

# Heritage Christian Academy Curriculum Report 2020-2021

Mrs. Anna Nichols

4th/5th Grade Art

Second Semester

Curriculum Used: teacher designed

## Concepts

## State Standard

## Assess

### January 11-30

**Essential Questions:** Who does God say that I am? Who is Snowflake Bentley? What is the basic shape of a snowflake? What are some ways to draw a snowflake? What happens when salt is sprinkled on wet watercolor? What are some ways to make a cut paper snowflake? How can I use values of a pastel color to make a design filled with variety?

### Learning Targets:

- Discuss unique qualities of people: what kinds of things make us all unique?
- Read Psalm 139: 13 - 16 out loud and discuss. What does this scripture say about God? What does it say about us?
- Describe characteristics of a snowflake: basic shape is a hexagon, branches of a dendrite extend out from the corners of the hexagon, no two snowflakes in nature are alike, etc.
- Identify the first person to photograph a snowflake: William Bentley.
- Using the basic structure of a snowflake (hexagon), draw an original design for a snowflake.
- Use several colors of liquid watercolor, effectively creating a "watercolor wash" all over the paper. (Art vocab.)
- Observe and describe what happens when salt is added to the wet paint: the salt absorbs some of the liquid, creating a textured (crystalline) effect. (Science vocab.)
- Discuss the finished watercolor snowflake painting: is it successful? Why or why not? What could you have done differently? What can you do to make the snowflakes stand out more?
- Experiment with designing a cut paper snowflake.
- \*Choose a cut paper snowflake to trace onto black paper, then outline all the lines with liquid glue.
- Apply colored soft pastels in a variety of values to the design after the glue dries, experimenting with blending the colors and spreading the pastel on the paper.
- Discuss the differences in a design with only a few details and colors and a design with a variety of patterns, shapes, and values.

**AL COS Visual Art 4th Grade #4:** When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

**Evaluate and edit/revise:** AL COS Visual Art #6, 13

**ALCOS Visual Art 5th Grade #4:** Demonstrate proper care and use of materials, tools, and equipment while creating art

**Evaluate and edit/revise:** AL COS Visual Art #6, 13

Discussion  
Paintings  
Drawings  
Snowflakes

<ul style="list-style-type: none"> <li>• Be responsible with the glue and all materials, maintaining a safe and clean work environment.</li> <li>• Use pastels to enhance a design made with dried glue. Practice blending the pastels and using a limited number of colors to create variety.</li> </ul> <p>Supplemental Resources/Bible connections: Psalm 139:13-16, science, math</p> <p>Videos about <a href="#">William Bentley</a>, Veggie Tales video: <a href="#">God Made You Special</a> (Bob's Vacation), <a href="#">Wild Kratts: How a Snowflake Is Formed</a>, <a href="#">Where Do Snowflakes Come From?</a>, <a href="#">How To Draw a Snowflake</a>, <a href="#">Snowflake Picture Slide Show</a></p>		
<p>January 31- Feb. 6</p> <p>Essential Questions: What are some things we can do now in the 21st century to preserve and exhibit our art that people could not do in the past? What is the difference between an art museum and an art gallery? What is a still life, portrait, landscape, and abstract art? What does a museum curator do? What does a museum conservator do? How can I work together with other students to curate a temporary display of artwork based on a theme?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• Discuss ways people have preserved and displayed art in the past, before cameras or computers. What are some things we can do now in the 21st century to preserve and exhibit our art? Social media, blogs, etc.</li> <li>• View several video museum tours and discuss how artwork is presented: in a case, in a frame, on the wall, on a stand, etc. as well as the various materials artists use to make art. (the Louvre, the Smithsonian, the Birmingham Museum of Art)</li> <li>• Understand the difference between an art museum and an art gallery.</li> <li>• Collaborate to display a temporary exhibit of art pieces based on a theme: still life, portrait, landscape, or abstract art.</li> <li>• Role play the responsibilities of museum staff: curator, conservator, technician.</li> <li>• View and discuss videos, "Artrageous With Nate Interviews Museum Conservator," and "Why Do We Have Museums?"</li> <li>• Differentiate among museum curators, conservators, technicians, and educators.</li> <li>• Students are assigned a museum role (curator, conservator, technician, educator) before collaborating in arranging a variety of art pieces based on a theme. Students will set up a</li> </ul>	<p>4th Grade AL COS Visual Art</p> <p>#7: Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork. Example: Before cameras, the only way to view artwork was in person. Now there are books, postcards, posters and Google images.</p> <p>#8: Discuss various locations for presenting and preserving art, in both indoor and outdoor settings, and in temporary or permanent and physical or digital formats.</p> <p>#9: Compare and contrast purposes of museums, galleries, and other art venues, as well as the types of personal experiences they provide.</p>	<p>Teacher observation discussion</p>

