



# ART

# WORKBOOK

## 4<sup>th</sup> GRADE

NAME: \_\_\_\_\_

2020-2021



# **Welcome!**

**This is your art workbook for the 2020-2021 school year!**

In this workbook, we will be practicing skills used in larger in-class projects.

**K-6 Art Specialists**

# SKILLS CHECKLIST

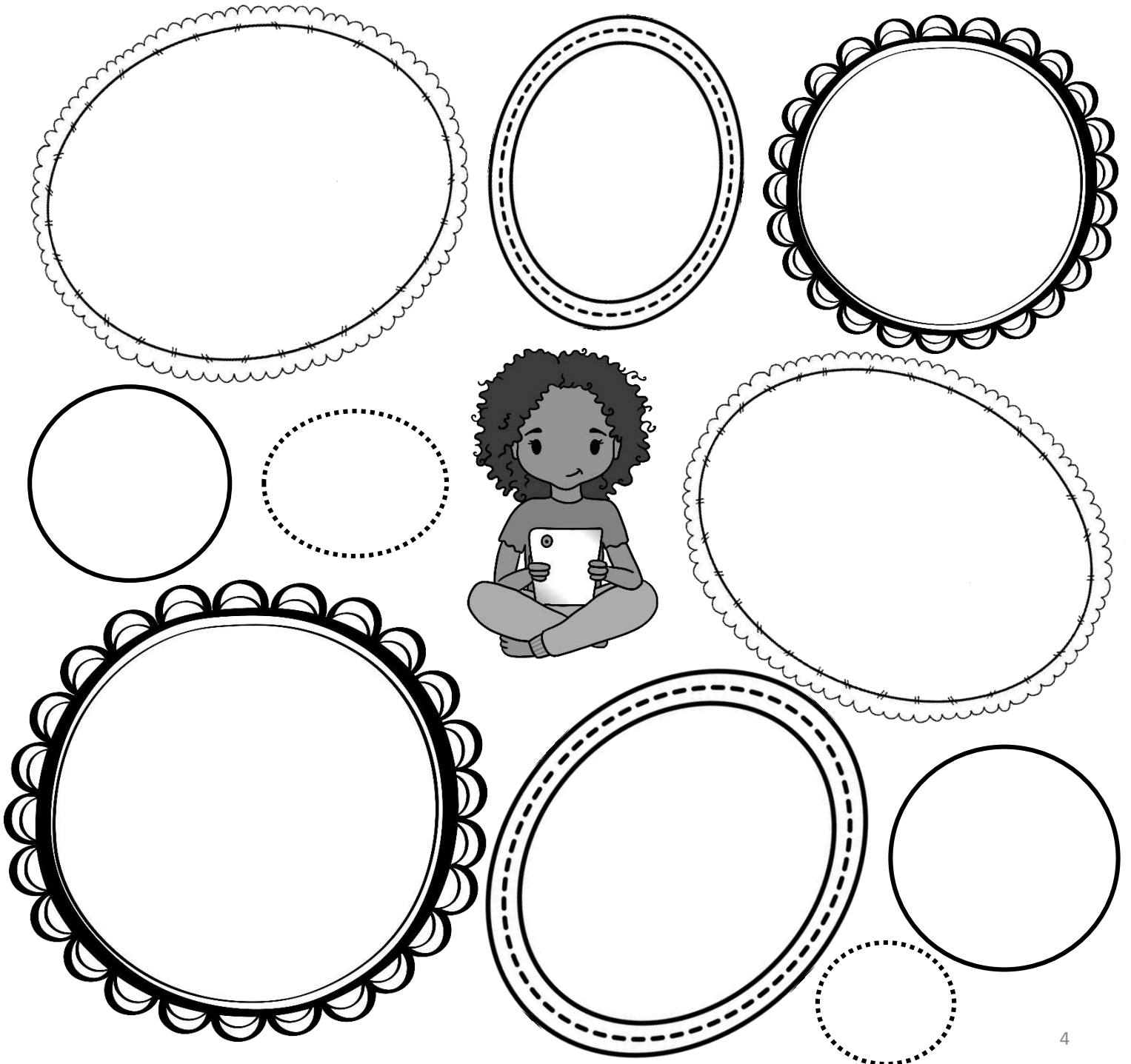
1. Describe the **elements and principles** of design used in prints and 3-D forms from various cultures. (line, shape, color, value, texture, and space)
2. Demonstrate and recognize three kinds of **balance**: symmetry, asymmetry, and radial.
3. Recognize and label the use of **design principles** in art forms: balance, movement (rhythm), repetition (pattern), contrast, emphasis and unity.
4. Describe the use of the **art elements** line, shape, color, value, space, and texture in art.
5. Demonstrate proper **facial proportions** using line and shapes.
6. Recognize positive and negative space as well as foreground and background.
7. Experiment with various **watercolor** and painting **brush techniques**.
8. Recognize and use complementary and monochromatic **color theory**.
9. Review a **12 hue color** wheel by mixing primary and secondary colors.
10. Understand **contrast** and **positive/negative space**.
11. Find examples of near-large and far-small relationships to **depth perception**.
12. Introduce thin to thick letters and demonstrate basic **graphic lettering**.
13. Apply **one point perspective** technique using horizon line, vanishing point, and ruler; 1 point perspective house or barn.
14. Express a **preference for one artwork over others** and offers a reason.
15. Explain **ideas, thoughts, experiences and feelings expressed** in personal artwork.
16. Describe **similarities and differences** in pairs of artwork.
17. Use **art vocabulary** to talk about art and share themes, subjects, or main ideas.

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# MY ARTIST VOICE

When making art it is important to use **your voice**. Your voice means using **parts about yourself** including your likes, dislikes, opinions, culture, and heritage in **your art!**

Fill out this brain map to help you add more of your voice to your art this year!



