Grade Level: 4 **Course Title: Art** **Topic/Concept: Art Foundations**

Time Allotment: 1 class **Unit Sequence: 1**

Major Concepts to be learned:

- Art tools and classroom rules.
- Classroom procedures and student centers.
- What is an artist? How artists use creativity and problem solving to create. Artist matching game.

Expected Skills to be demonstrated:

- Demonstrate safe use of art materials and learn art room expectations.
- Identify artists and discuss artwork using simple art vocabulary.
- Creativity and problem solving through the arts.

PA Standards/Anchors:	Eligible Content:
9.1. Production, Performance and Exhibition 9.4. Aesthetic Response	9.1.5H, C 9.4.5A, B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 | **Course Title: Art** | **Topic/Concept: Analogous Colors**

Time Allotment: 3 classes | **Unit Sequence: 2**

Major Concepts to be learned:

- Element of Art: Color
- Color and emotions: Discuss how colors communicate feelings and moods.
- Analogous colors and creating a graident in art.

Expected Skills to be demonstrated:

- Students will learn about the elements of art.
- Students will create analogous colors.
- Students will learn blending skills and gradients in art.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.5 A, B, C, E, H, J

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 | **Course Title: Art** | **Topic/Concept: Tessellations**

Time Allotment: 3 classes | **Unit Sequence: 3**

Major Concepts to be learned:

- MC Escher and the art of tessellations.
- Creating a continuous puzzle design.

Expected Skills to be demonstrated:

- Students will learn about the artist MC Escher.
- Students will create their own tessellation.
- Students will learn how to create a puzzle.

PA Standards/Anchors:	Eligible Content:
9.1. Production, Performance and Exhibition 9.2. Historical and Cultural Contexts 9.4. Aesthetic Response	9.1.5.A, B, C, D, 9.2.5.A, B, D 9.4.5.D

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 **Course Title: Art** **Topic/Concept: Optical Illusion Art**

Time Allotment: 2 classes **Unit Sequence: 4**

Major Concepts to be learned:

- Famous optical illusion works of art.
- Creating wrinkles and depth in fabric using shading and value with charcoal.

Expected Skills to be demonstrated:

- Students will learn about the history of optical illusion art.
- Students will create depth in fabric using shading and value.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.5 A, B, C, D, H, J

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 | **Course Title: Art** | **Topic/Concept: Painting with Yarn**

Time Allotment: 3 classes | **Unit Sequence: 5**

Major Concepts to be learned:

- Fiber art and using yarn to create a work of art.
- Ways that yarn can be used as funtional and decorative art.
- Famous fiber artists.

Expected Skills to be demonstrated:

- Students will create a simple yarn landscape.
- Students will review functional vs decorative art.
- Students will study famous fiber artists.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts 9.3 Critical Response	9.1.5 B, C, D, J 9.2.5 A, D, G, K 9.3.5 C, F

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 | **Course Title: Art** | **Topic/Concept: Perspective Art**

Time Allotment: 2 classes | **Unit Sequence: 6**

Major Concepts to be learned:

- Perspective in art.
- Ground view perspective (perspective looking from the ground up).
- Watercolor and salt technique.

Expected Skills to be demonstrated:

- Students will design an artwork that uses perspective.
- Students will create a perspective drawing that shows perspective from the vantage point of the ground.
- Students will use watercolor paints with salt.

PA Standards/Anchors:	Eligible Content:
9.1. Production, Performance and Exhibition 9.4. Aesthetic Response	9.1.5A, B, C, H 9.4.5A, B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 | **Course Title: Art** | **Topic/Concept: Collagraph Print Hearts**

Time Allotment: 2 classes | **Unit Sequence: 7**

Major Concepts to be learned:

- The collagraph print technique.
- Printmaking tools, materials, and safety (ink, brayer, block).
- Recycled materials and repurposing every day objects in art.

Expected Skills to be demonstrated:

- Students will learn about various printmaking tools and techniques.
- Students will create a collagraph print.
- Students will learn ways to repurpose every day objects for creating art.

