

Art Curriculum: Grade 4

Unit 1: Communicating Through Art- Visual Language

Big Idea	EQ	Concept	Competency	Standards
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do artists document their ideas?	Artists document ideas and observations through journals, sketchbooks, samples, models, photographs and/or electronic files/portfolios.	Document the evolution of an idea by maintaining a process portfolio	9.1.5.A , 9.1.5.B , 9.1.5.C , 9.1.5.D , 9.1.5.G , 9.1.5.H , 9.1.5.K

	Topic	Eligible Content/ Standards	Details	Resources
1	Sketching; How Artists Work	9.1	<ul style="list-style-type: none"> Understand that sketches can be a record of observations or a way to explore ideas for another artwork. Personalize the cover of a sketch folder 	Smart board; Chapman, Laura H. <u>Adventures in Art</u> (level 4), Davis Publications, 1998. (pg. 8-9)
	Process Portfolio	9.1 9.3 9.4	<ul style="list-style-type: none"> Document the evolution of an idea Select works to demonstrate evidence of learning at the end of the year Discuss reasons for selecting art works for portfolio 	Smart board
2	Value scale; Sketching for shading	9.1	<ul style="list-style-type: none"> Perceive differences in light and dark understand the expressive uses of value, shading, and contrast Apply skills from value scale sketch to shade a 3-dimensional form 	Smart board; Chapman, Laura H. <u>Adventures in Art</u> (level 4), Davis Publications, 1998. (pg. 47); art techniques sketching poster
3	Drawing Portraits/ Proportion	9.1	<ul style="list-style-type: none"> Be aware of proportions in the front view of a head Be aware of variations in shapes of heads and in details that make each person look different Combine direct observation and guidelines for general location of facial features to draw a portrait. 	Smart board; Chapman, Laura H. <u>Adventures in Art</u> (level 4), Davis Publications, 1998. (pg. 60-61); portrait assessment; art reproductions

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4	Shading or Painting a Portrait	9.1	<ul style="list-style-type: none"> • Be aware of varieties of realism in portraits and apply some techniques that portrait painters use • Paint or shade a portrait that shows planned use of tints/ shades or highlights/ shadows to create the illusion of form 	Smart board; Chapman, Laura H. <u>Adventures in Art</u> (level 4), Davis Publications, 1998. (pg. 62-63); art reproductions

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Unit 2: Art and Artists

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Big Idea	EQ	Concept	Competency	Standards
People have expressed experiences and ideas through the arts throughout time and across cultures.	What can we learn about an artist through their artwork?	Artwork is a reflection of the artist, and their art can help us understand the artist's era and culture.	Observe a body of work from one artist and analyze the work, citing characteristics that increase understanding of the artist's life.	9.1.5.E , 9.2.5.D , 9.2.5.L , 9.4.5.D
	Topic	Eligible Content/ Standards	Details	Resources
1	Artist: Georgia O'Keeffe/ Nature inspired Close-Up	9.1 9.2 9.4	<ul style="list-style-type: none"> Observe & analyze the work of Georgia O'Keeffe Cite characteristics in O'Keeffe's work that increase understanding of her life Understand that artists help us see things in new ways by showing details Select an interesting natural object Draw a close- up view of an organic or natural object to show viewers something they may not have notices before 	Smart board; Art Express (level 4) Harcourt Brace & Company, 1998. (pg. 42-43); artist assessment; Winter, Jeanette, My Name Is Georgia , New York: Harcourt Inc. 1998.