# ELEMENTS OF ART

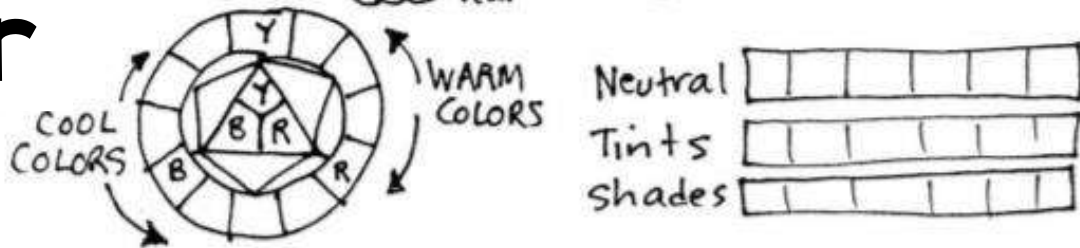
## Line



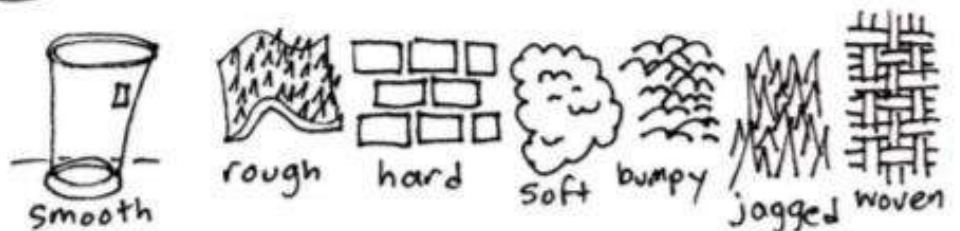
## Shape & Form



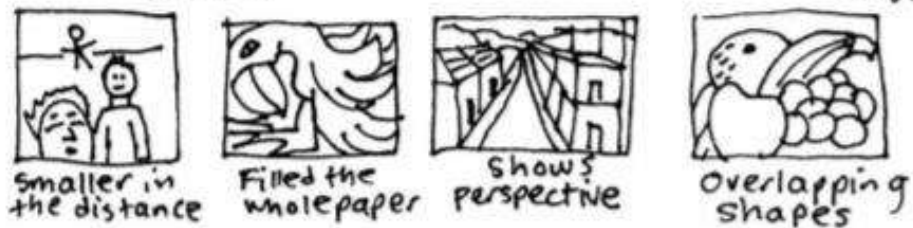
## Color



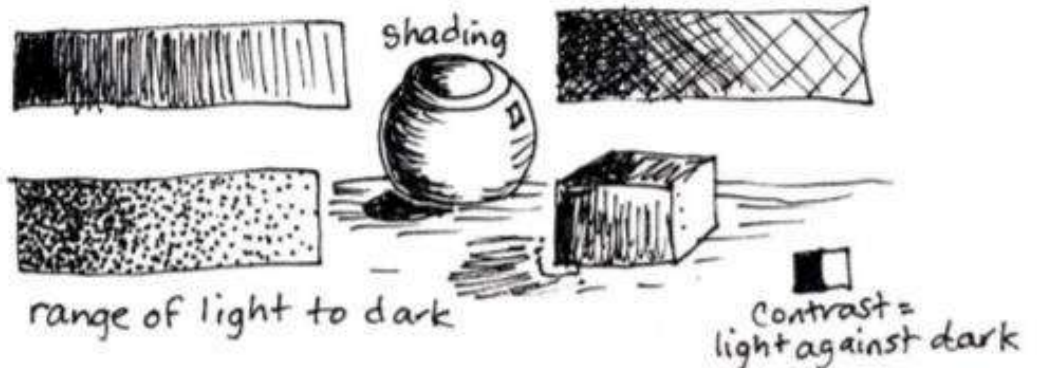
## Texture



## Space



## Value

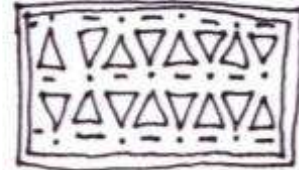




# I CAN LEARN PRINCIPLES OF DESIGN

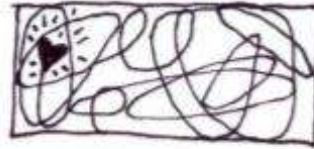
## Pattern

Repetition of the elements of art



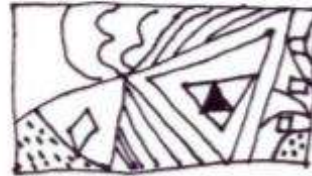
## Emphasis

Focus - Main idea  
What "grabs" your attention



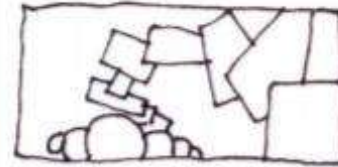
## Variety

An assortment of lines, shapes, colors and other elements of art in the art work



## Unity Balance

How the elements work together, fit together, so the art work looks complete

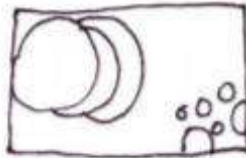


Symmetrical



same design on both sides of a midline.

Asymmetrical



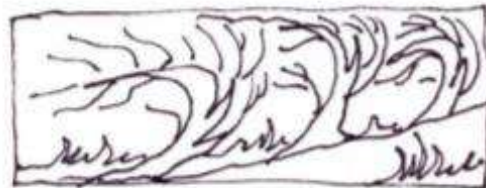
A balance that is not even

Radial



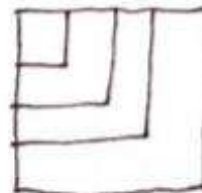
## Rhythm & Movement

A regular repetition of the elements of art to create a sense of rhythm and/or movement



## Proportion

How parts fit together to make a whole - Size relations  
(Includes scale, monumental, miniature, exaggeration...)



# I CAN LEARN Lettering

Drawing **letters** in your art can add a lot of detail. There are many ways to draw letters to add more interest to your art!

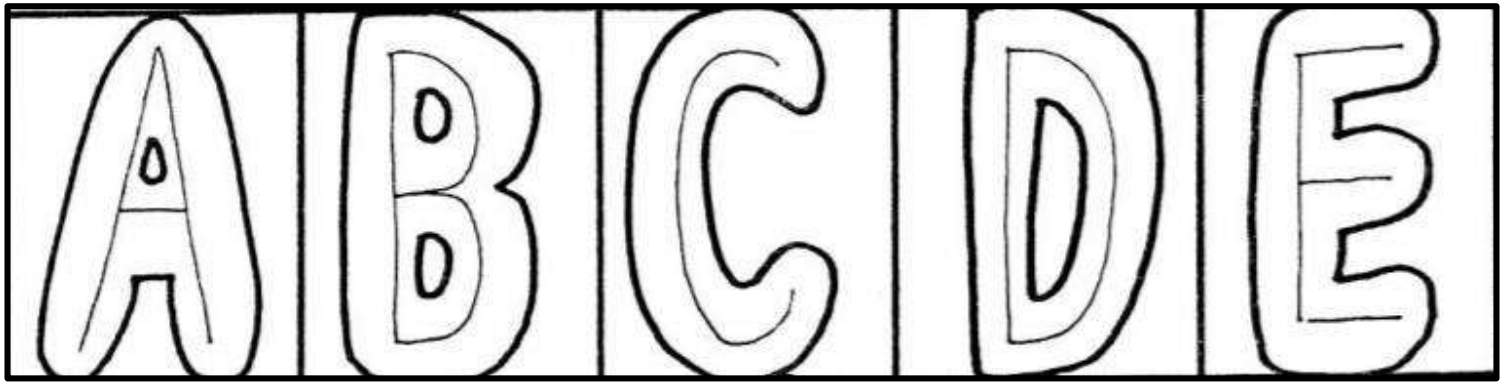


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# Bubble Lettering

**Bubble letters** have **round** ends, kind of like your letter was made out of a bubble! Let's practice!

1. Lightly draw a large letter,
2. Draw all the way around the letter and inside,
3. Erase the original letter.



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Now, draw part of your **name**!

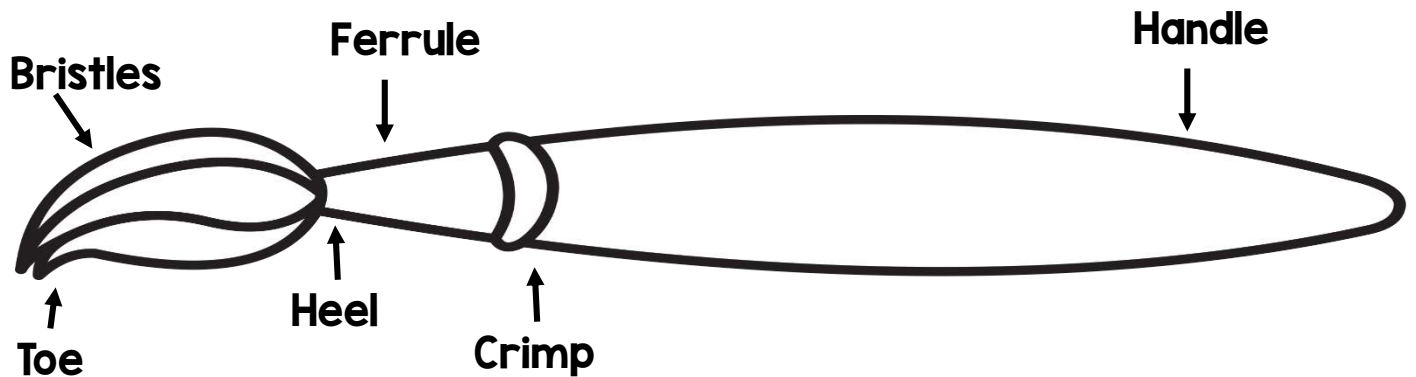
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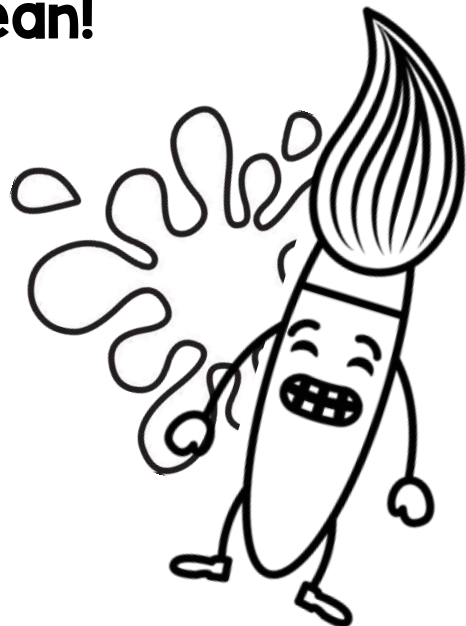
# Painting

Paintbrushes are used to move paint around. There are different parts of the brush we should know!



To keep our paintbrushes nice and neat, there's a few things we need to do...

- 1** Rinse **ALL** the paint out of my hair!
- 2** Put some soap in your hand and wash my hair 'til it's all clean!
- 3** Rinse **AGAIN!**
- 4** Style my hairdo!
- 5** Lay me flat to dry!

