

Elementary Visual Arts--Fourth Grade

Overview - Every elementary student will develop aesthetic awareness, imagination, perception, and cultural understanding through exposure to the visual arts. Students will be encouraged to foster their creative abilities, self-expression, self-confidence, and self-discipline. Students will learn and practice responsibility, workmanship, and safety procedures. Students will be able to demonstrate craftsmanship and techniques in the visual arts. Artists have been influencing other artists throughout time and across cultures. Fourth graders are introduced to artistic appreciation.

Rationale - The Elementary Art program is based on the framework of *Perform, Create and Analyze* as defined by the Department of Education *Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, 2011* and *National Core Arts Standards, 2014*.

Grades: Kindergarten - 5th

Units of Study:

Color	4-5 weeks
Form	4-5 weeks
Line	4-5 weeks
Shape	4-5 weeks
Space	4-5 weeks
Texture	4-5 weeks
Value	4-5 weeks

ELEMENTARY ART CURRICULUM

Course Title: 4th Grade Art Unit Title: “Art of Color” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.4.3 Analyze and reflect on the elements of design to communicate ideas.</p> <p>ART.VA.I.4.4 Prepare, present, and collaboratively evaluate personal artwork.</p> <p>ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art.</p> <p>ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.</p> <p>ART.VA.II.4.3 Analyze and collaborate how artists express ideas through the use of visual culture, global perspective, and symbols in works of art.</p> <p>ART.VA.II.4.6 Incorporate the uses of different technologies to show artistic expression through an original artwork.</p> <p>ART.VA.III.4.4 Compare and contrast two pieces of personal work.</p> <p>ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures.</p> <p>ART.VA.V.4.4 Demonstrate cross-curricular connections through a culminating event.</p>	<p>I can talk about color and use it in my artwork.</p> <p>I can find examples of color in art.</p> <p>I can see examples of color in my environment.</p> <p>I can create and use color in my artwork.</p> <p>I can look at and discuss how artists use color in their artwork.</p>	<p>Color</p> <p>Primary colors</p> <p>Secondary colors</p> <p>Intermediate colors</p> <p>Blending</p> <p>Mixing</p> <p>Color Wheel</p> <p>Abstract</p> <p>Realistic</p> <p>Warm colors</p> <p>Cool colors</p> <p>Palette</p> <p>Hue</p> <p>Watercolor</p> <p>Color scheme</p>	<ul style="list-style-type: none"> ● Students will explore the element of color with a variety of materials and tools.. ● Students will be able to explain how artists use color to create art. ● Students will produce artwork that uses color. ● Students will discuss and describe visual qualities of color in art. ● Students can mix secondary colors. ● Checklist/Rubric ● Color mixing ● Illustrating Illuminated letters ● Bookmaking ● Painting techniques ● Color wheel ● Medieval Art Castles 	<ul style="list-style-type: none"> ● Artists of interest: Monet, Kandinsky, Chagall, Impressionism ● Books: “Mouse Paint” E. Stoll Walsh, “White Rabbit’s Colors” A. Baker, “Mix it Up!” H. Tullet, “Little Blue and Little Yellow” L. Lionni, “Color Dance” A. Jonas ● YouTube videos: claymation, Primary/secondary colors, Complementary color ● Medieval art resources, slideshow ● Supplies: Tempera paint supplies, drawing and construction paper various, color wheel resources, chalk, metallic paint, markers, crayons, colored pencils

ELEMENTARY ART CURRICULUM

Course Title: 4th Grade Art

Unit Title: “Art of Form”

Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.4.3 Analyze and reflect on the elements of design to communicate ideas.</p> <p>ART.VA.I.4.4 Prepare, present, and collaboratively evaluate personal artwork.</p> <p>ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art.</p> <p>ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.</p> <p>ART.VA.II.4.4 Analyze and reflect on the uses of subject matter, symbols, and ideas to express and communicate meaning in artwork.</p> <p>ART.VA.III.4.3 Compare how global and cultural diversity elicits differing responses.</p> <p>ART.VA.III.4.4 Compare and contrast two pieces of personal work.</p> <p>ART.VA.III.4.5 Analyze how art can be a reflection of society and a response to real world experiences.</p> <p>ART.VA.V.4.2 Investigate and identify careers related to advertising. .</p>	<p>I can talk about form and use it in my artwork.</p> <p>I can name examples of form.</p> <p>I can find examples of form in art.</p> <p>I can see form in my environment.</p> <p>I can create form in my artwork.</p> <p>I can look at and discuss how artists use form in their artwork.</p>	<p>Three dimensional Geometric Cube Sphere Cylinder Pyramid Sculpture Mobile Assemblage Modelling Building Sculpting Shading</p>	<ul style="list-style-type: none"> ● Students will explore the element of form with a variety of material and tools. ● Students will be able to explain how artists create art using form. ● Students will produce artwork that shows use of form. ● Students will discuss and describe visual qualities using form in art. ● Checklist/Rubric ● Shapes vs. Forms ● Sculpture exploration ● Drawing 3-D shapes with shading/shadows ● Clay sculpture 	<ul style="list-style-type: none"> ● Artists of interest: Renaissance, DaVinci, Michelangelo, Donatello, Calder, Moore, Egypt ● Books: “13 Sculptures Children should know” A. Wenzel, “Sandy’s Circus” T. Stone, “Leonardo and the Flying Boy” L. Anholt, “Leonardo da Vinci for Kids” J. Herbert, “Getting to know the World’s Greatest Artists” Series M. Venezia ● youtube learning about Form and sculpture ● foam building shapes, modelling clay, blocks, paper form templates ● Supplies: air dry clay, model magic, plaster, plaster molds

ELEMENTARY ART CURRICULUM

Course Title: 4th Grade Art

Unit Title: “Art of Line”

Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.4.2 Demonstrate control and safe use of technologies with environmental awareness. ART.VA.I.4.3 Analyze and reflect on the elements of design to communicate ideas. ART.VA.II.4.1 Synthesize the use of a variety of materials and techniques and processes to problem solve in the creation of art. ART.VA.II.4.2 Synthesize knowledge of the elements of art and principles of design to creatively communicate ideas.</p>	<p>I can name types of lines and draw them in my artwork. I can create patterns using lines. I can add details to my drawing using lines. I can use lines to show design. I can make lines to show movement or feeling in my artwork. I can use lines to show direction or quality in my artwork. I can design using radial symmetry I can discuss how artists use balance in their artwork. I can look at and discuss how artists use line in their artwork.</p>	<p>Vertical line Diagonal line Horizontal line Pattern Self-portrait Illusion Radial Symmetry Balance Abstract Art</p>	<ul style="list-style-type: none"> ● Students will use a variety of materials to communicate personal experiences with line through self portraits, name writing, and portfolios. ● Students will explore the element of line with a variety of materials to solve visual problems in artwork. ● Students will make appropriate choices after analyzing material and technology choices in the creation of line design. ● Rubric/Checklist ● Drawing self-portraits ● Decorating and labeling portfolios ● Creating patterns with line ● Drawing lines to show movement or feeling ● Drawing lines to show physical quality ● Designing to show radial symmetry ● Use ipads to create lines in drawing apps 	<ul style="list-style-type: none"> ● Artists of interest: VanGogh, Miro, Munch, Cezanne, Wood ● Books: “Lines that Wiggle” C. Whitman, “The Line” P.Bossio, “When a line bends...A shape begins” R Gowler Greene, “Beautiful Oops” B. Saltzberg, ● YouTube Learn about lines ● Supplies: rulers, ipads, fine tip markers, markers, pencils, drawing paper various, 18x24 paper

