

## Heritage Christian Academy Curriculum Report 2020-2021

Teacher Name: Mrs. Anna Nichols

Grade Level(s)/Subject:

4th/5th Grade Art

First Semester

Concepts

State Standard

Assess

**August 24 - 29**

**Unit Concepts:** Art Expectations, Experimenting, Sculpture, Armature, Dale Chihuly, macchia, glass art, God as Creator, we are also creators/artists made in His image

**Essential Questions:**

What are the art classroom expectations? Who is the First Artist? What are some of His masterpieces? Am I God's Masterpiece? What will happen to marker ink when water is sprayed on it? How can a colored coffee filter be transformed into a sculpture in the style of Dale Chihuly? How does an artist safely work with glass and how can I safely work with spray starch and other art materials?

**Learning Targets:**

- Practice art classroom procedures and work to meet expectations
- Discuss Genesis 1 and God as the First Artist Who created us in His Image to be artists as well
- Experiment with marker ink and water on a coffee filter
- Observe and discuss what happens when water is added to the ink: how do the colors change? (science connections: diffusion, color mixing theory - yellow and blue mixed together to make green, etc.)
- Discuss glass artist [Dale Chihuly](#) and his work ("macchia")
- Discuss how glass is used in art: working with it while hot or cold (science connections: matter can be a solid, liquid, etc.)
- Construct the coffee filter sculpture design by carefully arranging it on an upside down plastic cup armature
- Safely apply spray starch to the coffee filter
- Interpret the finished sculptures - what do they remind you of? Flowers? Sea anemones? Alien life forms?

**Supplemental Resources/Bible connections:** Genesis 1, John 1:1-3; "In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through Him all things were made; without Him nothing was made that has been made."

[Shattering the Mold: Dale Chihuly and the Science of Glass Blowing](#)

[Optical Glass Sculptures by fine art glass artist Jack Storms](#)

AL COS Visual Art

**Grade 4**

#3: Generate ideas and employ a variety of strategies and techniques to create a work of art/design

#4: When making works of art, utilize and care for materials, tools, and equipment

**Grade 5**

#4: Demonstrate proper care and use of materials, tools, and equipment while creating art  
#10