<p>temporary gallery space with art objects in the art classroom.</p> <p>Resources:</p> <p><a href="https://www.youtube.com/watch?v=wcjIUhYJE78">Smithsonian American Art Museum</a> <a href="https://www.youtube.com/watch?v=wcjIUhYJE78">https://www.youtube.com/watch?v=wcjIUhYJE78</a></p> <p><a href="https://www.youtube.com/watch?v=wwYExM0NvO">The Louvre</a> (first 2 minutes) <a href="https://www.youtube.com/watch?v=wwYExM0NvO">https://www.youtube.com/watch?v=wwYExM0NvO</a></p> <p><a href="#">Shattering the Mold: Interview with a Conservator (artrageous with Nate)</a></p> <p><a href="#">Why Do We Have Museums?</a></p>	<p>AL COS Visual Art 5th Grade:</p> <p>#7: Define the roles and responsibilities of museum and gallery staff, explaining the skills and knowledge needed to preserve, maintain, and present objects, artifacts, and artwork.</p> <p>#8: Discuss the safe and effective use of materials and techniques for preparing and presenting artwork. Example: Show how to carefully prepare and present artwork.</p> <p>#9: Explore how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p>	
<p>Feb. 1 - 20</p> <p>Essential Questions: How can I set up a sense of deep space, creating an optical illusion by using a vanishing point? What is linear perspective and who uses it? How can I draw a sea creature (from observation) that is recognizable by using a resource image?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• Use a vanishing point and lines to draw "floating shapes" with the linear perspective technique.</li> <li>• Discuss the myriad of uses that artists have for linear perspective: set designers, animators, cartoonists, comic book artists, illustrators, etc.</li> <li>• Use a vanishing point and lines to draw an aquarium with the system of linear perspective, following along step by step with the teacher and/or video on YouTube</li> <li>• Use liquid watercolor ("wet on wet" technique) to create an interesting background for the aquarium perspective drawing.</li> <li>• Observe and draw an assortment of underwater creatures for the aquarium habitat and</li> </ul>	<p>AL COS Visual Art Grade 4</p> <p>#3: Generate ideas and employ a variety of strategies and techniques to create a work of art/design</p> <p>#5: Document, describe, and create real or imagined constructed environments.</p> <p>AL COS Visual Art Grade 5</p> <p>#5: Identify, describe, and visually document places and/or objects of personal significance</p>	<p>Discussion Sculptures Teacher observation</p>

<p>add marker color after the background is dry. Students will take care to add as much detail to their undersea animals as possible, using a reference image.</p> <p>Resources: <a href="#">How To Draw a Perspective Aquarium</a></p>		
<p>Feb. 22 - March 12</p> <p><b>Essential Questions:</b> What does the Bible say about honoring each other and being kind? What are some ways I can be kind this week? How do you draw the human body? What is proportion? How can I create a pixel portrait body (4th grade)? How can you use your "super powers," (gifts and talents) to help others and make the world a better place? How can I draw a self-portrait (5th grade) by following the rules of proportion? What positive attributes can I think of to add to the finished self-portrait and anagram?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Review and discuss I Corinth. 12, all about the fact that we are all gifted in different ways and we all need each other.</li> <li>• View and discuss videos about kindness: <a href="#">How This 10-Year-Old and Her Bracelets Are Spreading Kindness</a>, and <a href="#">One, by Kathryn Otoshi</a></li> <li>• Draw a step by step person in proportion, then turn it into a self-portrait. (Discuss human proportion: using the "head" as a measurement.)</li> <li>• (4th grade) Construct a proportional self-portrait using graph paper creating a pixelated work of art.</li> <li>• Complete the self-portrait proportion drawing, paying close attention to details and craftsmanship.</li> <li>• 5th graders will complete their proportional self-portraits with an anagram of their name and positive attributes.</li> </ul> <p><b>Biblical Connections/Resources:</b> I Corinth. 12, <a href="#">Figure Proportions: Drawing Essentials</a>, <a href="#">Mr. Otter Studios</a>, <a href="#">One Body Many Parts Mr. Potato Head</a>, <a href="#">How To Use Shapes to Draw a Person</a>, <a href="#">Be Kind, A Children's Story About Things That Matter</a>, and <a href="#">"One" By Kathryn Otoshi</a>"</p>	<p><b>AL COS Visual Art Grade 4</b></p> <p>#3: Generate ideas and employ a variety of strategies and techniques to create a work of art/design</p> <p><b>AL COS Visual Art Grade 5</b></p> <p>#1: Combine ideas to develop an innovative approach to creating art.</p> <p>#2: Demonstrate the methods of the art-making process, including brainstorming, sketching, reflecting, and refining, to create a work of art/design.</p> <p>#3: Communicate personal ideas, images, and themes through artistic choices of media, technique, and subject matter.</p>	<p>art work</p> <p>Discussion</p>

