



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Art	Length of Course: 30 cycles
Grade Level(s): 4	Periods Per Cycle: 1
Units of Credit: N/A	Length of Period: 40 minutes
Classification: Required	Total Instructional Time: 20 hours

Course Description

The fourth grade art course will provide the students with many different art experiences using a variety of media. The students will observe reproductions of famous works of art to increase their understanding and appreciation of art and cultural history. They will respond both critically and aesthetically to their own artwork and works of others.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Teacher Demonstrations Questioning Strategies	Interaction Sequence Wait Time and Wait Time Extended Interviews Guided Individual Practice	Posted Objectives Class Discussion Group Practice
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Assessments

Teacher Observations Teacher Feedback	Rubrics	Project Completion (Summative) Assessment
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Materials/Resources

Art Reproductions Teacher-made PowerPoints	School Art Magazines Websites	Art Resource Textbooks for Teacher Videos
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Adopted: 3/16/88

Revised: 9/3/91; 4/19/00; 8/17/05; 6/20/11, 5/21/18

Departmental Review: 2/06

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<i>Elements of Art</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will explore and utilize the elements of art to create original works:</p> <ul style="list-style-type: none"> • Line • Shape/Form • Color • Texture • Space • Value 	<p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Line:</u></p> <ul style="list-style-type: none"> • Identify line as being used in both directional and design purposes in art and that this information pertains to both composition and/or objects within a work of art. • Utilize various mediums to create a more refined and permanence to drawn pencil lines. • Create a two-dimensional work of art utilizing line, color, and rhythm. • Recognize that the element of line can refer to the visual movement an artist creates within a work of art. • Demonstrate the use of line to express actions or feelings. • Recognize that line can take on a three-dimensional element when used in the form of a low-relief sculpture. <p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Shape/Form:</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding and use of organic and free form shapes by identifying them in famous works of art and in the natural world. • Utilize shape in the creation of both self-portraits and figural drawings. • Know and demonstrate knowledge of scale and proportion as it relates to the human form. • Know and recognize proper proportion to understand the placement of facial features. • Demonstrate the use of form to create a three-dimensional work of art using materials such as clay, wood, or paper mache. • Understand that sculptures can be both hard and soft (i.e.: those made of wood, clay, metal, versus those made of string, material, and stuffing). <p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Color:</u></p> <ul style="list-style-type: none"> • Identify color families such as primary, secondary, warm, cool, and neutrals. • Demonstrate proper color mixing of the secondary colors using only the primary colors. • Demonstrate proper color mixing of the intermediate colors using both the primary and secondary colors. • Recognize complementary colors as colors that are across from one another on the color wheel. • Identify analogous colors as three colors that are neighbors on the color wheel and share a common color. • Recognize how to achieve great color impact using a variety of paints such as watercolors and tempera cakes. • Know and demonstrate an understanding of the impact color plays in the emotion of a work of art.

<i>Elements of Art (Continued)</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>The students will demonstrate an understanding of the following aspects of the Element of Design, Texture:</p> <ul style="list-style-type: none"> • Demonstrate the ability to apply texture in the creation of both two-dimensional and three-dimensional works. • Recognize and demonstrate an understanding of texture as the way something feels. • Identify the difference between real and implied texture through mixed-media works of art. • Demonstrate an understanding of fiber arts through soft sculpture, weaving, and various sewing techniques. <p>The students will demonstrate an understanding of the following aspects of the Element of Design, Space:</p> <ul style="list-style-type: none"> • Produce a work of art that shows a sense of depth in layers such as, but not limited to, landscape artwork. • Produce a work of art that utilizes both positive and negative shapes, for example, but not limited to, Nolan Designs. • Utilize different mediums to assist in the creation of depth within a work of art. <p>The students will demonstrate an understanding of the following aspects of the Element of Design, Value:</p> <ul style="list-style-type: none"> • Recognize and demonstrate how to apply value to a painting using tints, shades, and various color schemes. • Produce a work of art that displays various values using the same medium. • Demonstrate an ability to mix different values of a color using the addition of white and black paint. • Demonstrate an understanding of how to create the appearance of a three-dimensional form by the application of value using different mediums such as charcoal, chalk pastels, and oil pastels. <p>Vocabulary: thin, thick, wavy, curly, zigzag, dashed, vertical, horizontal, diagonal, pattern, geometric, organic, positive, negative, Nolan, form, two-dimensional, three-dimensional, primary, secondary, intermediate, analogous, complementary, tints, shades, texture, implied texture, soft sculpture, hard sculpture, fiber arts, embroidery, sewing, weaving, warp, weft, depth, placement, composition, expression, emotion, visual movement, value, proportion, facial proportion, figure</p> <p>Standards: 9.1.3 A ~ Know and use the elements and prints of each art form to create works in the arts and humanities 9.1.3 B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms. 9.1.3 G ~ Recognize the function of rehearsals and practice sessions.</p>

