



Marking Period 1 (MPI)	General Art Curriculum Pacing Guide -Grade: 4
<p>MP 1</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • Artistic Concepts & Technical Growth (1.1.5.Cr1, 1.1.5.Cr2, 1.7.5.Cr1, 1.7.5.Cr2): Students use varied line, shape, proportion, form, space, texture, value, and color to create organized drawings that show movement, depth, setting, and visual focus with increasing accuracy and craftsmanship. • Planning, Composition & Revision (1.2.5.Cr1, 1.2.5.Cr2): Students plan artwork through sketching, balance visual space, use background and foreground effectively, apply patterns and design structures, and revise work to strengthen clarity and meaning. • Storytelling, Identity & Cultural Connections (1.6.5.Cn1, 1.6.5.Cn2): Students create narrative and expressive drawings connected to personal experiences, heritage, community, and diverse cultural traditions while exploring artists from multiple historical and cultural backgrounds (Amistad aligned). • Critical Thinking, Response & SEL (1.4.5.Re1, 1.4.5.Re2, 1.5.5.Re1, 1.5.5.Re2): Students analyze and compare artworks using art vocabulary, explain artistic choices, reflect on revisions, collaborate respectfully, and build confidence, empathy, and perseverance through artmaking.
<p>MP 1</p> <p>Topics</p>	<p>Students revisit the elements of art with a focus on neatness, precision, tool control, and thoughtful observation. Anchor techniques include contour drawing, proportion checks, and detail accuracy.</p> <p>Students learn to build complex drawings using structural shapes (cylinders, cubes, spheres). They explore how artists begin with base forms before adding contour, details, and texture.</p> <p>Students study light sources, cast shadows, highlights, and five-point value scales. Techniques include shading gradients, blending, cross-hatching, stippling, and contrast for drama and realism.</p> <p>Students explore spatial illusion by using overlapping, placement, diminishing size, and horizon lines. Introduction to one-point perspective appears through simple hallway, street, or room drawings.</p> <p>Students examine meaningful motifs from African, Latin, Indigenous, Asian, and African American traditions. Drawings incorporate heritage symbols, textile patterns, colors, and narratives that reflect cultural identity.</p> <p>Students observe buildings, bridges, and city layouts. They apply proportion, shape, perspective hints, and pattern details in architectural sketches that reflect local community spaces.</p> <p>Students draw leaves, flowers, fruit, plants, and natural objects using contour, proportion, and shading to capture texture, detail, and form. Focus includes directional shading, highlight, and organic line patterns.</p>

	<p>Students explore facial proportion, basic symmetry, gesture drawing, and expression. Portraits may reflect cultural attire, community roles, family heritage, or symbolism connected to identity and history.</p> <p>Students analyze drawings and mixed-media pieces by artists such as Kehinde Wiley, Bisa Butler, Charles White, Jacob Lawrence, Frida Kahlo, Faith Ringgold, Alma Thomas, and Romare Bearden. Students create inspired works that honor cultural narratives, belonging, and lived experience.</p> <p>Students synthesize skills into a final artwork that applies perspective hints, proportion, shading, symbolism, and background setting. Students present and reflect on artistic meaning, cultural influences, and design choices.</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Advanced Form, Value & Spatial Concepts: Students use precise contour line, geometric structures, five-point value scales, light and shadow, and spatial depth (horizon, overlap, scale, foreground/middle ground/background) to create realistic and expressive drawings. • Technical Skill, Observation & Craftsmanship: Students block in shapes, draw from life with accuracy, control line and shading techniques (blending, cross-hatching, stippling), and refine work through careful tool use and attention to proportion and detail. • Composition, Storytelling & Cultural Expression: Students plan balanced compositions using focal points and contrast while incorporating cultural motifs, symbols, and narratives that reflect identity, heritage, history, and community experiences. • Critical Thinking, Vocabulary & SEL Growth: Students analyze artistic choices using advanced art language, reflect and revise to improve clarity and craftsmanship, participate in respectful critique, and build empathy, resilience, and confidence through visual storytelling.
<p>MP 1</p> <p>Core Materials</p>	<p>Drawing Tools</p> <ul style="list-style-type: none"> • Graphite pencils in multiple grades (HB, 2B, 4B, 6B) for contour, shading, and value range • Standard #2 pencils for sketching and warm-ups • Black fine-tip and ultra-fine markers for final line work and contrast • Erasers: <ul style="list-style-type: none"> ○ kneaded (for lifting and softening shading) ○ block (for clean edges and corrections) ○ eraser caps (for quick refinement) • Colored pencils (expanded palette for blending, layering, contrast)

