

ART: GRADE 4

Course Abstract

Course Abstract:	Fourth graders build upon knowledge skills and experience from previous grades. Artists may pursue their own ideas in their creations and are encouraged to push their ideas in new directions. At all times students are asked to stretch themselves, refine their ideas and find deeper meaning. They learn and grow as artists and improve their skills. A greater emphasis will be placed on explaining, elaborating and presenting their work.
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Primary Resources

Units

Units	Creating Responding Connecting
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Unit: Creating

Creating	Fourth grade students will pursue their own creative ideas. Students will use problem solving skills, talk about art and what the artist is trying to say through their work and use of materials.
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Duration:	3.0 Trimester(s)	
Competencies & Standards:	National Core Arts Standards Visual Arts: 3 Identify exhibit space and prepare works of art including artists' statements, for presentation. (VA:Pr5.1.3.a) Visual Arts: 4 Brainstorm multiple approaches to a creative art or design problem. (VA:Cr1.1.4.a) Explore and invent art-making techniques and approaches. (VA:Cr2.1.4.a) When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. (VA:Cr2.2.4.a) Revise artwork in progress on the basis of insights gained through peer discussion. (VA:Cr3.1.4.a)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... ◦ Stretch and Explore: I can try new things and learn from my mistakes. Envision: I can plan and picture the next steps in my artwork Express: Students can create art that convey ideas, feelings or stories. Develop Craft: I can use different tools, materials and techniques Engage and Persist: I can create meaningful art and embrace art problems. (T1)	
Understandings & Essential Questions	Students will understand that... I will learn about the Artistic Process and way artists use their hands, head and heart during art. They will learn to make art and come up with an idea. (U1)	Students will keep considering... ◦ I can brainstorm multiple approaches to a creative art of design problem I can explore and invent art-making techniques and approaches When making works of art, I can utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others. I can revise artwork in progress on the basis of insights gained through peer discussion. I can identify exhibit space and prepare works of art including artists' statements for presentation. (Q1)
Acquisition of Knowledge	Students will know...	Students will be skilled at...

& Skill	Vocabulary students may know: Architecture, collaborate, contrast, tone, emphasis, radial, monochrome, value, research, hue, intensity, positive, negative, space, abstract, emphasis, mixed media, analogous, neutral, craftsmanship (K1)	Exploration Skills that may be covered in 4th Grade Painting: review of use of painting tools and techniques, color mixing, tempera cakes, watercolors, in depth exploration of color mixing, review of primary art and secondary colors, warm and cool colors, tints and shades, analogous, tone, hue, value, watercolor pencils Drawing: review of drawing tools and techniques, drawing from life, marker, crayons, oil pastels, colored pencils, intentional mark making, drawing from books/computer, drawing from imagination, chalk, in-depth colored pencil techniques Printmaking: monoprint, ghost prints, collagraph, etching Collage: Paper shapes, torn paper, tissue paper, magazine and other various materials, review of scissor and glue skills Sculpture: Blocks, Legos, 3D paper, wire, modeling clay, cardboard, various other materials Miscellaneous: yarn, hole punchers, stapler, pipe cleaners, tape use, deeper art investigations, sharing our artwork, weaving, lettering, stop motion (S1)
Assessment Evidence Performance Task(s)	PT1: Creating: Studio Exploration Performance Task Performance Task Student work Discussions with students Observations of students working Class discussions Visual exit tickets One to one Conversations	
Learning Activities		

