

Fourth Grade Visual and Performing Arts

[Fourth Grade DANCE](#)

[Fourth Grade MUSIC](#)

[Fourth Grade THEATRE](#)

[Fourth Grade VISUAL ART](#)

Deeper Learning

Fourth Grade DANCE

Priority Standards

[Full Fourth Grade Dance Standards](#)

Creating: *Where do choreographers get ideas for dances?*

Performing: *How do dancers work with space, time, and energy to communicate artistic expression?*

Responding: *How is a dance understood?*

Responding: *What criteria are used to evaluate dance?*

Connecting: *How does knowing about societal, cultural, historical, and community experiences expand dance literacy?*

Vocabulary Bank (10-20 words)

[Elements of Dance Vocabulary](#)

- BODY:
 - Parts of body
- ACTION:
 - Locomotor movements: Run, hop, slide, gallop, roll, tip-toe, crawl, etc
 - Non-Locomotor (in-place) movements: Bend, twist, fold, stretch, curve, rise, sink, crouch, etc.
- SPACE:
 - Pathways: Straight, curved, zig-zag
 - Personal Space / General Space
 - Levels: high / middle / low
 - Directions: Forward, backward, sideways, diagonal, prepositional words, etc
- TIME:
 - fast, slow, before, after, steady, uneven, etc.
- ENERGY:
 - tight/loose, strong/gentle, heavy/light, bursting, strong,

	carefully, sudden, sharply, smoothly, etc.
Objectives	Lessons
● I can create a dance with a beginning, middle, and end. ● I can change and modify my dance based on suggestions from peers or the teacher. ● I can identify and move the parts of my body. ● I can perform basic locomotor and non-locomotor movements. ● I can use Space, Time, and Energy to change the movements I am doing with my body. ● I can perform a dance in front of my peers ● I can watch a performed dance ● I can identify certain aspects of a dance that I watch ● I can make dances and movements based on my life and the things I know / have learned ● I know why and how people dance in other cultures and times.	<u>4th Grade CCSS and Dance Standards comparison (LAUSD)</u> ELA: ● <u>MAYA ANGELOU Part 1</u> - Part 1: investigate how dancers and choreographers have used “And Still I Rise” to create choreography / identify movements that show a word/phrase/feeling from a poem. ● <u>MAYA ANGELOU Part 2</u> - Part 2: students create a dance based on a poem selected by the teacher. ● <u>ADVERB EXPLORATION</u> - Students modify locomotor movements with adverbs and create their own adverb dance. ● <u>LEAF MAN</u> - Students explore elements of Dance and concepts of wind and ecosystems through the book “Leaf Man” MATH: ● <u>PATTERNS IN LINE DANCES</u> - students study patterns in Line Dances and apply them to “The Wobble” or “The Electric Slide.” ● <u>GEOMETRY IN DANCE</u> - In this lesson, students observe symmetry, geometric shapes, and angles in two Early American dances, and then choreograph their own dance with symmetrical figures. ● <u>GRAPH A DANCE</u> - In this lesson, students will choreograph a figure for a square dance, graph it, and perform it. ● <u>DANCE SPACE</u> - In this lesson, students explore locomotor and non-locomotor movement and calculate the area needed to perform the African-American dance Zudio. SCIENCE: ● <u>DANCING ROCKS AND MINERALS</u> - Students will explore, investigate and create the differences between mineral and rocks. ● <u>LEAF MAN</u> - Students explore elements of Dance and concepts of wind and ecosystems through the book “Leaf Man” ● <u>ENERGY AND DANCE IDEAS</u> - Students explore concepts of Energy, Electricity, and Power through movement ● <u>SCIENCE DANCE</u> - Students use movement to explore concepts of
Materials	

Electricity, Light, and Soundwaves

SOCIAL STUDIES:

- [MAYA ANGELOU Part 1](#) - Part 1: investigate how dancers and choreographers have used “And Still I Rise” to create choreography / identify movements that show a word/phrase/feeling from a poem.
- [MAYA ANGELOU Part 2](#) - Part 2: students create a dance based on a poem selected by the teacher.
- [NATIVE AMERICAN ROUND DANCE](#) - Explore the traditional Native American Round Dance. Invite a Native American to share proper Round Dance steps. Compare and contrast beats of various Round Dance songs.
- [IRON HORSES](#) - Explore the basic locomotor movement of galloping. Read the book Iron Horses. Work in groups to create original movements inspired by the book. Perform, reflect, and connect.

Fourth Grade MUSIC

Priority Standards

Standards:

Music

Through both integrated activities and stand-alone lessons, teachers provide students with opportunities to engage in creative music making.

