

# Art Curriculum: Grade 4

## Unit 1: Communicating Through Art- Visual Language

Big Idea	EQ	Concept	Competency	Standards
<a href="#">The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.</a>	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	<a href="#">9.1.5.A</a> , <a href="#">9.1.5.B</a> , <a href="#">9.1.5.C</a> , <a href="#">9.1.5.D</a> , <a href="#">9.1.5.G</a> , <a href="#">9.1.5.H</a> , <a href="#">9.1.5.K</a>

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

# Art Curriculum: Grade 4

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

# Art Curriculum: Grade 4

## Unit 2: Art and Artists

Big Idea	EQ	Concept	Competency	Standards
<a href="#">People have expressed experiences and ideas through the arts throughout time and across cultures.</a>	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.	<a href="#">9.1.5.E</a> , <a href="#">9.2.5.D</a> , <a href="#">9.2.5.L</a> , <a href="#">9.4.5.D</a>

	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"> <li>Observe &amp; analyze the work of Georgia O'Keeffe</li> <li>Cite characteristics in O'Keeffe's work that increase understanding of her life</li> <li>Understand that artists help us see things in new ways by showing details</li> <li>Select an interesting natural object</li> <li>Draw a close- up view of an organic or natural object to show viewers something they may not have notices before</li> </ul>	Smart board; <a href="#">Art Express</a> (level 4) Harcourt Brace & Company, 1998. (pg. 42-43); artist assessment; Winter, Jeanette, <a href="#">My Name Is Georgia</a> , New York: Harcourt Inc. 1998.

# Art Curriculum: Grade 4


# Art Curriculum: Grade 4

## Unit 3: Art Inspired By Masterworks

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

# Art Curriculum: Grade 4

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

# Art Curriculum: Grade 4

## Unit 3 Continued: Art Inspired By Masterworks

Big Idea	EQ	Concept	Competency	Standards
<a href="#">There are formal and informal processes used to assess the quality of works in the arts.</a>	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.	<a href="#">9.1.5.A</a> , <a href="#">9.1.5.C</a> , <a href="#">9.3.5.A</a> , <a href="#">9.3.5.E</a> , <a href="#">9.3.5.F</a> , <a href="#">9.3.5.G</a>

	Topic	Eligible Content/ Standards	Details	Resources
1	Cubism	9.1 9.2 9.3	<ul style="list-style-type: none"> <li>Understand that artists may experiment with colors and shapes to create abstract works</li> <li>Be aware of Pablo Picasso and the cubist style of art</li> <li>Use unusual colors and shapes to create a work in the style of cubism</li> <li>Create a detailed description of Picasso's portrait, "The Infanta" and compare/contrast it with Diego Velaquez's portrait, Las Meninas</li> </ul>	Smart board; <a href="#">Art Express</a> (level 4), Harcourt Brace & Company, 1998 (pg. 42-43); art assessment; art reproductions; Venezia, Mike, <a href="#">Getting To Know The Worlds Greatest Artists: Pablo Picasso</a> , Chicago: Children's Press, 1994.

# Art Curriculum: Grade 4



# Art Curriculum: Grade 4

## Unit 4: Expressing Ideas In Art

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