- Oil pastels (optional for highlights, bold contrast, and cultural pattern emphasis)

Paper and Surfaces

- White drawing paper (9x12 and 12x18) for final compositions
- Manila or newsprint paper for practice sketches and proportional planning
- Sketchbooks for observational study, thumbnail drafts, and reflective notes
- Grid paper for proportion correction, symmetry exploration, and perspective guides
- Black construction paper for contrast studies



Marking Period 2 (MPII)	General Art Curriculum Pacing Guide -Grade: 4
<p>MP 2</p> <p>Standards for Art Content</p>	<p>Creating</p> <ul style="list-style-type: none"> • VA:Cr1.1.4 Students generate and conceptualize artistic ideas using observation and imagination. • VA:Cr2.1.4 Students demonstrate safe and appropriate use of tools and materials while experimenting with techniques. • VA:Cr3.1.4 Students revise artwork and explain how changes improve the final product. <p>Presenting</p> <ul style="list-style-type: none"> • VA:Pr4.1.4 Students analyze how choices in presentation and display affect how artwork is viewed. <p>Responding</p> <ul style="list-style-type: none"> • VA:Re7.1.4 Students compare how the elements of art and principles of design convey meaning. • VA:Re8.1.4 Students interpret artwork using evidence from the artwork and personal observations. <p>Connecting</p> <ul style="list-style-type: none"> • VA:Cn10.1.4 Students create artwork that connects to learning across content areas and personal experiences. • VA:Cn11.1.4 Students explain how art reflects history, culture, and global context. <p>MP II focus: expressive painting, design principles, revision, and interpreting art from cultural and historical perspectives.</p>
<p>MP 2</p> <p>Topics</p>	<p>Painting tools, safety, and brush control</p> <p>Review warm/cool colors and value</p> <p>Blending & shading techniques</p> <p>Painting objects with detail</p> <p>Landscape composition</p> <p>Cultural or historical themes in painting</p>

	<p>Seasonal or thematic subject matter</p> <p>Mood and expressive color</p> <p>Revising artwork using feedback</p> <p>Presenting paintings and discussing meaning</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Advanced Painting Techniques: Students apply value, shading, blending, varied brushstrokes, layering, and detail to create depth and visual emphasis. • Artistic Concepts & Composition: Students use elements of art and design principles, develop focal points, organize compositions, and explore color to express mood and meaning. • Cultural & Historical Connections: Students incorporate cultural and historical influences to enrich subject matter and visual storytelling. • Communication, Revision & SEL: Students explain artistic choices, revise work intentionally, engage in constructive feedback, and collaborate respectfully with peers.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Tempera or watercolor paints • Brushes (variety of sizes) • Mixing trays/palettes • Heavy drawing or watercolor paper • Visual references (cultural, historical, seasonal) • Smocks/aprons

Marking Period 3 (MPIII)	General Art Curriculum Pacing Guide -Grade: 4
MP 3 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.4 Students use observation and imagination to develop sculptural ideas • VA:Cr2.1.4 Students apply a variety of materials and techniques to construct 3D artworks using selected tools and processes. • VA:Cr3.1.4 Students revise sculpture based on reflection and peer discussion to improve design. • VA:Pr4.1.4 Students determine appropriate ways to present and display sculpture for viewing. • VA:Re7.1.4 Students analyze how form, texture, and spatial relationships appear in sculpture. • VA:Re8.1.4 Students interpret meaning and artistic choices in sculpture using simple evidence. • VA:Cn10.1.4 Students relate sculpture to personal experiences and interests. • VA:Cn11.1.4 Students explore sculpture from different cultures, traditions, and environments.
MP 3 Topics	<p>What does a sculptor do?</p> <p>Form, structure, and balance</p> <p>Building with paper & cardboard</p> <p>Air-dry clay modeling and forming</p> <p>Joining and attaching methods</p> <p>Texture, pattern, and detail</p> <p>Freestanding sculptures</p> <p>Finishing surfaces (color/texture)</p> <p>Artist statements and reflection</p> <p>Mini exhibition and sharing</p>
MP 3 Skills- Concepts	<p>Sculptural Construction, Attachment & Material Techniques: Students develop three-dimensional construction skills by building stable structures, securely attaching components, and working with clay and mixed media while applying appropriate finishing techniques.</p>