Compare one's interpretation of a work of art with the interpretation of others

**Discussion**

**Observation of student behavior**

**Sculptures**

<p>August 30 - Sept. 11</p> <p><b>Unit Concepts:</b> Collage, Communicating through art, Kandinsky, abstract art, music and art connections (5th grade only: 8 Studio Habits of Mind), persistence and taking pride in your work</p> <p><b>Essential Questions:</b> Does art always have to be about a person, a landscape, or something you recognize or can it be just a design? How can I brainstorm, experimenting with shapes, colors, and lines to create an original and meaningful design? Who is Wassily Kandinsky and what is he famous for? How did he make his paintings? (5th grade only: What are the 8 Studio Habits of Mind and how can I apply them?) How can I demonstrate responsibility while using art materials?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Discuss the 20th century abstract artist, Wassily Kandinsky after viewing, “The Noisy Paintbox” (literacy connections) about the artist as a child learning to express his own ideas through art</li> <li>• Observe, describe, and interpret Kandinsky’s abstract paintings (responding to art): <u>Several Circles</u>, 1926, and <u>Squares With Concentric Circles</u>, 1913 (music connection)</li> <li>• View and discuss the read-aloud, “<u>The Dot</u>,” by Peter H. Reynolds (literacy connections): how can I “engage and persist” even when I might be disappointed in my artwork?</li> <li>• Demonstrate care and responsibility with scissors and glue</li> <li>• Experiment with a variety of art materials and compose an original design based on the circle</li> <li>• 5th grade: view and discuss the video, “What Does an Artist Do? The 8 Studio Habits of Mind For Elementary Students”</li> </ul> <p><b>Supplemental Materials/Biblical Connections</b></p> <p>Colossians 3:23 Whatever you do, do it heartily as unto the Lord. Philippians 4:13 I can do all things through Christ who gives me strength.</p> <p><a href="#">The Noisy Paintbox</a>, <a href="#">Wassily Kandinsky cover by Mozart Piano concerto No.23</a>, <a href="#">The Dot</a>, by <a href="#">Peter H. Reynolds</a>, <a href="#">What Does An Artist Do? The 8 Studio Habits of Mind For Elementary Students</a></p>	<p>AL COS Visual Art</p> <p><b>4th Grade:</b></p> <p>#1: Individually brainstorm multiple approaches to an art problem.</p> <p>#3: Generate ideas and employ a variety of strategies and techniques to create a work of art/design.</p> <p>#4: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>#12: Interpret art</p> <p><b>5th Grade:</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>#10: Compare one's interpretation of a work of art with the interpretation of others</p> <p>#12: Interpret art</p>	<p><b>Discussion</b></p> <p><b>Observation of students working and experim.</b></p> <p><b>Collages</b></p>
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<p>Sept. 13 - Oct. 16</p> <p><b>Unit Concepts:</b> complementary colors, painting techniques, Georgia O’Keeffe, drawing, painting, primary colors, secondary colors, tints, shades, refining art</p> <p><b>Essential Questions:</b> How do you make colors by mixing the primaries? How do you use the Clean Edge Technique? What are tints and shades and how many colors can you get by adding white or black to a color? Why are complementary colors important? Who is Georgia O’Keeffe and what is she famous for? How can I refine my artwork so that the message I want to send is clear? “Reflect, Observe, Develop Craft” Studio Habits</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• View and discuss an informational video about Georgia O’Keeffe, famous for unique paintings of flowers and bones she found while walking in her New Mexico desert home</li> <li>• Draw either flowers or a cow skull from close observation</li> <li>• Refine and edit drawings</li> <li>• Mix all 12 colors of the color wheel by using only red, yellow, and blue</li> <li>• Design an original painting based on the flower or skull subject</li> <li>• Apply the clean edge technique appropriately, practicing controlling the paint</li> <li>• Demonstrate knowledge of complementary color sets</li> <li>• Experiment with color by creating as many values as possible</li> <li>• Demonstrate knowledge of tints and shades, adding as much variety to the complementary color sets as possible by using small amounts of black and white</li> <li>• Refine and edit paintings</li> <li>• Demonstrate responsibility when using brushes, tempera paint, and water</li> </ul> <p><b>Supplemental Materials/Bible Connections</b></p> <p><a href="#">Georgia O’Keeffe, a Brief History</a>, <a href="#">Who Is Georgia O’Keeffe? Tate Kids</a>, <a href="#">Painting With Kids: How To Do the Clean Edge Technique</a>, <a href="#">Color Mixing</a></p> <p>Psalm 104:24 How many are your works, LORD! In wisdom you made them all; the earth is full of your creatures.</p>	<p>AL COS Visual Art</p> <p><b>4th Grade:</b></p> <p>#1: Individually brainstorm multiple approaches to an art problem.</p> <p>#3: Generate ideas and employ a variety of strategies and techniques to create a work of art/design.</p> <p>#4: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>#6: Revise artwork in progress</p> <p><b>5th Grade:</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>#4: Demonstrate proper care and use of materials, tools, and equipment while creating art</p>	<p><b>Discussion</b></p> <p><b>Mixed Colors, tints and shades</b></p> <p><b>Drawings</b></p> <p><b>Paintings</b></p>
