

GRADE 4 ART

Description:

Students in grade 4 art will learn how colors, color mixing and painting can be used to express feelings, convey meaning, and communicate ideas.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Identify highlights and shadows.
- Identify tints and shades.
- Recognize values, highlights, and shadows in their environment.
- Understand how value is applied in a work of art.
- Identify complementary colors.
- Identify warm and cool colors.
- Understand how highlights and shadows are applied in painting.
- Understand how colors can be used to express a mood or environment in a painting.
- Differentiate between a Still Life, Portrait, and a Landscape.

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work

Course Skill Objectives

Students will:

- Apply highlights and shadows to a realistic object or form.
- Mix and apply a variety of tints and shades.
- Select and apply various values to a work of art.
- Select and apply complementary colors in a work of art.
- Select and apply warm and cool colors in a work of art.

	<p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	
<p><u>Units</u></p> <p>Unit 1 - Intro to Value</p> <p>Unit 2 - Color and Painting</p> <p>Unit 3 - Design</p> <p>Unit 4 - Form/Clay</p>	<p><u>Essential Questions</u></p>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> ● Form Still Life Drawing ● Portrait Drawing or Painting ● Work of art that includes highlights and shadows. ● Work of art that includes tints and shades. ● Artist Statement ● Oral Presentation ● Group Critique ● Online Portfolio ● Self-Evaluation ● Rubric Assessment ● 5 Step Value Scale Assessment ● Still Life, Portrait, and/or Landscape Painting. ● Abstract color composition painting. ● Work of art that includes complementary colors.

- Work of art that includes warm and/or cool colors.
- Color and Painting Assessment

Unit 1 – Intro to Value

Unit Objectives

Students will be able to:

- Identify highlights and shadows.
- Identify tints and shades.
- Recognize values, highlights, and shadows in their environment.
- Understand how value is applied in a work of art.

Skill Objectives

Students will:

- Apply highlights and shadows to a realistic object or form.
- Mix and apply a variety of tints and shades.
- Select and apply various values to a work of art.

<p>Creating Anchor Standard 3: Refine and complete artistic work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>VA:Cr3.1.4a Revise artwork and progress on the basis of insights gained through peer discussion.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How art artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share Perceive, Analyze and Interpret</p> <p>VA:Pr4.1.4a Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>VA:Cn10.1.4a Create works of art that reflect community cultural traditions.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> ● Form Still Life Drawing ● Portrait Drawing or Painting ● Work of art that includes highlights and shadows. ● Work of art that includes tints and shades. 	<ul style="list-style-type: none"> ● Artist Statement ● Oral Presentation ● Group Critique ● Online Portfolio 	<ul style="list-style-type: none"> ● Self-Evaluation ● Rubric Assessment ● 5 Step Value Scale Assessment 	<ul style="list-style-type: none"> ● Exemplar Artists to consider including are M.C. Escher, Chuck Close, Edward Hopper, Johannes Vermeer, and Pablo Picasso. ● Genres of Painting such as Cubism.

Unit 2 – Color and Painting

Unit Objectives

Students will be able to:

- Identify complementary colors.
- Identify warm and cool colors.
- Understand how highlights and shadows are applied in painting.
- Understand how colors can be used to express a mood or environment in a painting.
- Differentiate between a Still Life, Portrait, and a Landscape.

Skill Objectives

Students will:

- Select and apply complementary colors in a work of art.
- Select and apply warm and cool colors in a work of art.