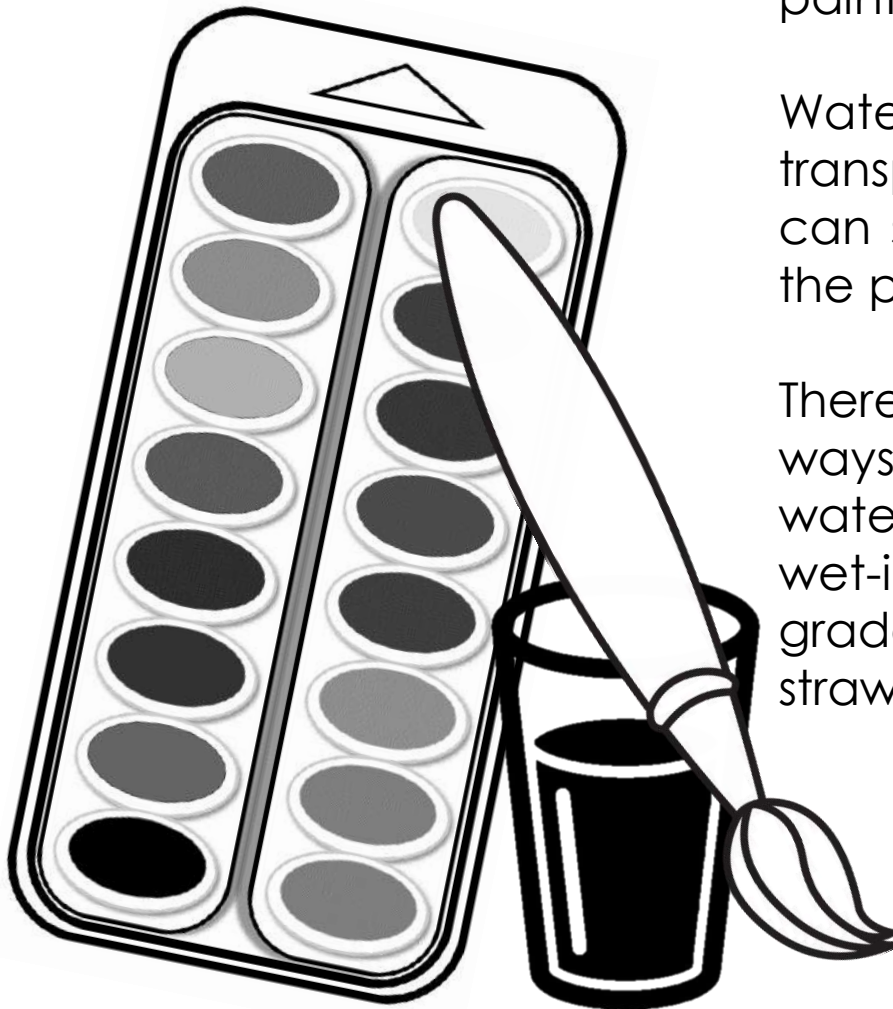


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# Watercolor Painting

## Watercolor Painting Supplies:

- WATER CUP
- WATERCOLOR SET
- BRUSH
- PAPER TOWEL



Watercolor paints are gentle paints that can be layered to make new colors. Watercolor paint is made with pigment (color) in a water-based solution. This means, that when you add water to watercolor paints, they become liquid!

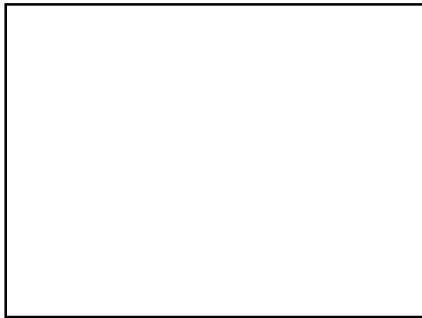
Watercolor is always transparent, meaning you can see the paper through the paint.

There are many different ways to paint with watercolor paint including wet-in-wet, dry brush, gradation, layers, wax resist, straws, and alcohol.

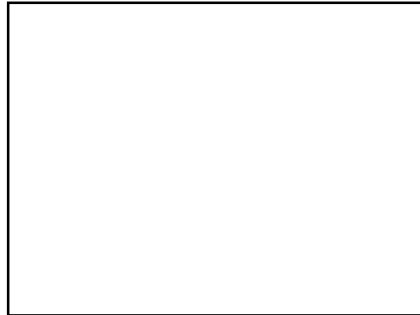
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# Watercolor Painting

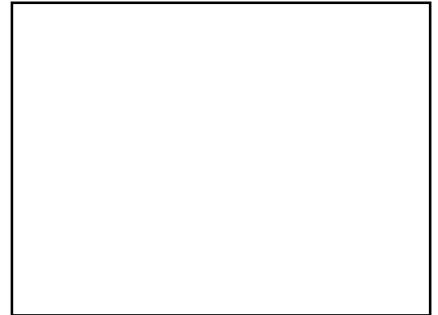
Try each of the techniques below!



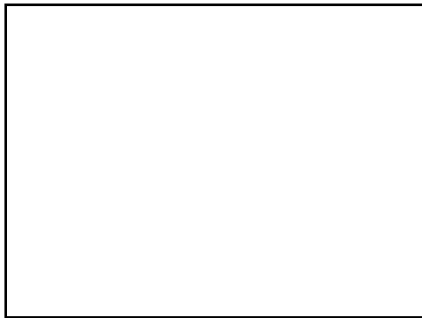
**wet-on-wet**



**dry brush**



**gradation**



**layers**



**wax resist**



**blending two colors**



**alcohol**



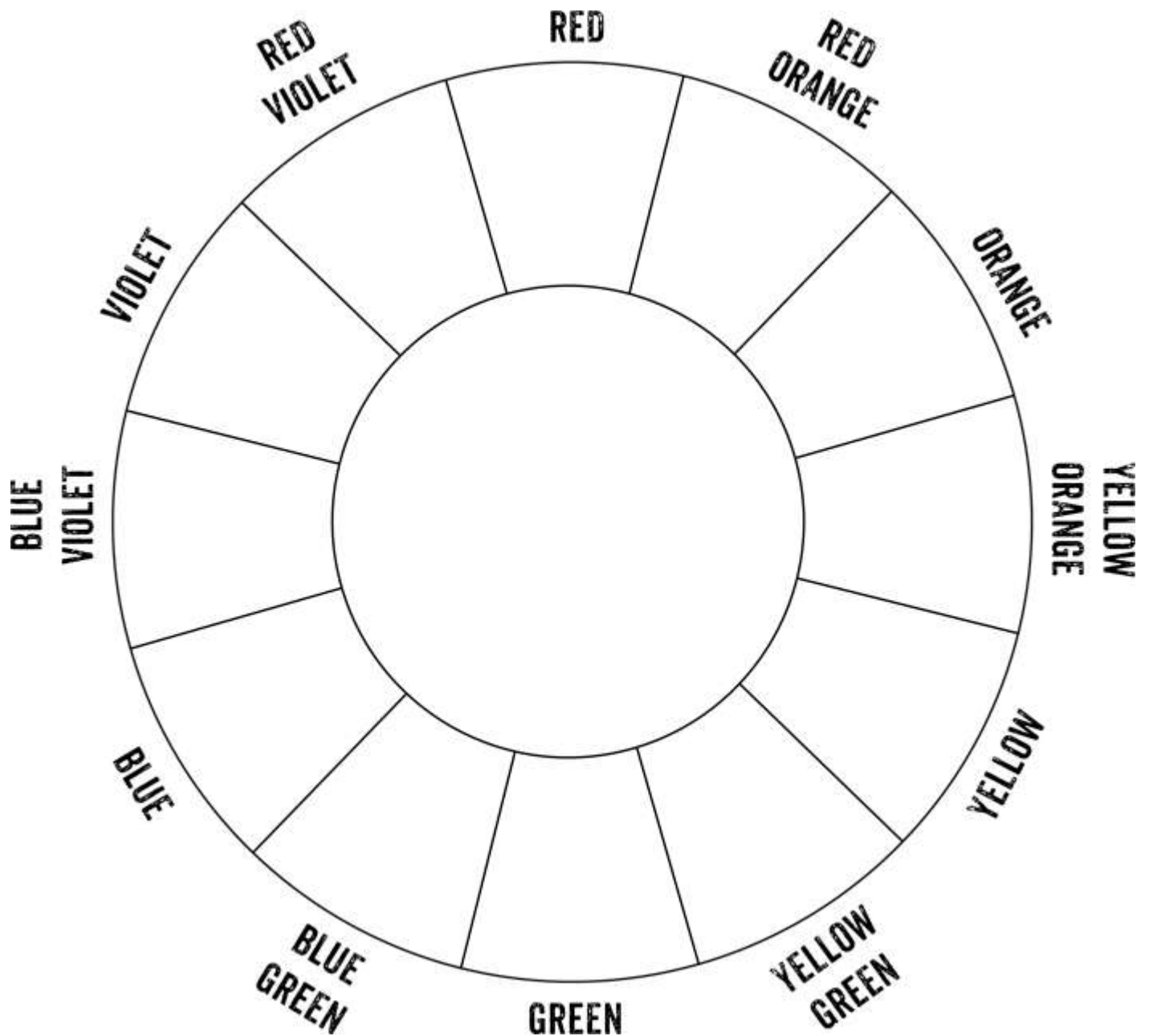
**straws**



**stickers or tape**

# I CAN LEARN Color Wheel

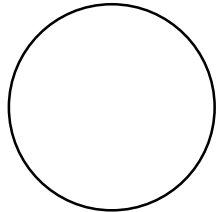
Review your knowledge of the primary, secondary, and tertiary colors by coloring the color wheel.



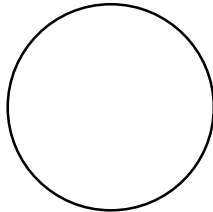


# I CAN LEARN Color Mixing

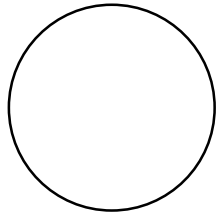
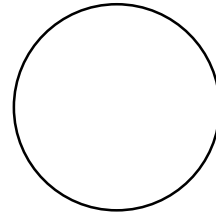
Use your watercolor paints and mix each colors as directed. Correctly label your new colors!