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<p>Oct. 19 - 30</p> <p>Unit Concepts: symmetry, radial pattern/symmetry, color mixing with primaries, printmaking, monoprint, transfer, Vincent Van Gogh, <u>Starry Night</u>, paper marbleizing, 5th grade only: Native American art</p> <p>Essential Questions: What is symmetry? What is radial symmetry and how can I make a radial design? What is a monoprint and how can I use shaving cream and liquid watercolor to create a design similar to Van Gogh's <u>Starry Night</u>? Who is Vincent Van Gogh and what is he famous for? 5th grade only: What kinds of artwork did Native Americans make? What differences are there among Northwest Coast art pieces vs. Southwest, Southeast, Plains, or Northern Woodlands? Could you identify the culture that made a specific artwork? What inspires you about Native American designs?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• Design a complex pattern based on radial symmetry</li> <li>• Experiment with the aluminum foil and marker mono-printing method to add a pattern of color to the radial designs</li> <li>• 5th grade only: discuss and research Native American art and use these patterns as inspiration for part of the radial design (Social Studies connections)</li> <li>• Respond to art: discuss Vincent Van Gogh's <u>Starry Night</u>. What stands out to you? How is this painting different from what you might expect?</li> <li>• Interpret: what do you think Van Gogh was thinking or feeling as he painted it?</li> <li>• Experiment with the shaving cream and liquid watercolor mono-printing method, creating swirling and turbulent effects with the colors (to be made into greeting cards later)</li> <li>• Be a responsible artist while using the tools and materials</li> <li>• View and discuss the paper marbleizing video, "Van Gogh on Dark Water"</li> </ul> <p>Supplemental Materials/Biblical Connections:</p> <p><a href="#">Shaving Cream Printing</a>, <a href="#">Starry Night</a>, <a href="#">Van Gogh Printmaking</a>, <a href="#">Van Gogh on Dark Water</a>, <a href="#">Monoprinting with Washable Markers</a></p>	<p>AL COS Visual Art</p> <p><b>4th Grade:</b></p> <p>#1: Individually brainstorm multiple approaches to an art problem.</p> <p>#3: Generate ideas and employ a variety of strategies and techniques to create a work of art/design.</p> <p>#4: When making works of art, utilize and care for materials, tools, and equipment</p> <p>#11: Analyze components in visual imagery that convey meanings and messages.</p> <p>#12: Interpret art</p> <p><b>5th Grade:</b></p> <p>#1: Combine ideas to develop an innovative approach to creating art.</p> <p>#3: Communicate personal ideas, images, and themes through artistic choices of media, technique, and subject matter.</p> <p>#4: Demonstrate proper care and use of materials, tools, and equipment while creating art</p> <p>#10: Compare one's interpretation of a work of art with the interpretation of others</p> <p>#11: Identify and analyze cultural associations suggested by visual imagery.</p> <p>#12: Interpret art</p>	<p><b>Discussion</b></p> <p><b>Prints</b></p> <p><b>Drawings</b></p>
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<p>Nov. 2 - 13</p> <p><b>Unit Concepts:</b> honoring veterans, branches of the military: Army, Navy, Air Force, Marines, Coast Guard, 3-dimensional, overlapping, kindness</p> <p><b>Essential Question:</b> What is a Veteran? Why is it important to celebrate Veterans Day? What is one way to draw a 3-dimensional flag? What is one way to draw a realistic eagle? How can I use my powers for good, designing a greeting card to honor a veteran?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Discuss Veterans Day and friends/family who served in the military after viewing informational videos about the holiday</li> <li>• Draw a flag with overlapping, creating a 3-d effect</li> <li>• Draw an eagle with detailed feathers, talons, and face</li> <li>• Design a greeting card to give to a veteran in honor of Veterans Day</li> </ul> <p><b>Supplemental Materials/Biblical Connections</b></p> <p>Psalm 18:2 The Lord is my rock, my fortress, and the One who rescues me; My God, my rock and strength in whom I trust and take refuge; My shield, and the horn of my salvation, my high tower—my stronghold.</p> <p><a href="#">Veterans Day For Kids! Learn Fun Facts About Veterans Day</a></p>	<p>AL COS Visual Art</p> <p><b>4th Grade:</b></p> <p>#3: Generate ideas and employ a variety of strategies and techniques to create a work of art/design.</p> <p>#6:Revise artwork in progress</p> <p>#14: Create works of art that reflect community and/or cultural traditions</p> <p><b>5th Grade:</b></p> <p>#3: Communicate personal ideas, images, and themes</p>	<p><b>Drawings</b></p> <p><b>Discussion</b></p>
<p>Nov. 16-20</p> <p><b>Unit Concepts:</b> fall/autumn, leaf structure and close observation, chlorophyll, tradition, using space in an artwork (overlapping, size, and placement), communicating through art</p> <p><b>Essential Question:</b> Does every family celebrate Thanksgiving in the same way? What are you thankful for? How do you draw a turkey and dishes on a table, creating a sense of realistic space? How can you communicate the story of your family’s celebration of Thanksgiving?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Draw fall leaves, focusing on the shapes and details of the leaves (science connection)</li> <li>• Describe what happens to the chlorophyll in a leaf during autumn (science connection)</li> <li>• Discuss what we are grateful for</li> </ul>	<p>AL COS Visual Art</p> <p><b>4th Grade:</b></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>#6:Revise artwork in progress</p> <p>#14: Create works of art that reflect community and/or cultural traditions</p>	<p><b>Drawings</b></p> <p><b>Discussion</b></p>