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and work with societal, culture, and history through their interactions with and analysis of art.</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.</p> <p>Artists and designers balance experimentation with safety, freedom and responsibility, while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow</p>	<p><u>Enduring Understandings</u> Objects, artifacts, and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><u>Essential Questions</u> What is an Art Museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved or presented, cultivate appreciation and understanding?</p> <p><u>Process Components</u> Analyze, Select, Share Perceive, Analyze and Interpret VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>Visual imagery influences understanding of and responses to the world.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images? How do images influence our views of the world?</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate VA:Cn11.1.4a Through observation, infer information, about time, place, and culture in which a work of art is created.</p>

<p>correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>VA:Cr2.1.4a Explore and invent art making techniques and approaches.</p> <p>VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA:Cr2.3.4a Document, describe, and represent regional constructed environments.</p>	<p>of personal experiences they provide.</p>	<p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>VA:Re7.1.4a Compare responses to a work of art before and after working in similar media.</p> <p>VA:Re7.2.4a Analyze components in visual imagery that convey messages.</p>	
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> ● Still Life, Portrait, and/or Landscape Painting. ● Abstract color composition painting. ● Work of art that includes complementary colors. ● Work of art that includes warm and/or cool colors. 	<ul style="list-style-type: none"> ● Artist Statement ● Oral Presentation ● Group Critique ● Online Portfolio 	<ul style="list-style-type: none"> ● Self-Evaluation ● Rubric Assessment ● Color and Painting Assessment 	<ul style="list-style-type: none"> ● Mixing and applying color using a paint brush and palette. ● Color symbolism, in relation to history and culture. ● Exemplar Artists to consider including are Vincent Van Gogh, Frida Kahlo, Frank Stella, and Mark Rothko. ● Genres of Painting such as Impressionism, Cubism, and Action Painting.

Unit 3 – Design

Unit Objectives

Students will be able to:

- Identify the elements of design
- Understand the basic concepts of design
- Identify lines, shapes, forms, texture, and colors
- Recognize unity and repetition
- Understand use of balance, symmetry, and asymmetry

Skill Objectives

Students will:

- Identify examples of good design in their environment using the elements of design
- Use elements of design in a 2-dimensional composition
- Use balance, symmetry, and asymmetry to create a 2-dimensional piece

<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p><u>Enduring Understandings</u> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Apply one set of criteria to evaluate more than one work of art.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness and perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Create works of art that reflect community cultural traditions.</p>

<p><u>Process Components</u> Investigate/Plan/Make</p> <p>Brainstorm multiple approaches to a creative art or design problem.</p> <p>Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p>			
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> ● Word abstraction ● Letter design ● Poster design ● Contour line portraits ● Symmetrical design in a portrait ● Asymmetrical designs in a still life ● Designs using rhythm and movement tessellations ● A balanced composition using cut paper 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> ● Write artist statements ● Involve students in the process of preparing for a school art show 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> ● Discuss important factors in assessing a work of art ● Students use a standard rubric to assess their own work 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> ● Mexican sun designs ● 19th century furniture design ● Interior design through the ages ● Arts and Crafts movement ● 20th century album covers, movie posters, travel posters

Unit 4 – Form/Clay

Unit Objectives

Students will be able to:

- Identify form in specific works of art
- Understand the difference between shape and form
- Recognize where forms exist in our environment
- Understand the role of forms in nature

Skill Objectives

Students will:

- Create form from natural and manmade material
- Create the human form in a variety of interpretations
- Create clay pottery using a variety of methods
- Create formed slab construction

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p>Responding Anchor Standard 8: Interpret intent and meaning in artistic work</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artwork.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow</p>	<p><u>Enduring Understandings</u> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><u>Essential Questions</u> What is an art museum? How does presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</p>	<p><u>Enduring Understandings</u> People gain insights into meaning of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as a text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p>	<p><u>Enduring Understandings</u> People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Through observation, infer information about time, place, and culture in which a work of art was created.</p>

<p>correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Explore and invent art-making techniques and approaches. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. Document, describe, and represent regional constructed environments.</p>			
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> ● Clay Masks ● Metal Relief ● Figurative sculpture ● Assemblages ● Pottery ● Slab 	<ul style="list-style-type: none"> ● Display finished sculptures in the art show ● Discuss cultural, societal, or personal connections to work 	<ul style="list-style-type: none"> ● Students discuss how various materials can be used to create form ● Compare sculptures/forms from different cultures 	<ul style="list-style-type: none"> ● Greco/Roman sculpture ● Neoclassical sculpture ● African tribal art ● Native American figures and pottery ● Mexican and African masks