PA Standards/Anchors:	Eligible Content:
9.1: Production, Performance and Exhibition 9.3: Critical Response 9.4: Aesthetic Response	9.1.5A, B, C 9.3.5B 9.4.A

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 | **Course Title: Art** | **Topic/Concept: Picasso Portraits**

Time Allotment: 2 classes | **Unit Sequence: 8**

Major Concepts to be learned:

- The artist Pablo Picasso and famous works by Picasso.
- The importance of Cubism.
- Self Portraiture.

Expected Skills to be demonstrated:

- Students will learn about the artist Pablo Picasso.
- Students will study cubism.
- Students will create a self portrait inspired by the portrait artworks of Pablo Picasso.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts	9.1.5. A, B, C, D, H, J 9.2.5. A, E, F, G

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Obs Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 **Course Title: Art** **Topic/Concept: Clay Roses**

Time Allotment: 3 classes **Unit Sequence: 9**

Major Concepts to be learned:

- Basic clay handbuilding technique.
- The 'slip, score, smooth' method of attaching clay pieces.
- Additive sculpture.

Expected Skills to be demonstrated:

- Students will learn and be able to identify the different stages of clay.
- Students will be able to use clay tools.
- Students will use glaze to finish their clay.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.5 A, B, C, H, J

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 **Course Title: Art** **Topic/Concept: Plaster Wrap Birds**

Time Allotment: 3 classes **Unit Sequence: 10**

Major Concepts to be learned:

- Form and sculpture creation.
- Plaster wrap material use and safety.
- Wire forms and armatures.

Expected Skills to be demonstrated:

- Students will learn how to create an armature 'structure' for a sculpture.
- Students will use plaster wrap pieces to create a bird.
- Students will learn famous sculptures from around the world.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts 9.3 Critical Response 9.4 Aesthetic Response	9.1.5 A, B, C, D, H, J 9.2.5 A, E, F, G 9.3.5 B 9.4.5 A

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 **Course Title: Art** **Topic/Concept: Community and Group Project**

Time Allotment: 2 classes **Unit Sequence: 11**

Major Concepts to be learned:

- The importance of group and community artwork.
- Collaboration in the arts.

Expected Skills to be demonstrated:

- Students will create a cross-diciplinary artwork in collaboration with other related arts classes.
- Student art will reflect community and Mercer Mustang pride.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.5 A, F, I

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 | **Course Title: Art** | **Topic/Concept: Art Around the World**

Time Allotment: 3 classes | **Unit Sequence: 12**

Major Concepts to be learned:

- How art reflects history, culture, traditions, and geographic regions.
- Each year, students will learn about a different continent from around the world.

Expected Skills to be demonstrated:

- Students will observe art from around the world including folk art.
- Students will learn and identify famous artists from around the world.
- Students will create a choice project inspired by the continent taught.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts 9.3 Critical Response	9.1.5 A, B, C, D, H, J 9.2.5 A, E, F, G 9.3.5 B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 **Course Title: Art** **Topic/Concept: Glow Show**

Time Allotment: 3 classes **Unit Sequence: 13**

Major Concepts to be learned:

- What an art installation is.
- Art show etiquette and displaying art for community viewing.

Expected Skills to be demonstrated:

- Students will create a glowing art work for an art installation.
- Students will learn about art shows and art installations.
- Students will look at the layout of museums virtually to understand how artists display their artwork.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.4 Aesthetic Response	9.1.5 A, B, C, H 9.4.5 B, D

Instructional Strategies:	Assessments:
Demonstration Hands-on activity Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 4 **Course Title: Art** **Topic/Concept: Value Shapes**

Time Allotment: 2 classes **Unit Sequence: 14**

Major Concepts to be learned:

- Blending and mixing colors using chalk pastels.
- Creating three-dimensional forms.

Expected Skills to be demonstrated:

- Students will learn color mixing techniques with chalk pastels.
- Students will learn how to create three-dimensional forms.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.5 A, B, C, H

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)