<ul style="list-style-type: none"> <li>● Draw a Thanksgiving feast, starting with a step by step turkey on a platter</li> <li>● Add creative details to the table, telling the story of your family's traditional feast (envision)</li> <li>● Practice using overlapping, size, and placement when drawing the different dishes on the table, adding the dishes higher on the paper and smaller in size to show distance</li> </ul> <p>Supplemental Materials/Biblical Connections:</p> <p><a href="#">The Berenstain Bears Count Their Blessings</a></p> <p><a href="#">Why Do Leaves Change Color?</a></p> <p><a href="#">How To Draw Fall Leaves</a></p> <p><a href="#">How To Draw a Cooked Turkey</a></p>	<p><b>5th Grade:</b></p> <p><b>#3:</b> Communicate personal ideas, images, and themes</p> <p><b>#5:</b> Identify, describe, and visually document places and/or objects of personal significance.</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>Nov. 30 - Dec. 11</p> <p>Unit Concepts: printmaking, reverse, transfer, printing plate, experiment/problem solve, Growth Mindset, ornament</p> <p>Essential Question: What is printmaking? What is different about the printed image than how it looks on the printing plate? What strategies and techniques can I use to make my prints better if they do not work at first? How can I use my powers for good, giving away artwork to cheer up those in need? What is the Growth Mindset?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● Design an original Christmas greeting card with lettering on a foam printing plate</li> <li>● Experiment with printing the image after adding color with markers and spraying with a light mist of water</li> <li>● Discuss the idea of a “reverse” picture: the printed image is in reverse (backwards or mirror image)</li> <li>● Discuss the word “transfer,” to move a picture from one place to another</li> <li>● Discuss the term “printing plate”</li> <li>● Finish a set of printed greeting cards with embellishments and details, some to give away to friends and family and some to give away during Mrs. Manston's outreach</li> </ul>	<p>AL COS Visual Art</p> <p><b>4th Grade:</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>#6:</b>Revise artwork in progress</p> <p><b>#14:</b> Create works of art that reflect community and/or cultural traditions</p> <p><b>5th Grade:</b></p> <p><b>#3:</b> Communicate personal ideas, images, and themes</p> <p><b>#5:</b> Identify, describe, and visually document places and/or objects of personal significance.</p>	<p><b>Discussion</b></p> <p><b>Observation of students experim. &amp; problem solving</b></p> <p><b>Prints</b></p> <p><b>Cards</b></p> <p><b>Ornaments</b></p>

- Design at least one original Christmas ornament and add details and embellishments

**Supplemental Materials/Biblical Connections:**

**Luke 2: 4-12**

[Making a Greeting Card with Mrs. Youngblood](#)

[Printmaking With Foam Core](#)

[Linus' Christmas Speech in Charlie Brown's Christmas](#)

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