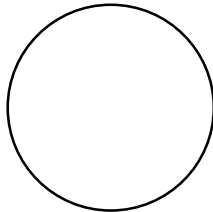
red



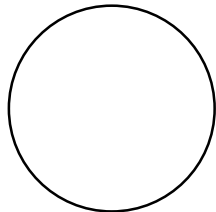
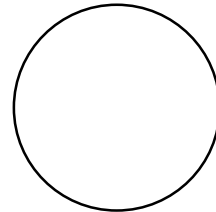
yellow



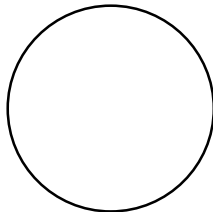
red



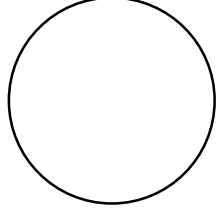
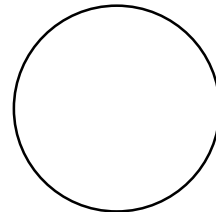
blue



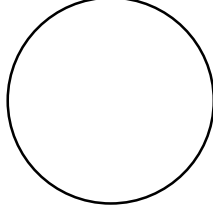
yellow



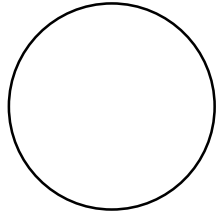
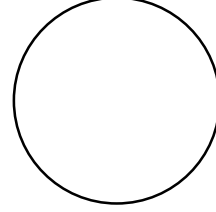
blue



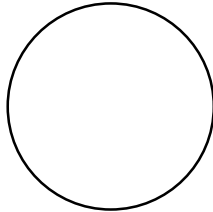
red



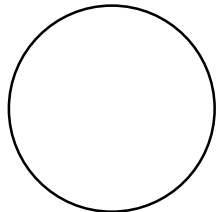
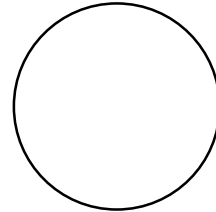
orange



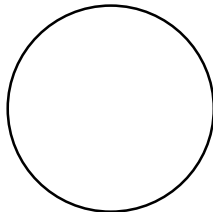
yellow



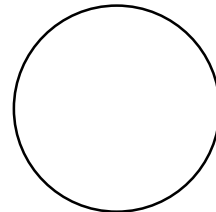
green



blue



violet



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# Color Theory

Every time you use **color** you are creating a **color scheme**. **Color schemes** are groups of colors that either **complement** each other or **contrast** each other.

**Primary**

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I can make all the other colors by mixing different amounts of **primary** colors.

**Secondary**

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I can mix two **primary** colors to make a **secondary** color.

**Tertiary**

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I can mix a **primary** and a **secondary** color to create a **tertiary** color.

**Warm**

--	--	--	--	--	--

Yellow and all the colors with red and orange tones are **warm**.

**Cool**

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Violet and all the colors with blue and green tones are **cool**.

**Complementary**

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Opposites on the color wheel are **complementary**.

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**Analogous**

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Colors that are close neighbors on the color wheel are **analogous**.

**Rainbow**

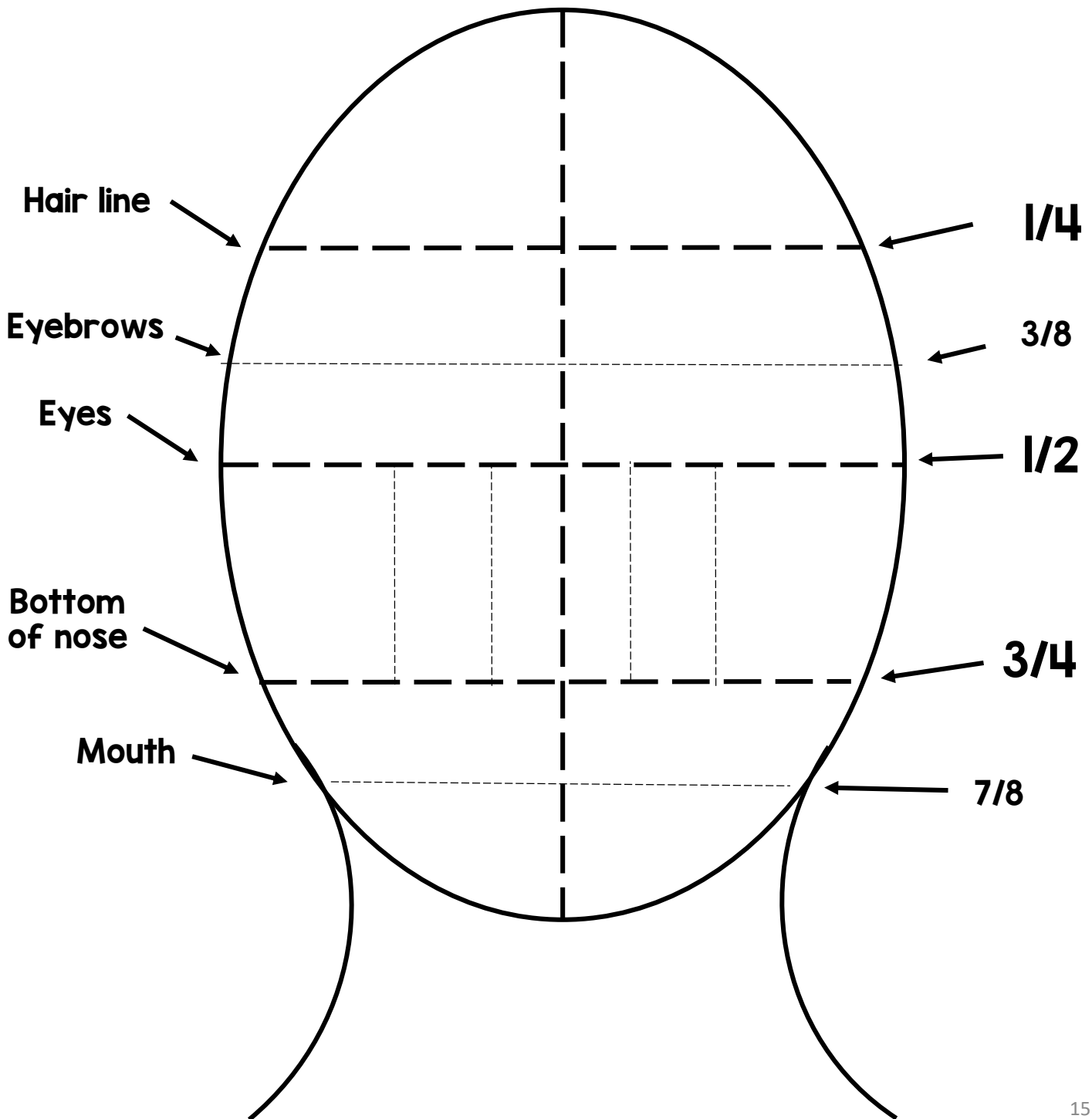
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Using primary and secondary colors placed in order from the color wheel, I can make a **rainbow**.

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# Facial Proportions

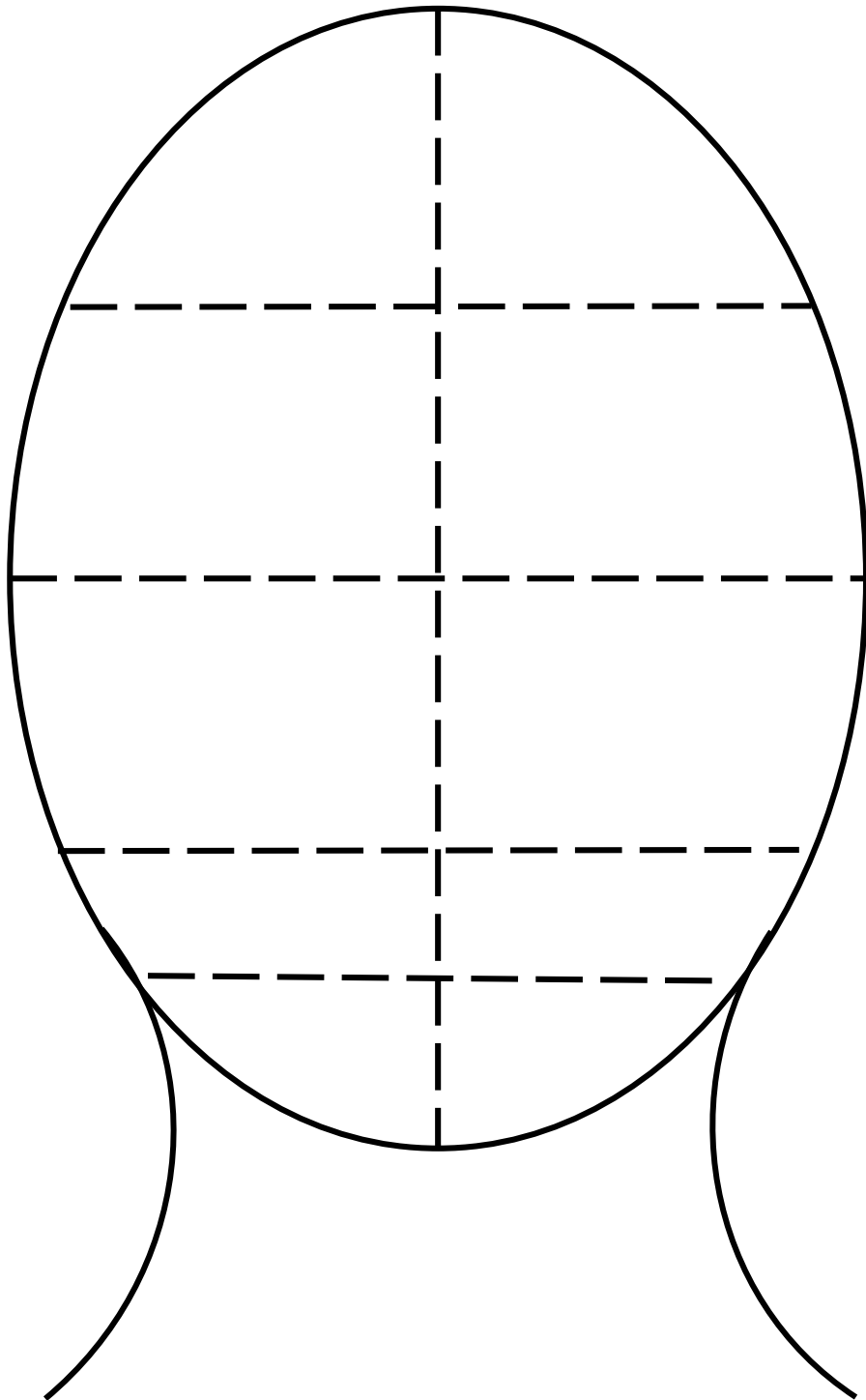
The face uses fractions to draw the parts of the face the right size.



