

Content Contributors

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A Fine Arts Standards Guide for Families



What is Expected
in Grade

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Music

Visual Art



Ohio Alliance for Arts Education

Dear Family,

The Ohio Alliance for Arts Education is pleased to provide you with this ***Fine Arts Standards Guide for Families***. Our aim is to provide information and resources that assist you in helping your child succeed in school. **Academic content standards** for all subjects have been around for a few years in Ohio. The academic content standards guide teachers in knowing what students are expected to learn at any given grade level.

The ***Fine Arts Standards Guide for Families*** series was written by Ohio arts educators participating in the Mentor Project with the Ohio Alliance for Arts Education, funded in part by the Ohio Arts Council. The arts educators saw a need to articulate the academic content standards for the arts in the same manner in which the Ohio Department of Education had communicated those addressing the core subjects of reading, writing, mathematics, science, and social studies in past years. We recognize the expertise, time, and passion for the Mentor Project arts educators have given to this project and hope that you, too, will find this guide helpful to you as a family.

Arts education is part of your child's complete educational experience. The arts are essential to the basic education of all students. The ***Fine Arts Standards Guide for Families*** serves as a starting point from which you can help your child succeed in school. For more information about the complete set of standards, we encourage you to visit the Ohio Department of Education's website at www.ode.state.oh.us and click on *Standards and Instruction* to view the standards in their entirety.

If you are interested in additional information about the Ohio Alliance for Arts Education or would like to become more involved in promoting arts education in your school or district, we welcome your phone call at 614.224.1060 or email at dcollins@oaae.net.

Sincerely,



Donna S. Collins
Executive Director
Ohio Alliance for Arts Education

Tips

and Activities

- Encourage creative expression at home. Stock a designated drawer with a variety of art supplies, including crayons, watercolors, markers, modeling clay and a variety of papers in an assortment of sizes. Computer paper and index cards work well, and scraps of mats or foam board may be available for free from local frame shops. Use items around the house that can be recycled, such as bottles, boxes, or foam. Try three-dimensional object construction with paper tubes, toothpicks, and craft sticks, aiming for structural integrity. Allow your child to experiment with different mediums before asking to see a finished product. Use art vocabulary when commenting on and discussing your child's artwork.
- Foster a love for art by visiting an art museum with your child. Talk about the color, shape, form, space, and texture in a piece of artwork. Ask your child to identify a favorite artwork and discuss why it is appealing. Discuss criteria people might use to evaluate a piece of artwork.
- Visit the Great Serpent Mound or other mounds in southern Ohio. Stop along the way in Amish country and observe traditions carried over from another time. Observe artifacts from the different cultures and times.
- Subscribe to ***Timeline***, a publication by the Ohio Historical Society, it has a wealth of Ohio information. Look at photographs and visit cultural sites together.



Connections, Relationships, and Applications

What this means: Children will gain an understanding of the importance of art for its own sake and come to recognize how art can enhance all aspects of a person's education, as well as enriching life beyond the school setting.

- Children should be able to identify and describe common themes, subject matter, and ideas expressed across the art disciplines.
- Children should be able to describe how certain visual art elements or principles are used in other arts disciplines.
- Children should be able to relate ideas common to the arts (such as composition, balance, form, and movement) with disciplines outside the arts.
- Children should be able to demonstrate technical skills by creating an art project that uses common materials and tools from different subject areas (rulers, compasses and computers).
- Children should be able to read biographies and stories about key artists from Ohio and describe how their artwork reflects and contributes to Ohio history.
- Children should be able to identify a range of careers in visual art such as clothing designer, architect, graphic designer, and museum curator.

Music



Historical, Cultural, and Social Contexts

What this means: Children will be able to demonstrate knowledge and understanding of music from a variety of musical styles, cultures, and events, past and present, and of its influence on their lives in today's world.

- Children should be able to identify and demonstrate partner songs and rondo form.

Check your understanding: Form, Partner Songs, Rondo

Form: The structure of a piece of music, how its parts are put together to make the whole.
Partner Songs: Two different songs that have a similar harmonic structure and length, so they may be sung together.
Rondo: Usually a lively piece of music that has a main theme or musical idea that keeps recurring, with various other brief musical themes appearing between the returns to the main theme.

- Children should be able to sing and respond to music from world cultures.
- Children should be able to discuss the lives and eras of composers from various historical periods.
- Children should be able to identify, listen to, and respond to music of different composers.
- Children should be able to recognize and describe ways that music serves as an expression of regional cultures.