<p><b>March 15-19</b>  <b>Essential Questions:</b> What is a print? What is a collagraph? How can I make a collagraph printing plate with recycled materials?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Design a collagraph printing plate with pieces of cardboard (cereal or cracker boxes) in the shape of a cross (4th grade) or an open ended subject (5th grade).</li> <li>• Experiment with multiple ways of pulling a print with the collagraph plate: crayon rubbings, etc.</li> <li>• Add detail or embellishments with markers or crayons, revising the original image to convey meaning.</li> </ul> <p><b>Resources:</b> <a href="#">Collagraph Printmaking with Amanda Youngblood</a></p>	<p><b>AL COS Visual Art Grade 4</b></p> <p><b>#3:</b> Generate ideas and employ a variety of strategies and techniques to create a work of art/design</p> <p><b>Evaluate and edit/revise:</b> AL COS Visual Art #6, 13</p> <p><b>AL COS Visual Art Grade 5</b></p> <p><b>#1:</b> Combine ideas to develop an innovative approach to creating art.</p> <p><b>#2:</b> Demonstrate the methods of the art-making process, including brainstorming, sketching, reflecting, and refining, to create a work of art/design.</p> <p><b>#3:</b> Communicate personal ideas, images, and themes through artistic choices of media, technique, and subject matter.</p> <p><b>Evaluate and edit/revise:</b> AL COS Visual Art #6, 13</p>	<p><b>Prints</b></p>
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<p>March 28-April 3</p> <p><b>Essential Questions:</b> Why do we celebrate Easter? What are some Easter traditions here in Alabama and in your family? What traditions do other cultures have? How is a Psanky egg made? Who is Patricia Polacco? What are some ways to design an Easter egg?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Discuss Ukrainian Pisanki eggs after viewing part of the Reading Rainbow episode featuring Patricia Polacco's book, <u>Rechenka's Eggs</u>.</li> <li>• Experiment with a repeating pattern with a focus on complexity vs. simplicity.</li> <li>• Apply black watercolor paint over the crayon design, observing how the wax of the crayon resists the watercolor.</li> </ul> <p><b>Supplemental Materials/Biblical Connections</b></p> <p><a href="#">Reading Rainbow: Rechenka's Eggs</a>, <a href="#">Ukrainian Psanky Eggs</a>, <a href="#">Rechenka's Egg Art</a></p>	<p><b>AL COS Visual Art Grade 4</b>  <b>#1:</b> Individually brainstorm multiple approaches to an art problem.  <b>#14:</b> Create works of art that reflect community and/or cultural traditions.</p> <p><b>AL COS Visual Art Grade 5</b>  <b>#1:</b> Combine ideas to develop an innovative approach to creating art</p>	<p>Discussion Designs</p>
<p>April 5-9</p> <p><b>Essential Question:</b> What could I do with my love for art and creativity to make a living when I grow up?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will discuss a variety of visual art careers and will view videos about art jobs.</li> <li>• Students will work on finishing any incomplete art pieces in order to have the best possible work to display in the annual school art show.</li> <li>• They will help to prepare these pieces for presentation (5th grade).</li> </ul> <p><b>Supplemental Materials:</b></p> <p><a href="#">Art Careers for Kids</a>, <a href="#">Cool Jobs Show: Robb Armstrong, American Cartoonist</a>, <a href="#">NED's Career Day for Children - Tech/Gaming Lesson</a></p>	<p><b>AL COS Visual Art Standard</b></p> <p><b>4th grade #8:</b> Discuss various locations for presenting and preserving art, in both indoor and outdoor settings, and in temporary or permanent and physical or digital formats.</p> <p><b>5th grade</b>  <b>#8:</b> Discuss the safe and effective use of materials and techniques for preparing and presenting artwork. Example: Show how to carefully prepare and present artwork.</p>	<p>Discussion</p>