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# Facial Proportions

Draw your own **face** using the guides!





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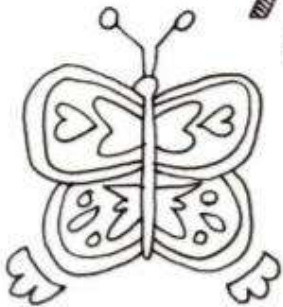
# Balance

There are THREE kinds of balance: **symmetry**, **asymmetry**, and **radial** symmetry. These tell us about how the art is designed.

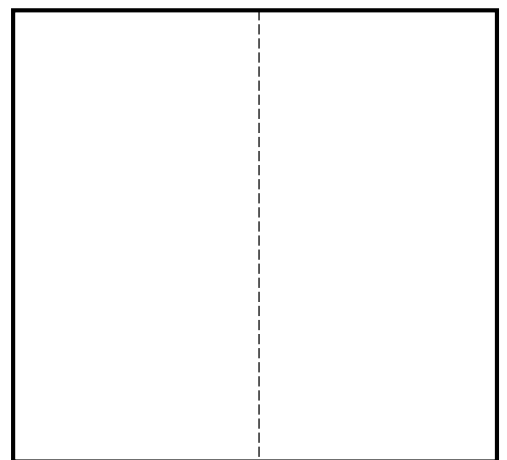
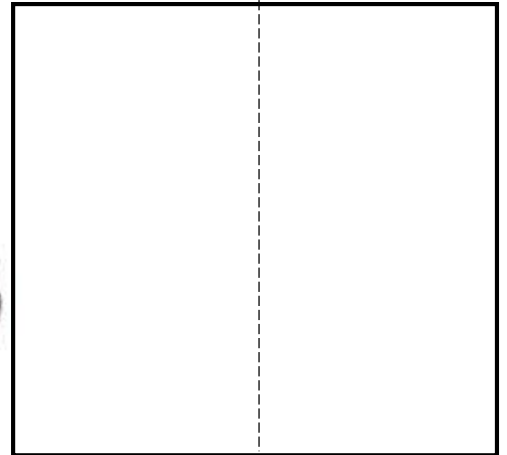
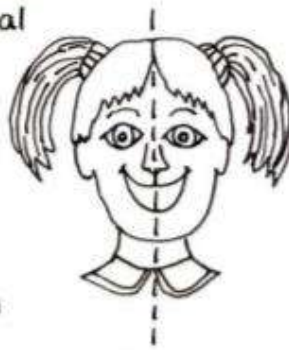
Draw an example:

## Symmetrical

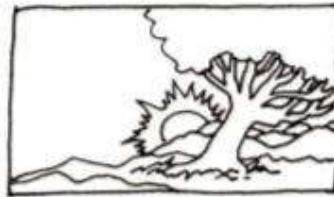
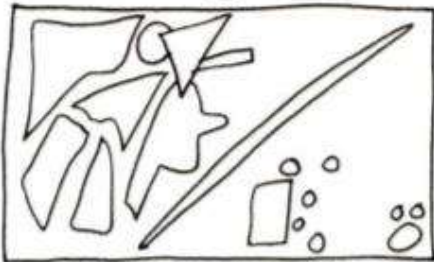
I create symmetrical balance when I evenly.



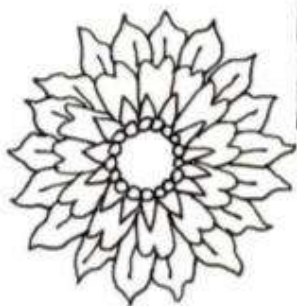
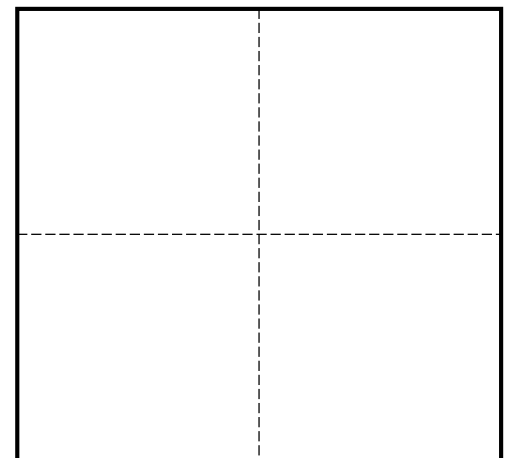
place images on both sides of a mid-line.



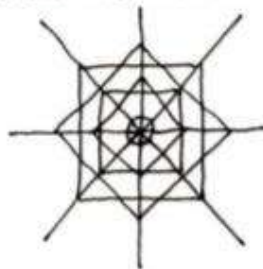
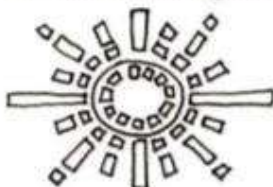
## Asymmetrical



I create asymmetrical balance when I balance by size and weight and variety of images, but not evenly from the mid-line.



## Radial



I create radial balance when I repeat shapes and images evenly from the center outward.

# I CAN LEARN

# Contrast

Contrast can help create **emphasis** in a work of art by placing contrasting elements next to each other. When contrasting elements are placed next to each other they create **contrast** that grabs your attention.

## I. SHAPES



Placing one different **SHAPE** in a group of shapes that are the same will make the **CONTRASTING** shape stand out.

## 2. BLACK & WHITE



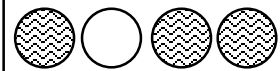
Black and white are so different in value they will **CONTRAST** against one another when placed together.

## 3. COLOR



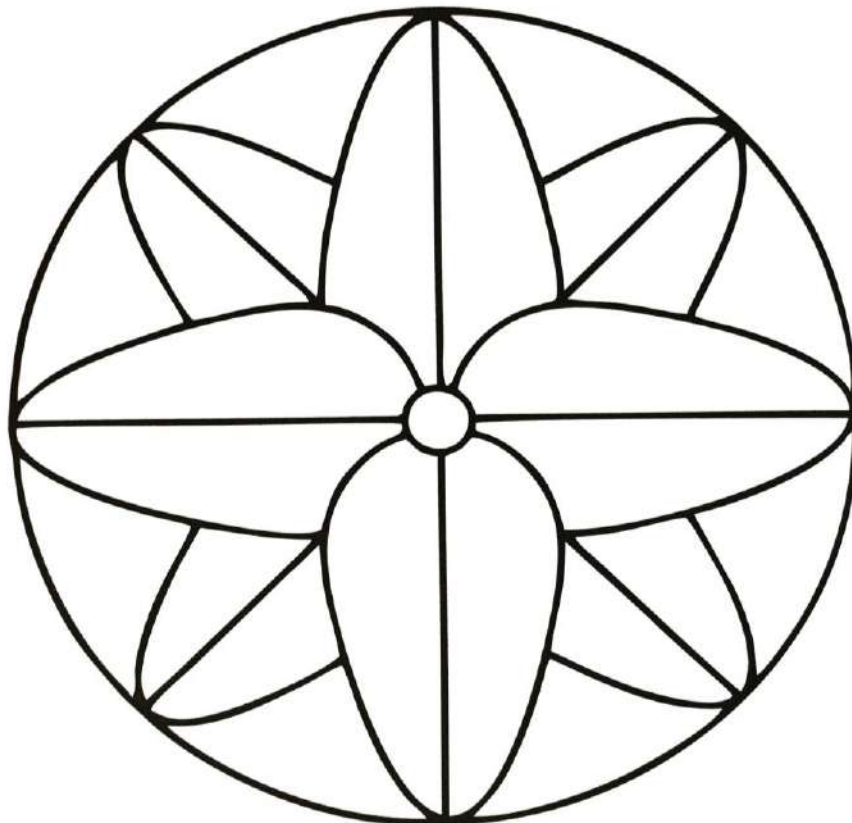
**COMPLEMENTARY COLORS** will **CONTRAST** when they are placed next to each other. Red/green is a complementary color.