Check your understanding: Regional Expressionism

The songs of a region or culture can carry in their lyrics or stylings the history, heritage, or identity of its people. Such music is shared, celebrated, and proudly passed down through generations.

Creative Expression and Communication

What this means: Children will be able to read and write (compose) simple rhythms and melodies. They will also be able to perform music, independently or in a group, with technical accuracy and expression.

- Children should be able to sing alone and with others, maintaining correct pitch with accurate rhythm and appropriate expressive qualities.
- Children should be able to sing with a light, clear head voice, employing breath support and maintaining good singing posture.
- Children should be able to play a variety of classroom instruments by themselves or in a group, using proper technique.
- Children should be able to improvise and compose short musical pieces using a variety of classroom instruments and sound sources.

Check your understanding: *Improvise, Compose*

Improvise: To improvise is to spontaneously invent, compose, or perform (by playing, singing, or dancing to music) with little or no preparation.

Compose: To write original music in an organized fashion, usually recording it in written form.



Valuing the Arts/Aesthetic Reflection

What this means: Children will gain an understanding of why art is valued and will respect diverse viewpoints about artworks and artifacts.

- Children should be able to explain how works of art may reflect the beliefs, attitudes, and traditions of an artist.
- Children should be able to discuss and develop their own beliefs about art.
- Children should be able to support personal viewpoints about works of art with examples from the pieces.
- Children should be able to describe the successful use of an expressive element in an artwork, using sensory details and descriptive language.

Check your understanding: *Expressive Elements*

Expressive elements might include such examples as bright colors used to evoke joy and excitement, soft hues or shading to convey a peaceful feeling, or jagged lines that might indicate feelings of anger or fear.

Analyzing and Responding

What this means: Children will use the vocabulary of art to make judgments regarding artistic quality and will be able to interpret meaning in works of art.

- Children should be able to compare and contrast how art elements and principles are used in selected artworks to express ideas and communicate meaning.

*Check your understanding: **Elements and Principles of Art***

The **Elements of Art** include line, shape, color, form, space, texture, and value. The **Principles of Art** include balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, and unity.

- Children should be able to explain the function and purpose of selected art objects.

*Check your understanding: **Function and Purpose***

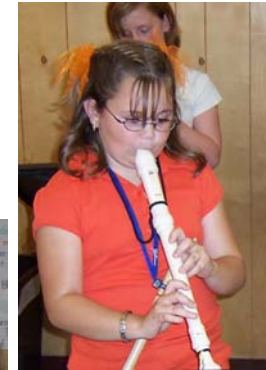
Function and purpose in visual art may refer to the decorative, utilitarian, social, or personal reasons for both creating and appreciating works of art.

- Children should be able to describe how artists use symbols and imagery to convey meaning in culturally representative artworks.
- Children should be able to explain how an art critic uses criteria to judge artworks.

*Check your understanding: **Criteria***

Criteria has characteristics that serve as a basis for judging a work.

- Children should be able to refer to specific criteria when judging and discussing the quality of works of art.



- Children should be able to read, write, and perform music using duple and triple meter, whole through sixteenth note values, and syncopation, on the treble clef staff.

*Check your understanding: **Duple and Triple Meter, Syncopation Treble Clef Staff***

Duple Meter: The grouping of beats into sets of two.

Triple Meter: The grouping of beats into sets of three.

Syncopation: Musical accent falling on an unexpected beat, allowing a strong sound to occur at a time when a weak one is expected.

A clef is a symbol used in musical notation that assigns notes to lines and spaces on the musical staff. The **treble clef** (or *G clef*) indicates the higher register, identifying pitches mostly above middle C.

Analyzing and Responding

What this means: Children will be able to listen to a wide range of music and then describe and evaluate it using age-appropriate music terminology.

- Children should be able to identify and demonstrate elements of music using proper vocabulary.

Check your understanding: **Elements of Music**

The **Elements of Music** include melody, harmony, rhythm, meter, tempo, dynamics, and timbre. Fourth grade students should be familiar enough with these to use descriptive words for each.

Meter: Grouping of beats into sets in a piece of music, usually two-beat or three-beat patterns.

Tempo: Speed or pace of a piece of music.

Dynamics: Volume of sound, or levels of loudness and softness in a piece of music.

Timbre: The *tone color* of an instrument, voice, or register; the aural qualities of any sound produced that make it unique and identifiable in comparison with other sounds.

- Children should be able to identify how elements of music communicate ideas or moods.
- Children should be able to identify and respond to simple music forms such as round, canon, partner songs, and call-and-response.