Creating: How do musicians generate creative ideas?

- Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
- Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

Performing: How do musicians interpret musical works?

- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Vocabulary Bank (10-20 words)

- Triplets
- Octave
- Triad
- Part Singing
- Ascending/Descending Scales
- Major/Minor Melodies
- Melodic Ostinato
- Dotted Quarter
- Timbre
- Articulation
- Fretted Instruments
- Rhythm
- Narrative

Responding: How do we perceive the meaning and intent of a musical piece?

- Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social, cultural, and historical).
- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Connecting: How do musicians make meaningful connections to societal, cultural, and historical contexts when creating, performing, and responding?

- Identify and demonstrate how personal interests, experiences, and ideas relate to creating, performing, and responding to music.
- Identify and demonstrate connections between music and societal, cultural, and historical contexts.

Objectives

- “I can:”
- Read, write, and perform melodic notation for simple songs in major keys, using solfege.
- Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).
- Describe music according to its elements, using the terminology of music.
- Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).
- Recognize and describe aural examples of musical forms, including rondo.
- Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.
- Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.
- Compose and improvise simple rhythmic and melodic patterns on classroom instruments.
- Explain the relationship between music and events in history.
- Identify music from diverse cultures and time periods.
- Sing and play music from diverse cultures and time periods.
- Compare musical styles from two or more cultures.
- Recognize the influence of various cultures on music in California.

Lessons

- 1: [4th Grade Stand Alone Lesson](#)
- 2: [Bomba and Plena with Juan and Julia](#)
- 3: [Freedom Songs with Starr](#)
- 4: [Indian Classical Music with Falu](#)

ELA:

- 1: [Writing Your Own Love Song](#)
- 2: [Predicates and Music](#)
- 3: [Catch Me if You Can](#)
- 4: [Music and Poetry](#)

MATH:

- 1: [Music and Fractions](#)
- 2: [12 Bar Rules](#)
- 3: [Creating Patterns](#)
- 4: [Equal Rhythms](#)

SCIENCE:

- 1: [Making Music with Bottles](#)
- 2: [15 Minutes of Fame: The Body](#)
- 3: [Making Music](#)

- Use specific criteria when judging the relative quality of musical performances.
- Describe the characteristics that make a performance a work of art.
- Identify and interpret expressive characteristics in works of art and music.
- Relate dance movements to express musical elements or represent musical intent in specific music.
- Evaluate improvement in personal musical performances after practice or rehearsal.

Materials

- ***Specific lessons will call for additional materials - see the individual lesson plans for more info.***
- A space clear of furniture / obstacles where students can move freely and safely
- *Speakers for Audio*
- *Scarves*
- *Designated presentation space in the classroom and the school (display case, bulletin board, theater/stage, website, social media) to make learning visible*
- Speaker / CD player
- Projector / Whiteboard / Smartboard
- Hand Drum
- Instrumental music tracks for movement
- Chiffon Scarves
- Ribbon sticks
- Chart paper / index cards
- Markers, pencils
- Painters' tape (optional)
- Any song! (Melody, Lyrics)
- Tubanos, Hand Drums and/or Rhythm Sticks
- Classroom object for hiding (e.g., ball, stuffed animal, etc.)
- Classroom percussion/rhythm instruments (shaker, bell, hand drum)/found sound sources
- rubber bands, speaker, media player.
- Known poems, nursery rhymes, songs
- Various classroom instruments (if available)
- Picture cards of non-pitched instruments with the names of instruments written below the picture.
- Big book stand, music stand, board-anything to arrange cards in sequence from left to right.
- Rhythm cards, manipulatives to represent note values (e.g., popsicle sticks, paper cutouts, etc.)

- 4: [Drum Size and Pitch](#)

SOCIAL STUDIES:

- 1: [Social Studies/Music Arts Integration Lesson Plan](#)
- 2: [Brainstorming Sounds and Composition of Music from Other Cultures](#)
- 3: [Cinderella Around the World](#)
- 4: [How I Wonder What You Are](#)

Fourth Grade THEATRE

Priority Standards

Creating: What happens when theatre artists use their culture, imaginations, and/or learned theatre skills while engaging in creative exploration and inquiry?

Performing: What happens when theatre artists and audiences share a creative experience?

Responding: How can the same work of art communicate different messages to different people?

Connecting: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Vocabulary Bank (10-20 words)

Acting- the Art and process by which an actor creates a character or reads on from a script, transforms himself or herself into that character and attempts to convince an audience that he or she is that character in real life.