## 4. PATTERN



Including one plain **PATTERN** in a group of patterns or one patterned object in a group of plain objects will make them **CONTRAST**.

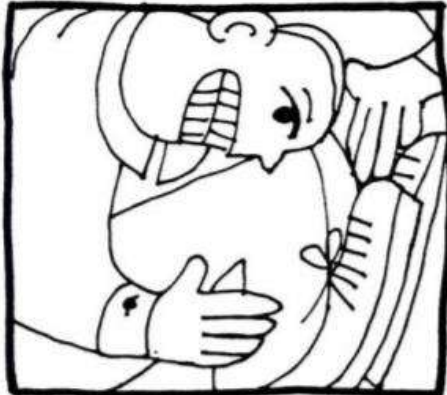
Create **contrast** using one of the four methods when finishing this artwork:



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# Space

**Space** is the visual and physical space within an artwork. Artists create **space** in a variety of ways.



**DRAW BIG**



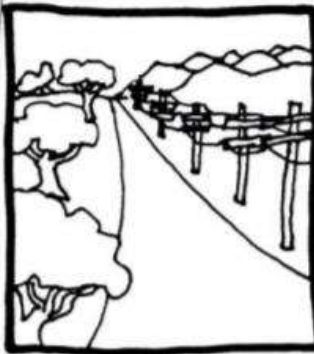
**FILL THE WHOLE PAPER**



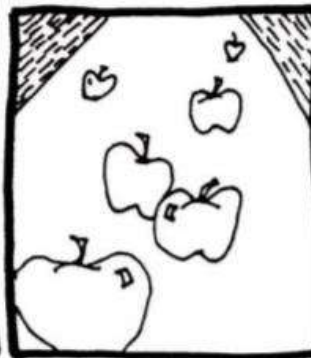
**LINES OFF THE PAPER**



**PLACEMENT IN RELATION TO THE HORIZON LINE**



**SMALLER IN DISTANCE  
LARGER CLOSE UP**



**DARKER CLOSE UP & LIGHTER FURTHER AWAY**



**OVERLAPPING**



**FOREGROUND  
(NEAR SPACE)**



**MIDDLE GROUND  
(MIDDLE SPACE)**



**BACKGROUND  
(FAR SPACE)**



# I CAN LEARN Positive/Negative Space

Positive & negative **space** is another way we show **contrast** in art.



## **Positive Space**

**Positive space** is the objects or subject of the artwork and not the space around them. In this picture, the leaf is the positive space, and the pattern is the negative.

## **Negative Space**

**Negative space** is the “empty” space around the subject of the artwork. In this picture, the leaf is the positive space, and the black background is the negative.

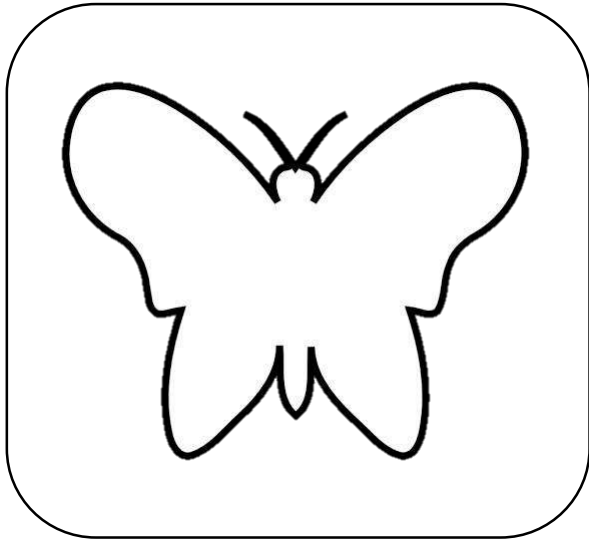


# I CAN LEARN Positive/Negative Space

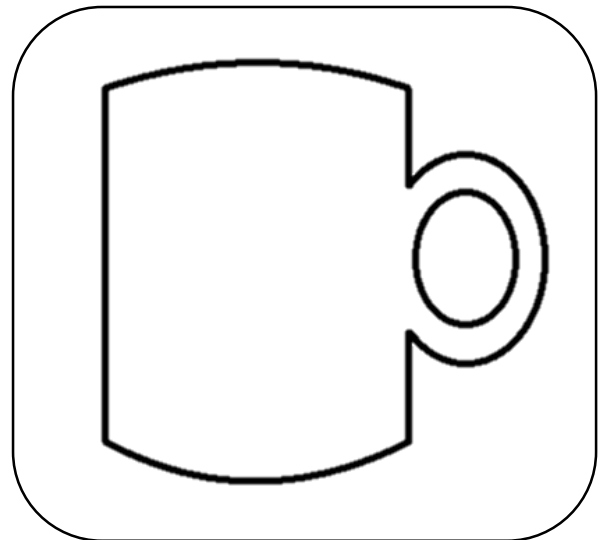
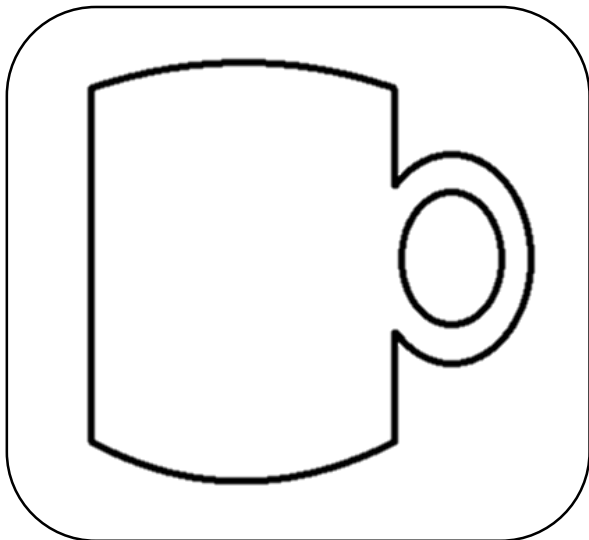
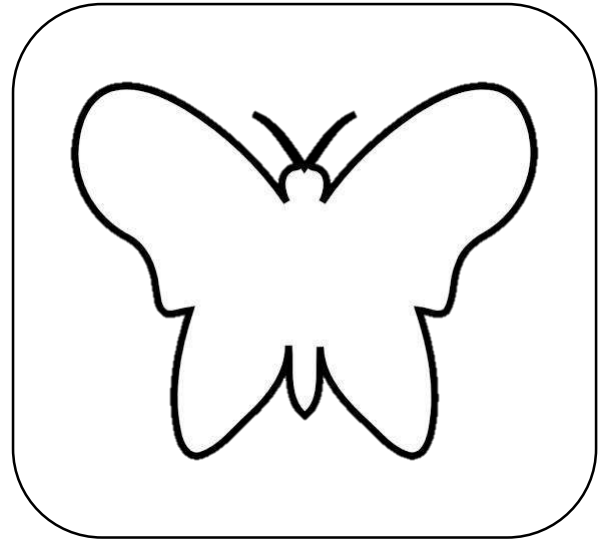
Remember the **positive space** is the actual space taken up by the line, shape, or form. **Negative space** is the shape or space surrounding a line, shape, or form.

Color the boxes to show both **positive** and **negative space**.

**POSTIVE**



**NEGATIVE**



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# Space

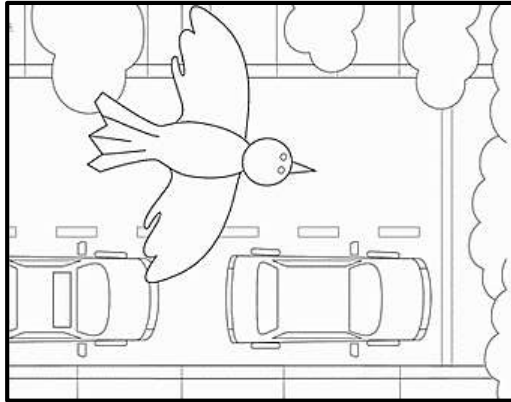
In art, objects that are **near** are drawn **large** and closer to the bottom of the page. Objects that are **far** are drawn **small** and closer to the top of the page.

**Finish this drawing.** Draw one object **near**, and one object **far**.



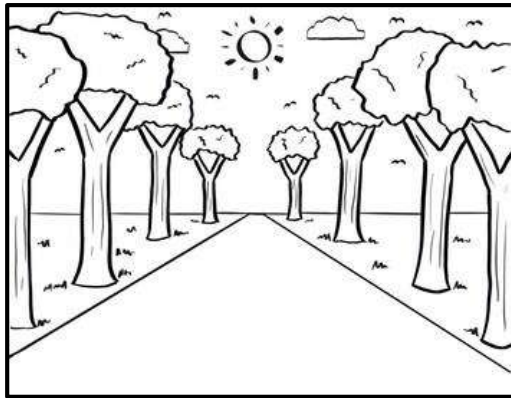
# I CAN LEARN Perspective

**Perspective** is the way we see things. The three kinds of **points of view** we use in art are **birds eye**, **normal**, and **bugs eye**.