ELEMENTARY ART CURRICULUM

Course Title: 4th Grade Art

Unit Title: “Art of Shape” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.4.3 Analyze and reflect on the elements of design to communicate ideas.</p> <p>ART.VA.II.4.1 Synthesize the use of a variety of materials and techniques and processes to problem solve in the creation of art.</p> <p>ART.VA.II.4.2 Synthesize knowledge of the elements of art and principles of design to creatively communicate ideas.</p> <p>ART.VA.II.4.5 Discuss and debate how artists from various cultures convey ideas differently.</p> <p>ART.VA.III.4.2 Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes.</p> <p>ART.VA.IV.4.2 Compare and contrast the visual elements contained in the artwork of particular cultures.</p>	<p>I can name types of geometric shapes and draw them in my artwork.</p> <p>I can identify and draw organic shapes.</p> <p>I can create shapes with a variety of media.</p> <p>I can combine shapes to make new things.</p> <p>I can use shapes to create a still life.</p> <p>I can use shapes to show symmetry.</p> <p>I can look at and discuss how artists use shape in their artwork.</p>	<p>Geometric shapes</p> <p>Organic shapes</p> <p>Two-Dimensional</p> <p>Three-Dimensional</p> <p>Abstract</p> <p>Realistic</p> <p>Observational drawing</p> <p>Still Life</p> <p>Portraits</p> <p>Symmetrical</p> <p>Asymmetrical</p> <p>Balance</p>	<ul style="list-style-type: none"> ● Students will use a variety of materials to communicate ideas with geometric and organic shapes. ● Students will explore the element of shape with a variety of materials to solve visual problems in artwork. ● Students will make appropriate choices after analyzing material and technology choices in the creation of shape design. ● Rubric/Checklist ● Geometric and organic shape exploration with symmetry ● Organic shape: Still life ● Geometric shape portraits with watercolor techniques ● Origami monster bookmarks 	<ul style="list-style-type: none"> ● Artists of interest: Pablo Picasso, Paul Klee, Escher, Matisse ● Shape puzzles ● Books: “The Dot” P. Reynolds, “Color Farm” and “Color Zoo” L. Ehlert, “I Spy Shapes in Art” L. Micklethwait, Ed Emberley’s Drawing Books, ● Geometric shape printable resources ● youtube learning shapes ● Supplies: watercolor paints, drawing paper and construction paper various, origami paper, crayons, markers, black glue

ELEMENTARY ART CURRICULUM

Course Title: 4th Grade Art Unit Title: “Art of Space” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.4.1 Use technologies to communicate ideas and experiences.</p> <p>ART.VA.I.4.2 Demonstrate control and safe use of technologies with environmental awareness.</p> <p>ART.VA.I.4.3 Analyze and reflect on the elements of design to communicate ideas.</p> <p>ART.VA.II.4.3 Analyze and collaborate how artists express ideas through the use of visual culture, global perspective, and symbols in works of art.</p> <p>ART.VA.II.4.6 Incorporate the uses of different technologies to show artistic expression through an original artwork.</p> <p>ART.VA.III.4.2 Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes.</p> <p>ART.VA.V.4.1 Analyze various uses of art globally, in media, business, technology, and industry.</p> <p>ART.VA.V.4.3 Identify connections between technology and the arts.</p>	<p>I can talk about space and use it in my artwork.</p> <p>I can find examples of space in art.</p> <p>I can see space in my environment.</p> <p>I can create space in my artwork.</p> <p>I can look at and discuss how artists use space in their artwork..</p>	<p>Overlapping</p> <p>Position</p> <p>Spatial organization</p> <p>Cropping</p> <p>Foreground</p> <p>Middle ground</p> <p>Background</p> <p>Positive space</p> <p>Negative space</p> <p>Perspective</p>	<ul style="list-style-type: none"> ● Students will explore the element of space with a variety of material and tools. ● Students will be able to explain how artists create art using space. ● Students will produce artwork that shows use of space. ● Students will discuss and describe visual qualities using space in art. ● Checklist/Rubric ● Positive and negative space design ● landscapes ● Digital drawing with iPad ● Projector Murals 	<ul style="list-style-type: none"> ● Artists of interest: Rivera, Kahlo, Degas, Klimt, O’Keeffe ● Books: “Perspective Drawing for kids” L. Yanconsky, “Art for Kids: Drawing in Perspective” M. Story, “Exploring Landscape Art with Children (Come look with Me)” G. Blizzard ● YouTube videos on perspective and vanishing point ● Landscape and mural resources, slideshow ● Supplies: Large poster paper 24x36, drawing and construction papers various, tempera paints, markers, crayons, oil pastels, colored pencils, ipads