Actor- A person who engages in the Art of acting.

Character: A person that an actor pretends to be.

Character traits: Observable embodied actions that illustrate a character's personality, physicality, values, beliefs, and history.

Costumes- a set of clothes worn by an actor or other performer for a particular character.

Conflict: The problem, confrontation, or struggle in a scene or play. A conflict can be inside a character or outside a character.

Dialogue: Speaking in between two or more people.

Empathy: the ability to understand and share the feelings of another.

Ensemble – a group of people who work or perform together.

Gesture- a movement that conveys meaning with a beginning, middle, end.

Intention (or Objective) - What the character wants.

Levels – body shapes that are either classified as being high, medium, or low. This helps to create tableaux that are visually interesting and ensure that the audience can see all of the

	action. Physicality- How an actor shows who a character is physically. Play: A performance done on a stage or another performance space. Tells a story through language and movement. Props- Objects used in acting out a scene or play. Projection- making your voice louder. Stage – A designated open space for students to share ideas. In a theatre, the stage is where an actor performs. In the classroom, a stage can be an open space in the front of the classroom. It gives students a focal point for classroom presentations. Stage directions- (Upstage, Downstage, Stage Left, Stage Right) directions on the stage to communicate where to move people or objects. Tableau – (frozen picture) A group of statues come together to form a tableau. In a tableau, participants make still images with their bodies to represent a scene. A tableau can be used to quickly explore a particular moment in a story or to replicate a photograph or artwork for deeper analysis. Tongue Twister- Used for vocal warm-ups to practice articulation and enunciation. Warm-up- A series of vocal and physical exercises to warm up the body and voice of the actor.
Objectives	Lessons
“I can... • Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work. • Imagine how a character might move and speak to support the story and given circumstances in a drama/theatre work. • Collaborate to devise original ideas for a drama/theatre work by	• Theatre Physical Warm-up • Zip, Zap, Zop • Columbian Hypnosis • Telephone ELA: • Imaginative community building • One word story-telling

asking questions about characters and plots • Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers. • Develop physical and vocal exercise techniques for an improvised or scripted drama/ theatre work. • Adapt the dialogue and action to change the story in a drama/theatre work. • Make physical choices to develop a character in a drama/theatre work. • Practice selected exercises that can be used in a group setting for drama/ theatre work. • Present a drama/ theatre work to peers as audience and reflect on performance.	• The Miraculous Journey of Edward Tulane • One Minute Reading Challenge MATH: • Round of Applause • Group String Shapes • Lights, Camera, Division • Stop and Jump SCIENCE: • Invisible Balls of Energy • This is not A... • Life Cycle Theatre • The Lorax SOCIAL STUDIES: • Mapping Geographies of Home • Writing in Role • This Setting Needs... • Rosa Parks image work
Materials	

Fourth Grade VISUAL ART

Priority Standards

Creating: Students will generate artistic work through the art-making process by conceptualizing, exploring, and planning, individual and collaborative approaches to their artistic ideas. They will organize, document, describe and represent people, objects, places, empowering their lives while developing artistic ideas and work..

Presenting: Students analyze, and interpret artwork (theirs or others) by considering techniques, methods, technology, and criteria when discussing, selecting, or curating objects, artifacts, and artworks for presentation (i.e. Gallery Walk)

Vocabulary Bank (10-20 words)

- **Art-making approaches** -Diverse strategies and procedures by which artists initiate and pursue making a work such as techniques from brainstorming to creative strategies (scale, hybridize, transform, layer, contextualize)
- **Concepts** - Ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form
- **Criteria** - In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success
- **Critique** - A reflective process for experiencing, analyzing, and evaluating a work of art