	<p>Three-Dimensional Design, Form, Function & Structural Stability: Students explore how form relates to function, applying principles of balance, stability, and structural integrity to create successful freestanding sculptural works.</p> <p>Surface Design, Texture & Decorative Enhancement: Students apply texture and surface treatments to enhance visual interest, refine craftsmanship, and strengthen the aesthetic and expressive qualities of sculptural artwork.</p> <p>Artistic Meaning, Material Influence & Cultural Connections: Students understand how sculpture communicates ideas visually and how material choices, cultural traditions, and environmental influences shape artistic form and meaning.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Air-dry clay • Cardboard and construction paper • Glue, tape • Texture tools • Paint, markers • Images/examples of sculpture (cultures, artists, public art)

Marking Period 4 (MPIV)	General Art Curriculum Pacing Guide -Grade: 4
MP 4 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.4 Students generate textile and craft design ideas using observation, personal themes, and cultural inspirations. • VA:Cr2.1.4 Students explore weaving, stitching, knotting, layering, and assembling while selecting materials and tools purposefully. • VA:Cr3.1.4 Students revise their textile artwork to improve craftsmanship, detail, and clarity of design. • VA:Pr4.1.4 Students determine how display choices (mounting, grouping, background color, orientation) influence how textile art is interpreted. • VA:Re7.1.4 Students analyze how patterns, textures, materials, and motifs appear in textile and craft artwork. • VA:Re8.1.4 Students interpret ideas or cultural meaning in textiles using evidence from symbols, colors, and design. • VA:Cn10.1.4 Students relate their textile designs to personal expression, family traditions, or everyday textile use. • VA:Cn11.1.4 Students explore textile arts from various world cultures and discuss how materials and patterns reflect identity, heritage, and function.
MP 4 Topics	<p>Introduction to global textile arts</p> <p>Pattern and motif exploration</p> <p>Complex paper weaving with color patterns</p> <p>Yarn weaving on a simple loom</p> <p>Stitching practice (running stitch, decorative stitch)</p> <p>Fabric layering and collage design</p> <p>Beadwork and embellishment techniques</p> <p>Surface finishing and detail refinement</p> <p>Artist statement: cultural or personal meaning</p> <p>Display, critique, and reflection</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<p>Intermediate Textile Construction, Weaving & Stitching Techniques: Students create structured weaving patterns, practice basic and decorative stitching, and apply knotting, threading, beadwork, and layered fabric construction to develop technical textile skills.</p> <p>Pattern, Motif, Texture & Fiber Exploration: Students apply pattern, motif, and repetition while exploring fiber qualities and texture to create visually organized and structurally sound textile artwork.</p> <p>Design Planning, Symbolism & Functional vs. Decorative Purpose: Students plan and execute textile designs that incorporate symbolic imagery, layered construction, and intentional choices related to functional or decorative textile forms.</p> <p>Cultural Identity, Craftsmanship & Artistic Meaning: Students examine textile traditions across cultures, recognizing how textile arts communicate identity, heritage, and meaning while demonstrating craftsmanship, precision, and attention to detail.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Paper strips and weaving boards • Yarn and cardboard looms • Plastic needles and embroidery thread/yarn • Fabric scraps, felt sheets • Beads, buttons, sequins • Glue sticks, fabric-safe glue • Visual examples of world textile arts (kente cloth, Navajo weaving, Guatemalan huipils, quilts, Indian textiles)