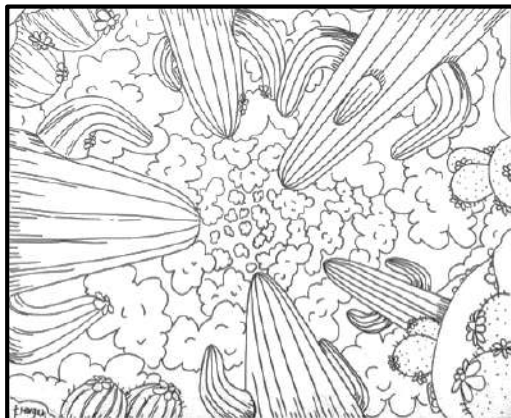
## Birds Eye View

Is looking at things from **above** like a bird. You see the **tops** of buildings and cars, but can't see underneath.



## Normal Eye View

Is looking at things from **in front** like a person. You see the **fronts** of buildings and cars, but can't see underneath or on top.



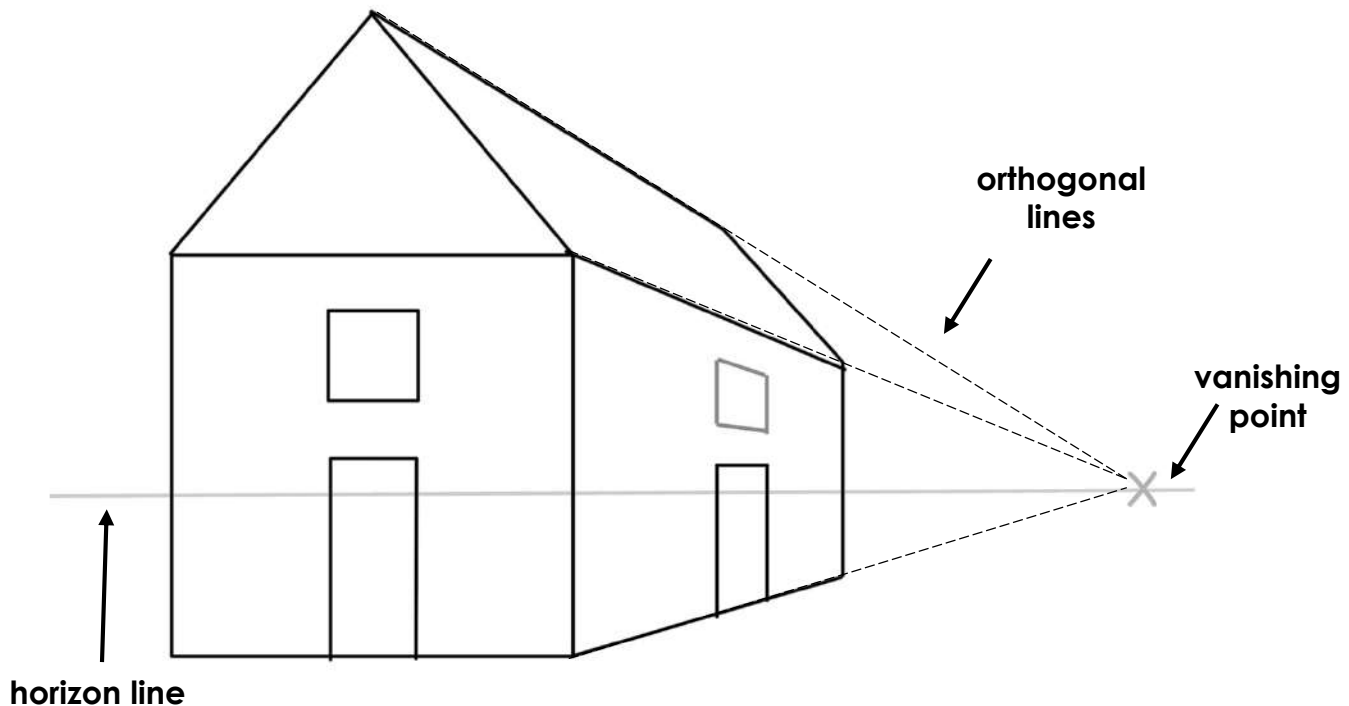
## Bugs Eye View

Is looking at things from **below** like a bug. You see the **bottoms** of buildings and cars, but can't see on top.

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# I - Point Perspective

**One-point perspective** is the way we see things in the world. Things that are **closer** to us are **larger**, and things that are **farther** from us are **smaller**.

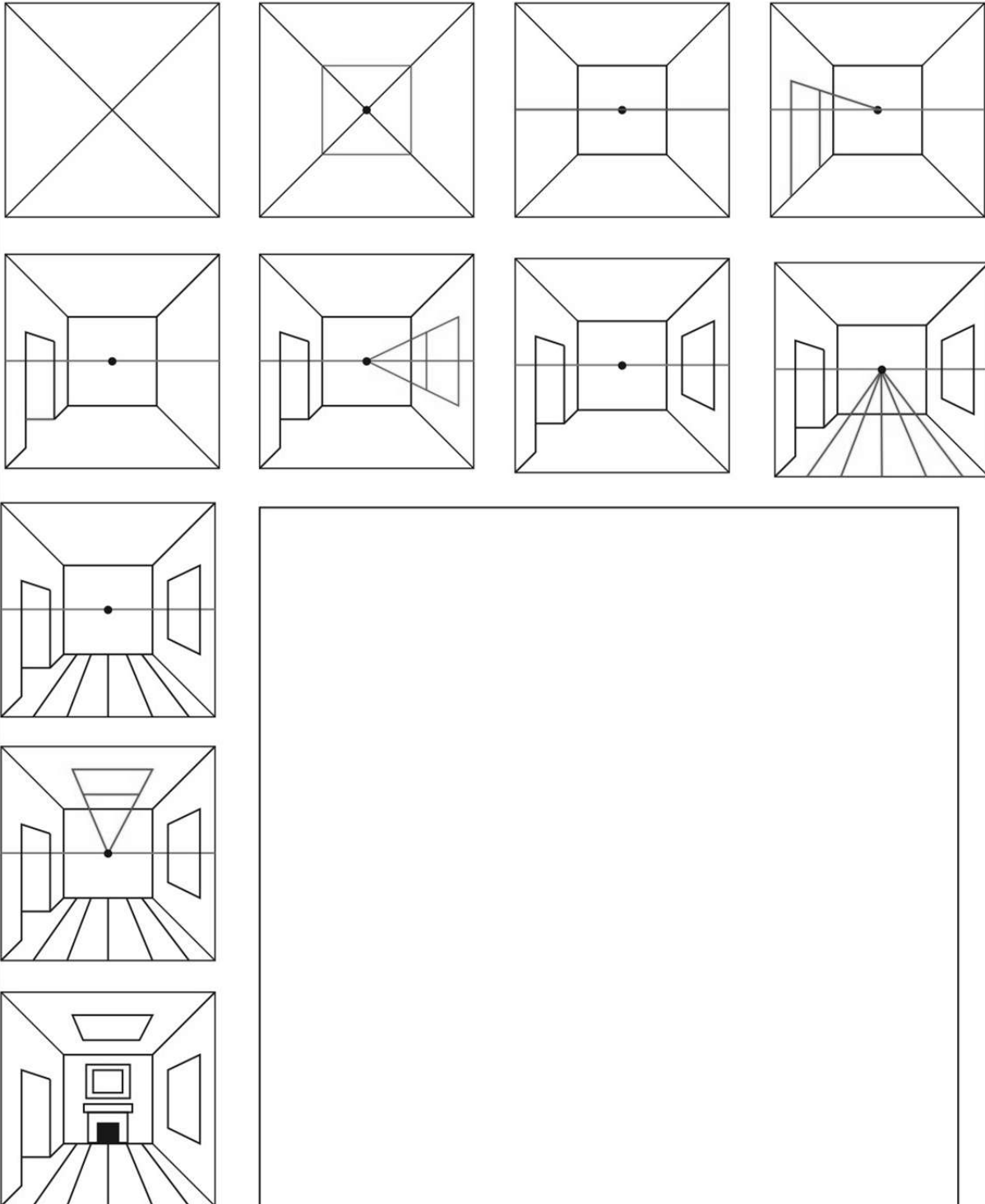


When we draw things using **one-point perspective** we draw to a **vanishing** point. The area of the drawing where things are so far away they are just a dot!



