



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT

COURSE SYLLABUS

Course Name: 4th Grade Art Visual/Fine Art

Length: Full Year

Teacher: Allison Frobey

Course Description: *Ancient Art History*

The 4th graders' art projects will all be inspired by ancient artifacts. They will learn a bunch of background information about the art of different artistic eras, periods, and phases before year 0, and then make art projects related to it. They will also be expected to always be 4-Star-Colorers, which means anytime they use any colored media, they must showcase a wider range of tones and values. Projects will take longer to build, but will still be broken down into manageable phases of development for them. Time management and the completion of projects are expected at the 4th-grade level.

Competencies or Standards Assessed:

-*Creating*: A proficient 4th Grade student artist will be able to invent their own imagery, document & describe their phases of development, and can revise their designs while in progress when necessary to make them more visually clear and interesting to all. They will be increasingly caring and safe with the higher-level materials they will get to work with. They will meet phases of development in a timely manner.

-*Presenting*: A proficient 4th-grade student artist can analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork for various display settings, specifically the utilitarian purposes and experiences that many should provide. Their craftsmanship is often independently adjusted so that the final products showcase the artist's use of media skillfully and clearly.

-*Responding*: A proficient 4th-grade artist will be able to use proper artistic language and factual background information to evaluate artworks of the same historical time period. They can compare visions of their works to those of the past before and after they make them. The comparisons will come from their interpretations of both works' relevant subject matter, characteristics of form, and use of media, so that they can use it to explain how the visual imagery also conveys messages.

-*Connecting*: A proficient 4th-grade artist will, through observation, infer information about time, place, and culture in which a work of art was created. They can then use this information to create works of art that reflect the same historical, cultural, and/or community traditions but with their own added personal imagery, which makes sense.

Anchor Texts or Major Curriculum:

n/a

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
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The Stone Age	<p>What does prehistoric and megalithic mean?</p> <p>What is Stonehenge, and what were the stones of the most famous one called?</p> <p>How can we make a few flat shapes look more like a few 3D blocks?</p> <p>What do we need to do to move from being a 3-Star-Colorer to a 4-Star-Colorer, and how does this help our artwork look more realistic and formal?</p>
The Metal Ages	<p>What were the first two metals humans discovered and learned to work with?</p> <p>What were some common themes of the imagery on early battle shields?</p> <p>What is a relief sculpture?</p> <p>What is an artist who works with metal called, and what are some decorative techniques they use? (embossing, debossing, chasing)</p>
The Age of Empires	<p>What is an empire, and where in the world were many of the first ones?</p> <p>What artifact from the age of empires is being rebuilt piece by piece in a museum in Berlin, AND what was the artifact originally used for?</p> <p>What are the stories behind the relief sculptures on the Ishtar Gate?</p> <p>What are the best ways to work with plaster in order to build a high relief sculpture AND keep everyone safe?</p> <p>What do we need to do to be a 4-Star-Painter?</p>
Ancient Egyptian Dynasties	<p>What is a dynasty AND what were some different legacies of the Ancient Egyptian ones?</p> <p>What are hieroglyphics?</p> <p>How would an ancient Egyptian have written your name?</p> <p>What is a cartouche?</p> <p>What are the best processes to make clear foam prints?</p>
Greek Antiquity	<p>What are the two phases of Greek Antiquity called, and how did the artwork change from one to the next?</p> <p>What is a mosaic and what is the most efficient way to ensure it will clearly showcase your image?</p> <p>How does the border then the image of your mosaic represent the Geometric Period, then</p>



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	the Archaic Period?
Rome: Year 0	<p>What does BC and AD mean?</p> <p>Where was Rome, and what type of art has it always been really well known for?</p> <p style="text-align: center;">(Architecture)</p> <p>What are characteristics of Rose windows?</p> <p>What are these architectural elements now known to be called, and why?</p> <p>Looking at your final design, would you say you learned to trust the ruler, compass, and intersections?</p> <p>How did you use 4-Star-Coloring to make your design look like stained glass?</p>

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

n/a