	<b>DANCE</b> Apply the tools of body, mind, and sound source in a variety of dance activities <ul style="list-style-type: none"> <li>Cooperate with a partner and/or group to create a movement sequence or dance study</li> <li>Discuss basic steps (process) needed to create a dance including the contributions of design elements</li> </ul> <b>DRAMA</b> Apply the tools of body, mind, and voice in a variety of drama activities <ul style="list-style-type: none"> <li>Cooperate with a partner and/or group to create a scene or play</li> <li>Discuss basic steps (process) needed to create a dramatic work, including the contributions of design elements</li> </ul> <b>VISUAL ART</b> <ul style="list-style-type: none"> <li>Identify tools used in printmaking and tools used to create sculpture</li> <li>Use materials and tools safely</li> <li>Use vocabulary appropriate for the specific processes and tools used in making images/objects</li> <li>Sketch ideas and designs to plan an artwork</li> </ul>
26B: Apply skills and knowledge necessary to create and perform in one or more of the arts.	<b>DANCE</b> <ul style="list-style-type: none"> <li>Create movement as a response to action words, imagery, and sound sources</li> <li>Use personal and general space appropriately</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply the concepts of size, level, direction, and relationships in space in a variety of situations</li> <li>• Apply appropriate movements with to a given piece of music or sound source</li> <li>• Identify movement qualities as either sustained, suspended, percussive, swinging and vibratory</li> <li>• Create movement studies incorporating the elements of dance</li> </ul> <p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Independently demonstrate the following skills in dramatic activities: observation, concentration, imagination, and transformation</li> <li>• Demonstrate a variety of theatre/improvisation activities and create characters in response to action words, imagery, and sound sources</li> <li>• Demonstrate an imagined environments and adjust to changes brought about by the introduction of new characters and situations</li> <li>• Develop of a character or place from verbal stimulus, costume piece, and/or prop</li> <li>• Create a scene with a clear beginning, middle, and end</li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Begin to identify letter names on the treble clef</li> <li>• Perform more complex rhythms</li> <li>• Identify melodic notation movement</li> <li>• Identify and demonstrate harmony</li> <li>• Identify characteristics of various styles of music</li> </ul> <p><b>VISUAL ART</b></p> <ul style="list-style-type: none"> <li>• Create 2-D and 3-D artworks from imagination and observation which express a specific idea</li> <li>• Create works of art using printmaking techniques</li> <li>• Construct sculpture using problem-solving skills</li> </ul>
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Illinois State Goal 27: Understand the role of the arts in civilizations, past and present.

State Standard	District Core Expectations
27A: Analyze how the arts function in history, society and everyday live.	<ul style="list-style-type: none"> <li>• React to art works in a respectful, constructive and supportive manner</li> <li>• Explain ways the arts play a part in everyday life</li> <li>• Describe the role of various artists in society</li> </ul>
27B: Understand how the arts shape and reflect history, society and everyday life.	<ul style="list-style-type: none"> <li>• Link significant art works or artists with their respective styles, time periods or cultures</li> <li>• List some contributions made to each art form by significant artists</li> <li>• Discuss a variety of artistic styles and periods</li> </ul>

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