

Wilson Area School District Planned Course Guide

Title of planned course: 4th Grade Art

Subject Area: Art

Grade Level: 4th

Course Description: This course will provide students with a comprehensive education in the following areas: art history, art criticism, art production, and aesthetics. There will be a continuation of defining and incorporating the elements and principles of art and design. There will be an emphasis on developing creativity and making individual choices to express personal ideas. Specifically, this age group will focus on using creativity to guide artistic choices regarding subject matter, color, and composition. This age group will also explore materials and tools through two-dimensional and three-dimensional artwork.

Time/Credit for this Course: One full academic year / 40 minutes per week

Curriculum Writing Committee: Katie Lutz, Emily Aicher

Curriculum Map

August: Drawing (2-D)

September: Drawing (2-D)

October: Drawing (2-D)

November: Painting (2-D)

December: Painting (2-D)

January: Figure (2-D or 3-D)

February: Figure (2-D or 3-D)

March: Printmaking (2-D)

April: Printmaking (2-D)

May: Mixed Media (2-D or 3-D)

June: Mixed Media (2-D or 3-D)

Planned Course Materials


Course Title: 4th Grade Art

Supplemental Books: Related books from art library & school library

Teacher Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Artists/Artworks:

Tim Burton	Illustrations of “Victor” and “Emily”
Jeff Koons	“Balloon Dog” series “Rabbit”
Georgia O’Keeffe	“Red Poppies” series “Jimson Weed Flower” “Petunias” “Yellow Cactus” “My Name is Georgia” by Jeanette Winter (book)
Peter H Reynolds	“The Dot” (book)
Alma thomas	“The Eclipse” “Snoopy Sees Earth Wrapped in Sunset” “Splash Down” “Everything is Beautiful” “Blast Off”
Romero Britto	“Evolution” “True Love” “Teddy Bear” “From Me” “Landscape” “Spring Again”
Amedeo Modigliani	“Portrait Young Woman” “Portrait of Artist’s Wife” “Portrait of Leopold” “Portrait of Woman with Hat”
Various Unknown Artists	 4th Grade Various Artists *also includes teacher examples

Curriculum Scope & Sequence

Planned Course: 4th Grade Art

Unit: Drawing (2-D)

Time frame: 4-6 Weeks (classes)

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.2.5.A, 9.2.5.C, 9.2.5.L, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.3.5.D, 9.3.5.E, 9.3.5.F, 9.3.5.G, 9.4.5.D

Essential content/objectives: At end of the unit, students will be able to:

- Demonstrate fine motor skills, craftsmanship, responsibility and safety with drawing tools (pencils, crayons, markers, pastels)
- Identify and define observational vs. imaginative drawings
- Create a purposeful and organized composition
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on value and contrast

Core Activities: Students will complete/participate in the following:

- Create a two-dimensional drawing using a combination of observation and imagination through various media, techniques, and tools including: pencils, charcoal, pastels, and ink.

Extensions:

- Observe drawings by historical and contemporary artists
- Exploration of various drawing media (pencils, charcoal, ink, etc.)
- Observation and exploration of observational vs. imaginative drawings
- Observe drawings and relate them to from various cultures and geographic regions

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (projector , Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Assessments:

- Teacher Observation
- Rubric
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

Curriculum Scope & Sequence

Planned Course: 4th Grade Art

Unit: Painting (2-D)

Time frame: 4-6 Weeks (classes)

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.1.5.I, 9.1.5.J, 9.1.5.K, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.D, 9.2.5.E, 9.2.5.G, 9.2.5.I, 9.2.5.J, 9.2.5.K, 9.2.5.L, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.3.5.D, 9.3.5.E, 9.3.5.F, 9.3.5.G, 9.4.5.B, 9.4.5.D

Essential content/objectives: At end of the unit, students will be able to:

- Demonstrate fine motor skills, craftsmanship, responsibility and safety with painting tools (paintbrushes, watercolor paint, tempera paint)
- Define, identify, and use color schemes (ie: monochromatic, warm/cool colors, analogous colors)
- Demonstrate blending of values and colors
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on color, form, and value

Core Activities: Students will complete/participate in the following:

- Create a two-dimensional painting using a specific color scheme through various media, techniques, and tools including: paintbrushes, watercolor paint, tempera paint, acrylic paint, and oil pastels