ELEMENTARY ART CURRICULUM

Course Title: 4th Grade Art

Unit Title: “Art of Texture” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.4.2 Demonstrate control and safe use of technologies with environmental awareness.</p> <p>ART.VA.I.4.3 Analyze and reflect on the elements of design to communicate ideas.</p> <p>ART.VA.I.4.4 Prepare, present, and collaboratively evaluate personal artwork.</p> <p>ART.VA.II.4.2 Synthesize knowledge of the elements of art and principles of design to creatively communicate ideas.</p> <p>ART.VA.II.4.5 Discuss and debate how artists from various cultures convey ideas differently.</p> <p>ART.VA.II.4.6 Incorporate the uses of different technologies to show artistic expression through an original artwork.</p> <p>ART.VA.III.4.1 Reflect and discuss the visual structures and functions used in personal artwork.</p> <p>ART.VA.III.4.2 Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes.</p> <p>ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures.</p> <p>ART.VA.IV.4.2 Compare and contrast the visual elements contained in the artwork of particular cultures.</p>	<p>I can talk about texture and use it in my artwork.</p> <p>I can find examples of texture in my environment.</p> <p>I can find examples of texture in art.</p> <p>I can create texture with a variety of media.</p> <p>I can use tools to make texture.</p> <p>I can look at and discuss how artists use texture in their artwork.</p>	<p>Texture</p> <p>Bumpy</p> <p>Smooth</p> <p>Soft</p> <p>Rough</p> <p>Actual texture</p> <p>Simulated texture</p> <p>Rubbing</p> <p>Printing</p> <p>Contrast</p> <p>Pattern</p> <p>Weaving</p> <p>Loom</p> <p>Warp</p> <p>Weft</p>	<ul style="list-style-type: none"> ● Students will explore the element of texture with a variety of material and tools. ● Students will be able to explain how artists from other cultures create art using texture. ● Students will produce artwork that shows texture. ● Students will discuss and describe sensory qualities using texture in art. ● Checklist/Rubric ● Texture landscapes ● Native American arts ● Folk arts ● Basket weaving 	<ul style="list-style-type: none"> ● Artists of interest: Grandma Moses, Remington, Russell, Quick to see Smith, Ringgold ● Native American Arts, Folk Art resources, slideshow ● Books: “Fuzzy, Fuzzy, Fuzzy!” S. Boynton, “Touch the Art: Tickle Tut’s Toes” J. Appel, “More than Moccasins: a kid’s activity guide to traditional North American Indian Life” L. Carlson, “Raven” G. McDermott, ● Reading Rainbow episodes ● YouTube videos on weavers and Native American arts ● Supplies: yarn, paper plates 9”, feathers, beads, drawing and construction paper various, printed papers

ELEMENTARY ART CURRICULUM

Course Title: 4th Grade Art Unit Title: “Art of Value” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.4.3 Analyze and reflect on the elements of design to communicate ideas.</p> <p>ART.VA.I.4.4 Prepare, present, and collaboratively evaluate personal artwork.</p> <p>ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art.</p> <p>ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.</p> <p>ART.VA.II.4.4 Analyze and reflect on the uses of subject matter, symbols, and ideas to express and communicate meaning in artwork.</p> <p>ART.VA.III.4.1 Reflect and discuss the visual structures and functions used in personal artwork.</p> <p>ART.VA.IV.4.3 Evaluate the interrelationship between design, trends, events, and the economics of a culture.</p>	<p>I can talk about value and use it in my artwork.</p> <p>I can find examples of value in art.</p> <p>I can see value in the colors of my environment.</p> <p>I can create value through painting and use of color in my artwork.</p> <p>I can look at and discuss how artists use value in their artwork.</p>	<p>Value</p> <p>Light</p> <p>Dark</p> <p>Color</p> <p>Bright</p> <p>Dull</p> <p>Tint</p> <p>Tone</p> <p>Shade</p>	<ul style="list-style-type: none"> ● Students will explore the element of value with a variety of materials and tools. ● Students will be able to explain how artists use value to create art. ● Students will be able to explain how artists use value in their artwork. ● Students will produce artwork that demonstrates value. ● Students will discuss and describe visual qualities of value in art. ● Checklist/Rubric ● Painting with tints and shades ● Color mixing ● Using pattern to show value ● Value with greens ● Warm and cool color collage 	<ul style="list-style-type: none"> ● Artists of interest: Bearden, Lawrence, Ringgold, Hokusai, Japan ● Books: “Pantone: Colors”, “Snowmen at Night: C. Buehner, “Tar Beach” F. Ringgold, “My Hand Sing the Blues: Romare Bearden’s Childhood Journey” J. Walker Harvey, “Llang and the Magic Paintbrush” Demi ● Supplies: Tempera paint supplies (black, white), collage materials, magazines, printed papers, drawing and construction papers various, fine tip markers, crayons, colored pencils, chalk pastels