# I CAN LEARN 1 - Point Perspective

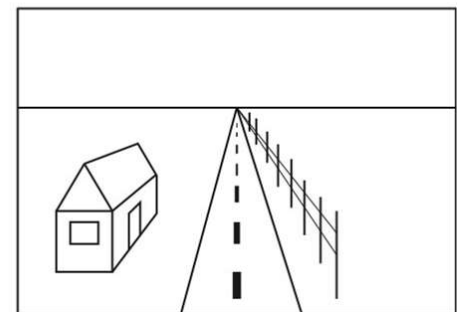
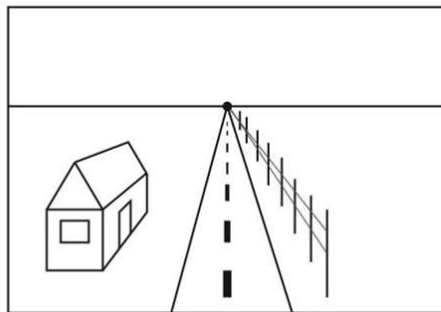
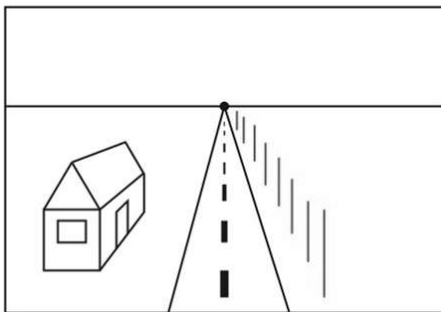
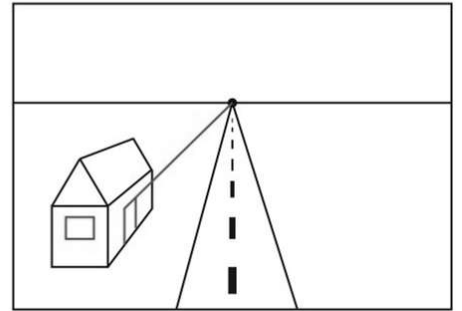
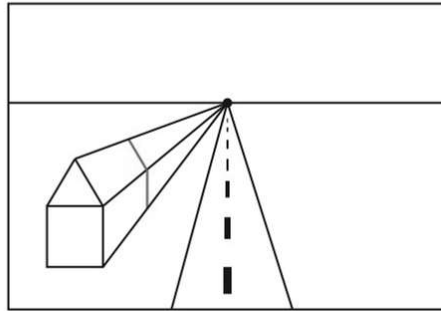
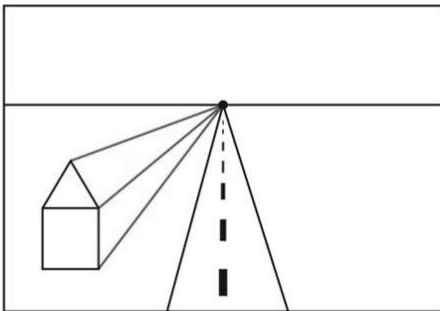
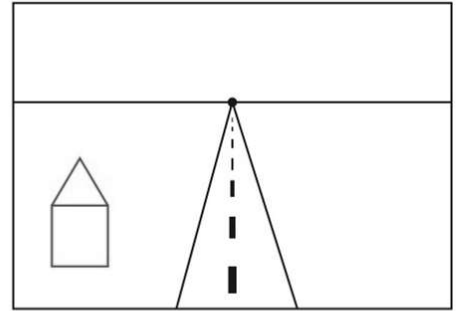
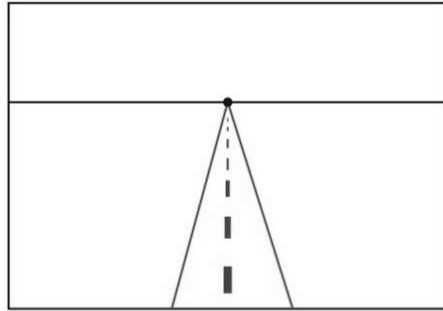
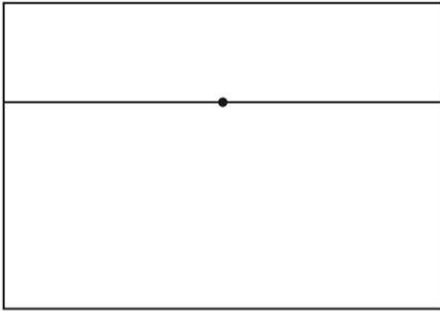
Draw the bedroom using **one-point perspective**. Use your **ruler** to make sure you have straight lines!



I CAN  
LEARN

# 1 - Point Perspective

Try to recreate this **one-point perspective** landscape. Use your **ruler** to make sure you have straight lines. Add details to make the landscape your own!



Draw your landscape here.

# I CAN LEARN TO

# Talk About Art

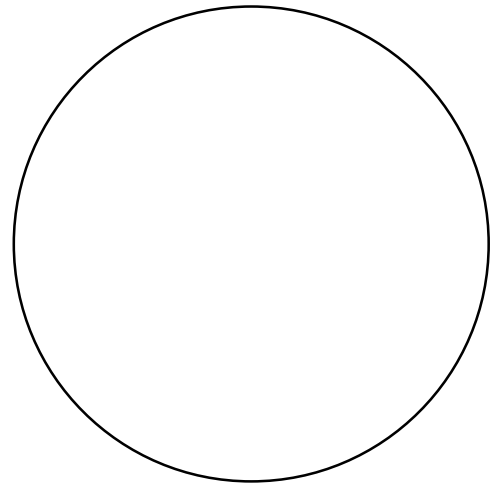
Talking about art is a big part of being an artist! We can look for similarities and differences in art by observing what **elements** and **principles** are being used in each art piece.

What **elements** and **principles** do you see in each of these artworks?

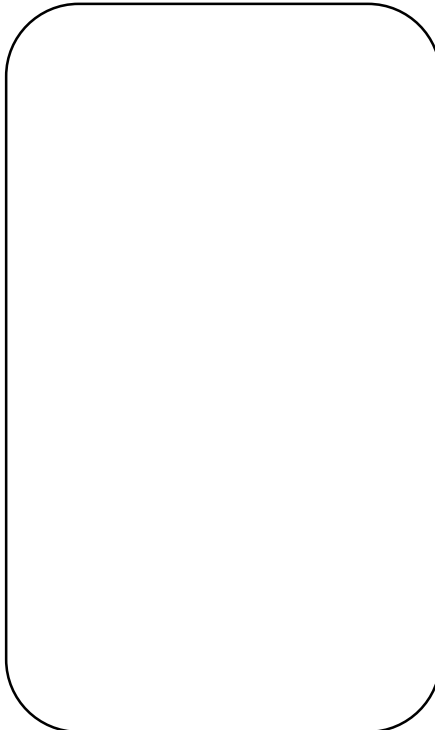
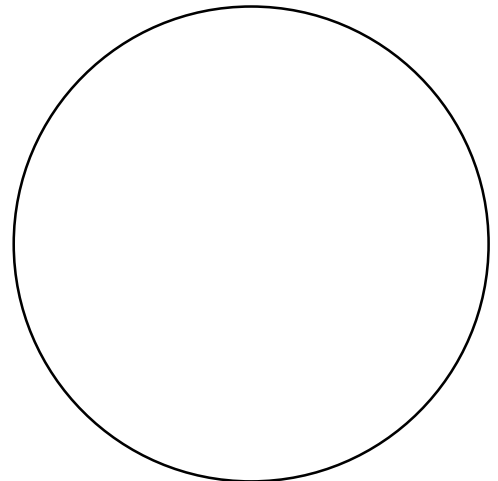
(Picasso's "Weeping Woman" left and Kiki Smith's "Melancholia" right)



**What's similar in  
the two  
artworks?**

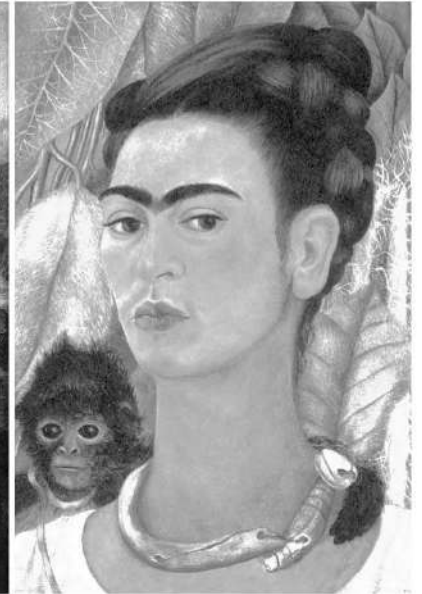


**What's different  
in the two  
artworks?**



# I CAN LEARN TO Talk About Art

When looking at art, you might notice you **like** some art and **dislike** other art. What is important is to figure out **why**. It might be because you don't like the subject matter, or you can't relate to artwork, or you don't like the colors or the technique shown. Any feeling is okay, but using your **art vocabulary** to talk about it is what you want!



Look at the two **portraits** above. Which one do you like better? Why? Use your **art vocabulary** and at least **4 full sentences**.

A large, empty rounded rectangular box provided for the student to write their response to the prompt.

**I CAN  
LEARN**

# Artist Statement

It is important to be able to write an **artist statement** about your own work! An **artist statement** tells people who look at your art how you feel about it, and what you want them to know.

**LET'S WRITE AN ARTIST STATEMENT!**

**Title of Art:** \_\_\_\_\_

**I used** \_\_\_\_\_  
**to make my art.**

**I created a:** \_\_\_\_\_

**I used these elements & principles in making my art.**

\_\_\_\_\_

\_\_\_\_\_

**My artwork makes me feel:** \_\_\_\_\_

**I also want to share:**

\_\_\_\_\_

\_\_\_\_\_