Unit: Responding

Responding	Fourth grade students will begin to become aware how life experiences influence how they connect to art. They will also learn from their responses to art.
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Duration:	3.0 Trimester(s)	
Competencies & Standards:	National Core Arts Standards Visual Arts: 4 Compare responses to a work of art before and after working in similar media. (VA:Re7.1.4.a) Analyze components in visual imagery that convey messages. (VA:Re7.2.4.a)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... ◦ Stretch and Explore: I can try new things and learn from my mistakes. Express: Students can create art that convey ideas, feelings or stories. Develop Craft: I can use different tools, materials and techniques Engage and Persist: I can create meaningful art and embrace art problems. (T1)	
Understandings & Essential Questions	Students will understand that... I will learn about the Artistic Process and way artists use their hands, head and heart during art. The will learn to make art and come up with an idea. (U1)	Students will keep considering... ◦ I can compare responses to a work of art before and after working in a similar media I can analyze components in visual imagery that convey messages. (Q1)
Acquisition of Knowledge & Skill	Students will know... Vocabulary students may know: Architecture, collaborate, contrast, tone, emphasis, radial, monochrome, value, research, hue, intensity, positive, negative, space, abstract, emphasis, mixed media, analogous, neutral, craftsmanship (K1)	Students will be skilled at... Exploration Skills that may be covered in 4th Grade Painting: review of use of painting tools and techniques, color mixing, tempera cakes, watercolors, in depth exploration of color mixing, review of primary art and secondary colors, warm and cool colors, tints and shades, analogous, tone, hue, value, watercolor pencils Drawing: review of drawing tools and techniques, drawing from life, marker, crayons, oil pastels, colored pencils, intentional mark making, drawing from books/computer,

		drawing from imagination, chalk, in-depth colored pencil techniques Printmaking: monoprint, ghost prints, collagraph, etching Collage: Paper shapes, torn paper, tissue paper, magazine and other various materials, review of scissor and glue skills Sculpture: Blocks, Legos, 3D paper, wire, modeling clay, cardboard, various other materials Miscellaneous: yarn, hole punchers, stapler, pipe cleaners, tape use, deeper art investigations, sharing our artwork, weaving, lettering, stop motion (S1)
Assessment Evidence Performance Task(s)	PT1: Fourth Grade Summative and Formative Assessment Performance Task Student work Discussions with students Observations of students working Class discussions Visual exit tickets One to one Conversations	
Learning Activities		

Unit: Connecting

Connecting	Fourth grade students will being to synthesize and relate knowledge and personal experiences to make art. Student will also relate artistic ideas and artworks with societal, cultural and historical context to deep understanding.
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Duration:	3.0 Trimester(s)
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Competencies & Standards:	National Core Arts Standards Visual Arts: 4 Create works of art that reflect community cultural traditions. (VA:Cn10.1.4.a) Through observation, infer information about time, place, and culture in which a work of art was created. (VA:Cn11.1.4.a)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... Stretch and Explore: I can try new things and learn from my mistakes. Understanding Art World: I can learn about art history and connect with other artists. Envision: I can plan and picture the next steps in my artwork Express: Students can create art that convey ideas, feelings or stories. Develop Craft: I can use different tools, materials and techniques Engage and Persist: I can create meaningful art and embrace art problems. (T1)	
Understandings & Essential Questions	Students will understand that... I will learn about the Artistic Process and way artists use their hands, head and heart during art. They will learn to make art and come up with an idea. (U1)	Students will keep considering... ◦ I can create art that reflects my community, culture and traditions. I can reason information about time, place and culture through looking at and watching a work of art. (Q1)
Acquisition of Knowledge & Skill	Students will know... Vocabulary students may know: Architecture, collaborate, contrast, tone, emphasis, radial, monochrome, value, research, hue, intensity, positive, negative, space, abstract, emphasis, mixed media, analogous, neutral, craftsmanship, self- portrait, portrait, landscape, review of vocabulary learned in previous grades (K1)	Students will be skilled at... Exploration Skills that may be covered in 4th Grade Painting: review of use of painting tools and techniques, color mixing, tempera cakes, watercolors, in depth exploration of color mixing, review of primary art and secondary colors, warm and cool colors, tints and shades, analogous, tone, hue, value, watercolor pencils Drawing: review of drawing tools and techniques, drawing from life, marker, crayons, oil pastels, colored pencils, intentional mark making, drawing from books/computer, drawing from imagination, chalk, in-depth colored pencil techniques Printmaking: monoprint, ghost prints, collagraph, etching

		Collage: Paper shapes, torn paper, tissue paper, magazine and other various materials, review of scissor and glue skills Sculpture: Blocks, Legos, 3D paper, wire, modeling clay, cardboard, various other materials Miscellaneous: yarn, hole punchers, stapler, pipe cleaners, tape use, deeper art investigations, sharing our artwork, weaving, lettering, stop motion (S1)
Assessment Evidence Performance Task(s)	PT1: Fourth Grade Summative and Formative Assessments Performance Task Student work Discussions with students Observations of students working Class discussions Visual exit tickets One to one Conversations	
Learning Activities		