<i>Principles of Design</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will explore and utilize the principles of art to create original works:</p> <ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement/Rhythm • Pattern • Unity 	<p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Balance:</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding of radial balance through quarter designs in both two-dimensional and three-dimensional works of art. • Define balance as the way in which an artist organizes the elements in a work of art to distribute their visual weight pleasingly. • Identify Symmetry (identical on both sides) and Asymmetry (two sides appear different but have the same visual weight) in famous works of art. <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Contrast:</u></p> <ul style="list-style-type: none"> • Define contrast as large differences within design in various forms of media such as pen and ink, painting, and chalk/oil pastel. • Identify contrasting elements within visual art such as warm/cool color schemes, size and placement of objects, and scaling of patterns, and utilize these techniques in the creation of one's own work. <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Emphasis:</u></p> <ul style="list-style-type: none"> • Define emphasis as the way in which an artist uses a specific element of art to create a focal point. • Create a two-dimensional or three-dimensional work of art that utilizes a strong focal point. • Identify emphasis and focal points in famous works of art. <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Movement/Rhythm:</u></p> <ul style="list-style-type: none"> • Define Movement/Rhythm as the way in which an artist utilizes visual direction in a work of art to guide the viewer's eye around the piece. • Identify aspects of patterns that help to create movement in a work of art. • Recognize that other principles of art such as emphasis and balance can help an artist to create movement within a work of art.

<i>Principles of Design (Continued)</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Pattern:</u></p> <ul style="list-style-type: none"> • Define Pattern as an element of art that is repeated in an organized manner within a work of art. • Recognize that pattern can help to achieve both emphasis and pattern within a work of art. • Recognize that patterns do not have to be drawn designs, but can also be executed through the use of color and texture. • Recognize the repeating patterns used to create fiber-based arts such as weavings and sewing and demonstrate the ability to apply the appropriate vocabulary to these art forms. <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Unity:</u></p> <ul style="list-style-type: none"> • Define unity as the sense of connectedness in a work of art that is created when all of the design elements work together. • Demonstrate an understanding of how to create a sense of unity within a collaborative work of art. • Recognize how color schemes can impact unity within a painting and identify this skill in famous works of art such as but not limited to Fauvism and Color Field painting styles. <p>Vocabulary: balance, symmetry, asymmetry, radial symmetry, contrast, size, scale, placement, emphasis, focal point, movement, direction, visual movement, pattern, repetition, AB pattern, ABC pattern, unity, embroidery, weaving, warp, weft, fiber arts, sculpture, assemblage, Fauvism, color field, and unity</p> <p>Standards: 9.1.3 A ~ Know and use the elements and prints of each art form to create works in the arts and humanities. 9.1.3 B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms.</p>

<i>Producing, Reviewing, and Revising Original Works of Art</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will recognize, know, use, and demonstrate, a variety of appropriate art elements and principles to produce, review, and revise original works of art.</p> <ul style="list-style-type: none"> • Paint • Draw • Clay • Textiles • Printmaking • Sculpture 	<p><u>The students will demonstrate an understanding of the following aspects of Painting:</u></p> <ul style="list-style-type: none"> • Identify the differences between liquid tempera, tempera cakes, and watercolor paints. • Demonstrate skill in creating a full color wheel displaying the primary, secondary, and intermediate colors. • Demonstrate the ability to utilize complementary colors to make a greater visual impact when painting. • Identify analogous colors (three color neighbors on the color wheel that share one common color). • Utilize tints and shades to show depth within a painting. <p><u>The students will demonstrate an understanding of the following aspects of Drawing:</u></p> <ul style="list-style-type: none"> • Utilize different types of drawing to create a work of art such as figure drawing, gesture, and patterning. • Demonstrate the ability to utilize a guided drawing to foster different skills and techniques. • Demonstrate an appropriate manipulation of mediums such as chalk pastels, oil pastels, charcoal, and pencils to display value within a work of art. • Recognize that drawing can occur outside of traditional drawing materials, for instance with string to create a repousse, clay carving in a subtractive sculptural technique, and even sewing when using stitches to create embroidery designs. <p><u>The students will demonstrate an understanding of the following aspects of Clay/ Paper Mache:</u></p> <ul style="list-style-type: none"> • Produce a carefully planned three-dimensional ceramic piece using hand-building techniques. • Utilize clay techniques such as push, pull, score, and slip to create a hand built work of art. • Create a base for clay sculpture so that it may stand on its own. • Utilize paper mache techniques with standard newspaper and plaster gauze to create a three-dimensional work • Utilize paper mache techniques to build a free-standing sculpture such as a figure. <p><u>The students will demonstrate an understanding of the following aspects of Textiles:</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to follow an over/under pattern when sewing or weaving. • Demonstrate the ability to work collaboratively on the classroom frame loom. • Demonstrate the ability to use stitching techniques to create a soft sculpture, in lieu of a hard sculpture.