<p><b>April 11-24</b></p> <p><b>Essential Questions:</b> What is the hidden treasure that God talks about in the Bible? How can I use values of a color to make a drawing of a jewel look realistic? What is the "clean edge technique?" What is a value? What happens when white or black paint is mixed with a color? What are tints and shades? What is "Surrealism?" What is one way to paint a sky and mountain range? What is atmospheric perspective?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will discuss a variety of scriptures about treasure: "Where your treasure is, your heart will be also," "A treasure was hidden in a field and a man sold all that he had to buy that field," "A good man out of the treasure of his heart brings forth good things,"</li> <li>• Students will carefully draw several different jewels by closely observing them, first.</li> <li>• Students will practice making a range of values of a color with tempera paint and will use the clean edge technique to carefully paint their jewel drawings.</li> <li>• Finish painting the jewel drawings with values of a color after reviewing art vocabulary: value, tint, shade, tone.</li> <li>• Paint a background landscape, including blended areas of color. Students will paint the sky from light to dark, blending tints and shades as well as overlap several layers of hills that are lighter in the distance.</li> <li>• Discuss atmospheric perspective: the further away from earth, the sky looks darker. The closer to the horizon, it looks lighter. Distant objects appear much lighter and bluer the farther away they get.</li> <li>• Students will create a "surreal" landscape by assembling a painted background and their jewel paintings. We will review the "treasure" scriptures this week, discussing the fact that we need to make God our number one treasure in our hearts.</li> <li>• Students will paint a background landscape, including blended areas of color. Students will paint the sky from light to dark, blending tints and shades as well as overlap several layers of hills that are lighter in the distance.</li> </ul> <p><a href="#">The Value Song</a>, <a href="#">Scratch Garden</a>, <a href="#">Painting a Basic Landscape With Limited Colors</a></p>	<p><b>AL COS Visual Art Grade 4</b></p> <p><b>#3:</b> Generate ideas and employ a variety of strategies and techniques to create a work of art/design</p> <p><b>Evaluate and edit/revise:</b> AL COS Visual Art #6, 13</p> <p><b>AL COS Visual Art Grade 5</b></p> <p><b>#1:</b> Combine ideas to develop an innovative approach to creating art.</p> <p><b>#14:</b> Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making</p>	<p><b>Drawings Paintings Discussion Teacher observation</b></p>
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<p><b>May 2-8</b></p> <p><b>Essential Questions:</b> What makes a work of art "good?" Who decides that it is "good?"</p> <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Students will discuss various things the art world believes make a work of art good: beauty and design, expressing an idea or feeling, or looking very real.</li> <li>• Students will choose from a variety of art pieces, deciding upon the best one according to the above 3 criteria: beauty, expressing an idea/feeling, or realism. They will place an emoji on that art print based on the criteria.</li> <li>• They will also tour the art show, choosing one piece to award an Honorable Mention ribbon, or "Student Choice Award." While they are walking through the art show, they will look for an art piece that exemplifies at least one of these criteria.</li> <li>• (5th grade) Discuss the 3 main categories of art aesthetics: design/beauty, communication, and realism. Find examples of each one in our art show and award an "Honorable Mention" ribbon to that piece.</li> </ul> <p><b>Supplemental Materials:</b> variety of prints of famous works of art displayed on the wall, emojis to represent each aesthetic theory, school art show on display</p>	<p><b>AL COS Visual Art Grade 4</b>  <b>#12:</b> Interpret art by referring to contextual information and analyzing relevant subject matter, visual qualities, and use of media.  <b>#13:</b> Apply one criterion from elements or principles of design to evaluate more than one work of art/design</p> <p><b>AL COS Visual Art Grade 5</b>  <b>#12:</b> Interpret art by analyzing visual qualities and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.  <b>#13:</b> Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p>	<p>Discussion Teacher observation</p>
<p><b>April 26-30 &amp; May 9-15 "Open Studio: Drawing, Painting, &amp; Sculpture"</b></p> <p><b>Essential Questions:</b> How can I express an idea with visual art materials?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Choose a sculptural material such as Legos, Play-Dough, or character design with Mr. Potato Head and "Fuzzoodles" in order to build and represent an idea,</li> <li>• OR choose a painting material such as watercolor or a drawing material such as pencils, crayons, etc.</li> <li>• Students will experiment with a variety of media as they problem solve ways to communicate ideas visually.</li> <li>• We will discuss the art show as well: the teacher will remind students that the show</li> </ul>	<p><b>AL COS Visual Art Grade 4</b>  <b>#3:</b> Generate ideas and employ a variety of strategies and techniques to create a work of art/design</p> <p><b>AL COS Visual Art Grade 5</b>  <b>#1:</b> Combine ideas to develop an innovative approach to</p>	<p>Discussion Sculptures Paintings Drawings</p>



<p>exhibits their best work from the year and each piece is exceptional whether it is chosen for an award or not. We have already decided it is good, following God's example in Genesis 1</p>	<p>creating art.</p> <p>#3: Communicate personal ideas, images, and themes through artistic choices of media, technique, and subject matter.</p>	
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