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Unit 3: Art Inspired By Masterworks

Big Idea	EQ	Concept	Competency	Standards
Artists use tools and resources as well as their own experiences and skills to create art.	How do artists of the past inspire future artists?	Artists sometimes use the works of others as inspiration for their own works.	Create works that are inspired by masterworks.	9.1.5.H , 9.2.5.L
	Topic	Eligible Content/ Standards	Details	Resources
1	Origami	9.1 9.2	<ul style="list-style-type: none"> Understand the origin and culture associated with the art of origami Identify common paper folding symbols Demonstrate an ability to follow paper folding instructions Create origami that represents Christmas or holiday traditions 	Smart board; Art Express (level 4), Harcourt Brace, 1998. (pg. 80-81); Origami books and examples
2	Weaving	9.1 9.2	<ul style="list-style-type: none"> Understand that weaving is a process of interlocking yarn to create fabrics Understand the term; loom, warp, weft, shed and shuttle Appreciate that some hand woven fabrics have cultural significance and symbolic designs Use a loom to weave a wall hanging 	Smart board; Chapman, Laura H. Adventures in Art (level 4), Davis Publications, 1998. (pg. 130-131); Miles, Miska, Annie And The Old One , Little Brown and Co., 1971.
3	Profile Sketch/ Silhouette	9.1 9.2	<ul style="list-style-type: none"> Create several sketches showing a person's profile Understand that a silhouette is an outline of a solid shape, like a shadow Become aware of coins & other relief sculptures that portray national leaders View the shape of your own silhouette 	Smart board; VHS: Drawing For All (Volume 4) People , prod. Quality Video Service Art Lady Productions, 1998; art reproductions; Chapman, Laura H. Adventures in Art - 4, Davis Publications, 1998. (pg. 130-131);

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4	Relief sculpture	9.1 9.2	<ul style="list-style-type: none"> • Become aware of variations in form in relief sculpture (high and low relief) • Gain an appreciation of <u>Mount Rushmore</u> as an example of High Relief • Compare/ contrast high and low relief • Carve and model clay to create a relief sculpture of your profile 	smart board, Picture of Mount Rushmore; Chapman, Laura H. <u>Adventures in Art</u> (level 4), Davis Publications, 1998. (pg. 130-131)

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Unit 3 Continued: Art Inspired By Masterworks

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Big Idea	EQ	Concept	Competency	Standards
There are formal and informal processes used to assess the quality of works in the arts.	What role does description play in an assessment of a work's quality?	Describing a work of art is an important component in forming a judgment about its quality.	Create a detailed description of a work of art and identify aspects of the work that might affect its value.	9.1.5.A , 9.1.5.C , 9.3.5.A , 9.3.5.E , 9.3.5.F , 9.3.5.G
	Topic	Eligible Content/ Standards	Details	Resources
1	Cubism	9.1 9.2 9.3	<ul style="list-style-type: none"> Understand that artists may experiment with colors and shapes to create abstract works Be aware of Pablo Picasso and the cubist style of art Use unusual colors and shapes to create a work in the style of cubism Create a detailed description of Picasso's portrait, "The Infanta" and compare/contrast it with Diego Velazquez's portrait, Las Meninas 	Smart board; Art Express (level 4), Harcourt Brace & Company, 1998 (pg. 42-43); art assessment; art reproductions; Venezia, Mike, Getting To Know The Worlds Greatest Artists: Pablo Picasso , Chicago: Children's Press, 1994.

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Unit 4: Expressing Ideas In Art

Big Idea		EQ	Concept	Competency	Standards
The arts provide a medium to understand and exchange ideas.		How can art tell a story?	Artwork can be used to tell a story.	Create works that tell a story.	9.1.5.E , 9.1.5.H
	Topic	Eligible Content/ Standards	Details	Resources	
1	Silhouette/ Collage	9.1	<ul style="list-style-type: none">• Create collage for Mother’s day that shows your family story• Include the shape of your silhouette in the collage	Smart board; silhouette sketch from relief sculpture project	
2	Mosaic	9.1 9.2	<ul style="list-style-type: none">• Understand that mosaic designs can be made from different materials and applied to varied surfaces and forms• Create a mosaic of a visual symbol related to their personal history	Smart board; Chapman, Laura H. Adventures in Art (level 4), Davis Publications, 1998. (pg. 112-113); art reproductions	