Check your understanding: **Canon, Round, Call-and-Response**

Canon/ Round: A canon is a musical form in which a tune is imitated by individual parts at regular intervals, known as a round when each part is continuously repeated.

Call-and-Response: Alternation between two musical voices in a work - may be two solo singers or groups, but is most often between a solo voice (the call) and a group (the response).

Creative Expression and Communication

What this means: Children will understand the use of tools, techniques, technology, and processes to make art.

- Children should be able to identify and select specific art materials, tools, and processes to achieve specific results.
- Children should be able to discuss their artworks in terms of line, shape, color, texture, and composition.
- Children should be able to initiate and use strategies to solve visual problems.

Check your understanding: **Visual Problems**

Visual problems may include such issues as a sense of incompleteness, inconsistencies in perspective or proportion, or lack of structural integrity in three-dimensional artworks.

- Children should be able to create a narrative image (well-connected objects arranged in a sequence) expressing an event from personal experience.
- Children should be able to give and receive constructive feedback to produce artworks that meet learning goals.





Historical, Cultural, and Social Contexts

What this means: Children will be able to understand the impact history, culture, society, and politics have on art.

- Children should be able to identify and describe artwork from various cultures that settled in Ohio over time.

Check your understanding: **Ohio's Cultural Heritage**

Paleo-Indians, European immigrants, and Appalachian, Amish, African, and Asian groups have all settled in Ohio over time.

- Children should be able to discuss (compare and contrast) art forms from different cultures and from their own cultural background.
- Children should be able to compare the decorative and functional qualities of artwork from the different cultural/ethnic groups within their communities.
- Children should be able to note the work of an Ohio artist and explain how it relates to Ohio history.
- Children should be able to construct a simple timeline that places selected artists and their works next to historical events in the same time period.



- Children should be able to properly identify most musical instruments by sight and sound and be able to classify them by family.

Check your understanding: **Instrument Families**

Instruments are generally grouped into four categories or **families** based on how they are constructed and played. The families are most commonly designated as Woodwind, Brass, Percussion, and String.

- Children should be able to describe how sound is produced on various instruments and by the human voice.
- Children should be able to discuss and evaluate individual music performance.

Valuing Music/Aesthetic Reflection

What this means: Children will gain an understanding of why music is important to other people and will respect others' opinions about music. Children will be able to express how music is important in their own lives.

- Children should be able to participate in developmentally appropriate music activities such as group and individual performances.
- Children should be able to develop criteria for reflecting on their performances and the performances of others.

Check your understanding: **Criteria**

Criteria are the set of standards on which a judgment or decision can be based. Well-developed criteria for evaluating musical performance require careful consideration and understanding of the qualities that make a performance successful and enjoyable for an audience.

- Children should be able to display appropriate behavior while attending various performances in and out of school.
- Children should be able to respond physically, emotionally, and/or intellectually (via movement, written/oral description) to a variety of age-appropriate music.
- Children should be able to demonstrate how music communicates meaning of text, images, and feelings or moods.
- Children should be able to identify personal preferences for music selections.

Connections, Relationships, and Applications

What this means: *Children will be able to apply what they have learned in music to other subject fields (art, math, science, reading, and social studies), recognizing the similarities and differences between the arts and the other disciplines.*

- Children should be able to interpret music through dance, drama, and visual art.
- Children should be able to identify the use of similar elements (form, rhythm) in music and other art forms.
- Children should be able explain ways that the basic principles and subject matter of music are interrelated with disciplines outside the arts.
- Children should be able to identify similarities and differences in music of the United States and various other cultures.
- Children should be able to describe roles of musicians in various music settings.



Tips and Activities

- Encourage a love for music by attending musical performances in your area. Discuss musical pieces or styles of music your child shows particular interest in. If possible, purchase recordings of these.
- Encourage your child to examine why we like the music we do. Discuss specific aspects of preferred music using musical terms, sharing your own musical tastes and the reasons for them.
- As you listen to the radio or watch television, discuss the various types of music heard on shows and commercials.
- Encourage your child's natural musicality at home. Foster activities such as mini-concerts for family and friends, featuring music selected by your child.
- Sing in the car when traveling and make up songs together using familiar tunes. See if your child can sing them in a round with you.
- If at all possible, allow your child to take music lessons. If musical instruction on an instrument is offered at school, encourage practicing and help your child as much as possible to overcome the obstacles of frustration and inexperience by being fully supportive of efforts demonstrated.
- Create opportunities for cross-disciplinary experiences, encouraging your child to draw pictures interpreting what the music is "saying" or write a poem or story based on the music heard.