<i>Producing, Reviewing, and Revising Original Works of Art (Continued)</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><u>The students will demonstrate an understanding of the following aspects of Sculpture:</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to create a three-dimensional sculpture using the elements of art and principles of design. • Recognize that sculpture can be created from manipulated two-dimensional materials, such as paper mache. • Understand that sculptures range in materials from hard (metal, wood, stone, and clay) to soft (foam, filling, yarn and fabric). • Create a free standing hard or soft sculpture. <p><u>The students will demonstrate an understanding of various art-related exhibitions:</u></p> <ul style="list-style-type: none"> • Participate in a student art exhibit that takes place in the building, district, or community. • Create works of art for art-related exhibitions within the district and community. • Demonstrate an understanding of how to curate a gallery and/or display for an art exhibition. <p>Vocabulary: tempera cakes, liquid tempera, watercolors, techniques, primary, secondary, analogous, complementary, intermediate, mixed-media, line, two-dimensional, three-dimensional, ceramics, clay, paper mache, plaster gauze, texture, pattern, loom, collaborative, weaving, textile, fiber, sewing, soft sculpture, hard sculpture, exhibition, repousse, and free-standing sculpture</p> <p>Standards: 9.1.3 A ~ Know and use the elements and prints of each art form to create works in the arts and humanities 9.1.3 B ~ Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms. 9.1.3 D ~ Use knowledge of varied styles within each art form through a performance or exhibition of unique work. 9.1.3 E ~ Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. 9.1.3 G ~ Recognize the function of rehearsals and practice sessions. 9.1.3 I ~ Identify arts events that take place in school and in communities.</p>

<i>Vocabulary of Art</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will identify and use comprehensive vocabulary within the visual arts that pertain to the:</p> <ul style="list-style-type: none"> • Elements of Art • Principles of Design • Art History • Art Production • Art Criticism • Art Aesthetics 	<p>The students will know and use the elements of art, principles of design, art history, production, criticism, and aesthetic vocabulary relevant to each assignment.</p> <p>Vocabulary:</p> <p>The art-related vocabulary terms highlighted under each grade level's curriculum section will be used throughout the assignment/unit to reinforce student understanding and application.</p> <p>Standards:</p> <p>9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms.</p> <p>9.2.3 F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p>9.3.3 B ~ Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's <i>Broadway Boogie-Woogie</i>; use of dynamics, tempo, texture in Ravel's <i>Bolero</i>).</p> <p>9.3.3 F ~ Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings, and Kente cloth from West Africa).</p> <p>9.4.3 B ~ Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).</p>

Maintain and Use Materials Safely	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will demonstrate and maintain all materials, equipment, and tools appropriately at their work spaces while producing artwork.</p>	<p>The students will <u>demonstrate an understanding of the following aspects of materials, equipment, and safety:</u></p> <ul style="list-style-type: none"> • Properly cleaning and maintaining all two and three-dimensional art materials used in each assignment. • Safely utilizing all materials, equipment, and tools at their work spaces. • Ensuring the following group of students to enter the art room have the same experience through the use of clean supplies, neat work spaces, and a safe environment. <p>Vocabulary: materials, equipment, and tools relevant to each assignment</p> <p>Standards:</p> <p>9.1.3 H ~ Handle materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

<i>Historical and Cultural Context</i>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will relate works in the arts to varying styles, genres, periods, and geographical locations.</p> <p>The students will examine, form judgements, and evaluate famous works through the use of visual thinking strategies.</p>	<p>The students will demonstrate an understanding of the following <u>aspects of style, genres, and periods</u>:</p> <ul style="list-style-type: none"> • Identify the difference between the styles and genres of abstract and realistic. • Identify other styles as they relate to particular artists (i.e.: Monet and Impressionism, Jasper Johns and Pop Art, etc.). • Demonstrate an understanding that art has occurred throughout both time and the world by examining multicultural artwork. • Produce artwork that is stylistically inspired by different artists and genres. <p>Vocabulary: realistic, abstract, sculpture, style, and historical/cultural terms that relate to each assignment</p> <p>Standards: 9.1.3 C ~ Recognize and use fundamental vocabulary within each of the arts forms. 9.1.3 D ~ Use knowledge of varied styles within each art form through a performance or exhibition of unique work. 9.2.3 A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.3 C ~ Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, 9.2.3 F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities. Contemporary, Futuristic, others). 9.3.3 A ~ Recognize critical processes used in the examination of works in the arts and humanities. <ul style="list-style-type: none"> • Evaluate/form judgements 9.4.3 B ~ Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).</p>