Extensions:

- Observe paintings by historical and contemporary artists
- Observe paintings and relate them to from various cultures and geographic regions
- Exploration of artists and artworks that incorporate specific color themes

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (projector , Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Assessments:

- Teacher Observation
- Rubric
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- Critique
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- Questioning
- Portfolio

Curriculum Scope & Sequence

Planned Course: 4th Grade Art

Unit: Figure (2-D or 3-D)

Time frame: 4-6 Weeks (classes)

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.F, 9.1.5.H, 9.2.5.D, 9.2.5.E, 9.2.5.F, 9.2.5.G, 9.2.5.I, 9.2.5.J, 9.2.5.K, 9.2.5.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.4.5.A, 9.4.5.B, 9.4.5.C, 9.4.5.D

Essential content/objectives: At end of the unit, students will be able to:

- Identify, define, and create a self-portrait
- Identify and define traditional and non-traditional self-portraits
- Create a partial and/or whole self-portrait with specific details such as eyes, nose, mouth, ears, etc.
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on shape, form, and unity

Core Activities: Students will complete/participate in the following:

- Create a two-dimensional or three-dimensional self-portrait. Materials and techniques could include: pencil, charcoal, paint, pastels, foil, or clay.

Extensions:

- Observe representations of the figure by historical and contemporary artists
- Observe and explore depictions of the figure and relate them to various cultures and geographic regions
- Observe and explore how self-portraits have changed in response to shifts in art eras/styles (ie: Realism vs. Expressionism)

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (projector , Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
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- Worksheets
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Assessments:

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Curriculum Scope & Sequence

Planned Course: 4th Grade Art

Unit: Printmaking (2-D)

Time frame: 4-6 Weeks (classes)

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.D, 9.2.5.E, 9.2.5.F, 9.2.5.G, 9.2.5.H, 9.2.5.K, 9.2.5.L, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.3.5.D, 9.3.5.E, 9.3.5.F, 9.3.5.G, 9.4.5.A, 9.4.5.C, 9.4.5.D

Essential content/objectives: At end of the unit, students will be able to:

- Utilize printmaking materials and techniques to create a series of repeating images within a work of art
- Compare and contrast printmaking to other art techniques (i.e. painting, drawing)
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with printmaking tools (Styrofoam plates, printing ink, paints, and non-traditional print materials)
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on rhythm and pattern*

Core Activities: Students will complete/participate in the following:

- Create a two-dimensional work of art using printmaking techniques, materials, and tools including: Styrofoam plates, linoleum blocks, printing ink, paints, and using non-traditional print materials such as cardboard, string, and found objects.

Extensions:

- Observe prints created by historical and contemporary artists
- Observe prints and relate them to various cultures and geographic regions
- Observe and explore the role and uses of printmaking aside from fine art (ie: using screen printing to create logos/designs on clothing, advertisements, etc.)

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
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Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (projector , Mimeo, Document Camera, etc.)

Materials & Resources:

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Curriculum Scope & Sequence

Planned Course: 4th Grade Art

Unit: Mixed Media (2-D or 3-D)

Time frame: 4-6 Weeks (classes)

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.1.5.I, 9.1.5.J, 9.1.5.K, 9.2.5.D, 9.2.5.E, 9.2.5.F, 9.2.5.G, 9.2.5.L, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.3.5.D, 9.3.5.E, 9.3.5.F, 9.3.5.G, 9.4.5.B, 9.4.5.C, 9.4.5.D

Essential content/objectives: At end of the unit, students will be able to:

- Identify, define, and create mixed media artwork
- Create a sculpture, mixed media collage, or mixed media assemblage
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with mixed media materials
- Demonstrate and incorporate creative and original color, design, and composition choices
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on form and contrast

Core Activities: Students will complete/participate in the following:

- Create a 2-dimensional or 3-dimensional work of art using a variety and combination of techniques, tools and materials. Techniques can include, but are not limited to collage, assemblage, textiles, or ceramics. Materials can include, but are not limited to: paper, paint, foil, clay, fabric, found objects

Extensions:

- Observe collage, assemblage, weavings, or ceramics, created by historical and contemporary artists
- Observe textile, clay, or mixed media objects and relate them to various cultures and geographic locations
- Compare and contrast fine art vs. functional mixed media works

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
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Instructional Methods:

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