Responding: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator. They understand interpretation/evaluation is based on criteria. Connecting: Students understand people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. They can observe, discuss, and infer information about time, place, and culture when viewing works of art.	● Elaborate - add more detail concerning what has already been said. ● Expressive properties - Moods, feelings, or ideas suggested through the elements in an artwork ● Gallery Walk - A discussion technique that allows students to be actively engaged as they walk around the classroom looking at artwork. ● Horizon Line - the line that appears to be between earth's surface and the sky. ● Impression ● Mandala - A mandala is a geometric configuration of symbols. Mandalas could be employed for focusing the attention of its makers. Often seen as a spiritual symbol, it also can be seen as a guidance tool for an emotional journey. ● OpArt is a form of abstract art that gives the illusion of movement ● Perspective - A method of depicting three-dimensional depth on a flat or two-dimensional surface ● Vanishing Point - In linear perspective, the point on the horizon line where parallel lines appear to converge. <u>Resources:</u> ● Art Vocabulary Glossary ● Visual Art Standards ● Stages of Artistic Development ● Artists' Studio Habits ● Elements of Art: Lines, shape, texture, color, value ● Critical Thinking ● Susan Striker ideas for art ● Focus in Art Activities ● Thinking Routines: SEE THINK WONDER, Gallery Walk, What makes you say that, Think Puzzle Explore
Objectives	Lessons Projector or Apple TV needed for many lessons to view images
"I can..." ● Explore and invent art-making techniques and approaches. ● Brainstorm different approaches to a creative art or design problem. ● Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	● My 3-minute self-portrait - Students watch a video to create a cartoon self-portrait. ● Data Selfies Students take notice of the number of times of a habit, types of foods they eat in a day or week, and other preferences in their lives. They create a key to represent color-coded quantities to use as a self- portrait. ○ 2-Up handout for students to follow

- Elaborate visual information by adding details in an artwork, in written and verbal discussions, to enhance emerging meaning.
- Learn to use a compass
- Use asymmetrical, symmetrical and radial symmetry in artwork

Materials

- *Projector with speakers or large screen with Apple TV*
- *Materials for drawing in black and white: Pencils, Pens, Black felt-tip markers*
- *Materials for drawing in color: Colored Pencils, Crayons, Markers*
- *Paints: Watercolors, tempera paint, or paint crayons*
- *White drawing paper - 9x12, 12x18, or 18x24*
- *Color papers: Color cover stock and copy paper, construction paper*
- *Scissors*
- *Tape*
- *Ruler*
- *White glue, Glue Sticks*
- *Any type of clay (Model Magic, Airdry clay, or modeling) and plastic utensils, toothpicks, etc. for clay tools*
- *Cardboard*
- *Objects to draw: shells, leaves, seed pods, rocks, blocks, toys, etc.*
- *Odds and ends craft supplies: beads, pipe cleaners, jewels, fabric, yarn, etc.*

- Optional: Play [Would You Rather](#) beforehand, having students choose one side of the room or other to show their preference of something the teacher calls out.
 - Ex: “ Go to the window side if you prefer salty snacks, and the other side if you prefer sweet snacks.”

- [Basic Mandala Lesson](#) Students can choose to make a more traditional or non-traditional mandala form using repeating patterns and colors.
- [Value Your Name Design](#). Students draw their name in large block or bubble letters, running off the page and overlapping to create an abstract-like design. Color the letters and newly formed shapes from the overlapping with monochromatic values.

ELA:

- [Idiom](#) Illustrations - Students make a small accordion book and illustrate idioms with a common theme of topic. Share with others.
- [Hurt and Heal](#)- Students look at artwork where artists used the concept of Tikkun (repair) to address issues that concern them such as our Bay Area environment or COVID and vaccines. They list various ‘hurts’ that need repairing, and create a unique work of art.

MATH:

- [Easiest Perspective video](#) - this lesson has templates to print, if desired, to get started right away, or watch and follow-along the video. (Materials: pencil, eraser, paper.)
 - [In-depth Linear Street Drawing video](#) - (Pencil and ruler), follow along, pause when needed Best on 12x18.
- [Emotion Data Drawing](#) Students create visual representations of their emotions and create an artwork based on them.
- [Rectangular Ray](#) Students will create colorful square designs using area and perimeter

SCIENCE:

- [Zine Book - Transformation \(Hybrid\) Exploration](#) Students create a [simple zine book](#) from a sheet of 12x18 drawing (preferred), 9x12, or other paper
- [OpArt and Bridget Riley](#). Riley was the first to come up with large Optical Illusion Geometric Paintings in the 1960’s! This is a 2-day lesson in which students look at OpArt and the work of Bridget Riley, then follow along with drawing a design
- Clay/Ceramics - [SuperSeeds](#) - Students use a small ball of any type of

clay to model a SuperSeed with a special power they create. They draw their seed and “concept map” it, and write a story about it.

SOCIAL STUDIES:

- [Identity Maps](#)- Inspired by Aaron’s Meshon’s Identity Maps of himself and others, students create a fantastic, colorful map with real or imagined events and experiences they have had in their lives.
- [My neighborhood Project](#) Students begin by drawing a map of a couple of blocks of their school neighborhood, and once inside the classroom they create a 3D model of what they observed.
- [Festive Collage](#) - Students will collaborate to create a collage of a celebration they choose together.
- [Human Rights Posters](#) Students learn about and use available supplies to create a human rights poster.