

Unit of Study Elements of Art – Line	4 th GRADE	Quarter 1	VISUAL ART 2013
Key Concepts:		Skills:	
<ul style="list-style-type: none"> The student uses the characteristics of line to create artworks. 		<ul style="list-style-type: none"> Proficient at making complex line designs. Capable of producing contour lines. Capable of drawing interior structure within a contour drawing 	
Standards:			
<ul style="list-style-type: none"> Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills. 			
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> I can use a ruler. I can make patterns. I can alternate repetitive design/patterns. I can create rhythmic line designs. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="display: flex; justify-content: space-around; font-size: small;"> Andy Warhol Roy Lichtenstein </p>	contour line structural lines line designs gesture line Pop Art	<ul style="list-style-type: none"> Make contour line drawings of multiple objects, with overlapping and accurate size relationships. Add structural lines and line designs in the interior features of your objects. Potato prints with line designs. Create gestural line drawings. <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	
Visual Art / Common Core Language Objectives	Additional Resources		
<ul style="list-style-type: none"> Conduct short research projects that build knowledge about Pop Art. Write a couple of paragraphs about the art of Roy Lichtenstein or Andy Warhol. Engage in collaborative discussions about class artworks. 	<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 4 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center 		
Assessment Options: The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Student Assessment Spiral B&W 3-6 Grade Art			

Unit of Study Elements/Principles of Art – Shape and Value	4th GRADE	Quarter 2	VISUAL ART 2013
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Key Concepts:	Skills:
<ul style="list-style-type: none"> The student uses positive and negative shapes to create artworks. The student understands directional light, value, and that all solid objects cast a shadow. 	<ul style="list-style-type: none"> Able to identify positive and negative shapes in works of art. Can discuss artwork using art terms. Able to identify foreground and background.

Standards:
<ul style="list-style-type: none"> Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills.

Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> I can create positive and negative shape patterns/designs. I can identify four values. I can see value changes. I can illustrate one directional light.  <p style="text-align: center;">Still Life with Apples by Paul Cezanne</p>	positive shape negative shape cast shadow foreground background aesthetic 	<ul style="list-style-type: none"> Trace around an object (positive shape) with a pencil, then moving the object to another area, repeating this process to make a pattern. With a black marker fill in the area around the objects (negative shapes) making a black and white design. Observe objects in direct sunlight. Indicate the direction of light. Use a flashlight to show the shadow an object casts. Make a contour line drawing of objects found in nature. Evaluate which side of each object is going to be the light side. Paint the light side your lightest color. The dark side of the object will be painted a variation of the color with the cast shadow being almost black. Discuss foreground and background.
Visual Art / Common Core Language Objectives	Additional Resources	
<ul style="list-style-type: none"> Research M.C. Escher to build knowledge about shape patterns Write a description of one of M.C. Escher’s artworks. Engage in collaborative discussions about different artworks by Escher.  <p style="text-align: center;">M.C. Escher</p>	<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 4 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center Drawing lesson- A Theory of Light and Shade 	

Assessment Options: The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Student Assessment Spiral B&W 3-6 Grade Art
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Unit of Study Elements/Principles of Art – Texture and Unity	4th GRADE	Quarter 3	VISUAL ART 2013
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Key Concepts:	Skills:
<ul style="list-style-type: none"> The student will use implied texture to create art. The student understands that artists can use implied texture in their artwork. The student can create an artwork with harmony or the appearance of oneness. Elements look like they belong together. 	<ul style="list-style-type: none"> Able to distinguish value changes. Able to draw complex textures.

Standards:
<ul style="list-style-type: none"> Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills.

Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> I can draw textures using line. I can recognize the different textural patterns of objects. I can use line, dots, and shapes to mimic simple textures. I can recreate simple textures in clay. <div style="display: flex; justify-content: space-around;">   </div> <p style="font-size: small; text-align: center;">Starry Night by Vincent Van Gogh Van Gogh Room at Arles by Vincent Van Gogh</p>	Implied texture Mimic Illusion depth Critique Unity 	<ul style="list-style-type: none"> Use texture from bricks on the wall, items in their pockets and other textures around the room to create details in the pictures. For example, the texture of a brick helps create a building or a coin will form the top of a table. Blend the drawings and the textures together to make a work of art. Paint a landscape producing a variety of implied textures that diminish in the background to show the illusion of depth. Create a feeling of unity in your painting. 

Visual Art / Common Core Language Objectives	Additional Resources
<ul style="list-style-type: none"> Conduct a research project to examine how visual artists, such as Vincent Van Gogh, create the illusion of textures in their art. Use the information gained from illustrations and words to demonstrate understanding verbally or in writing. Describe the relationship between implied texture and real texture. Conduct an oral critique of the paintings. 	<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 4 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center UEN Lesson Easy Art Activities for Fourth Graders

Assessment Options:
 The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map [Student Assessment Spiral B&W 3-6 Grade Art](#)

Unit of Study Elements/Principles of Art – Color and Emphasis		4th GRADE	Quarter 4	VISUAL ART 2013
Key Concepts:		Skills:		
The student will use color and value to create an artwork with a focal point or center of interest by making one area different from the others.		<ul style="list-style-type: none"> • Able to identify, position, and label colors correctly on a color wheel. • Capable of mixing secondary and tertiary colors. • Adept at mixing tints, tones and shades of colors to change color value. • Able to identify the three color schemes. 		
Standards:				
<ul style="list-style-type: none"> ➤ Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. ➤ Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. ➤ Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. ➤ Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills. 				
Visual Art Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> • I can label a color wheel. • I can skillfully mix color. • I understand color’s hue, value, and intensity. • I can identify sets of complementary colors. • I can mix tints, tones, and shades of colors. • I can create interesting emphasis areas. • I can show emotion through colors. 		primary secondary tertiary hue monochromatic value complementary tints shades pointillism emphasis focal point	<ul style="list-style-type: none"> • Mix primary color with secondary color to make tertiary colors. • Choose a tertiary hue. Add white to your hue to create a tint. Mix black with your hue to create a shade. Create a simple monochromatic painting with these the different values. • Create a pointillism art work with a focal point. • 4th Grade Complementary Colors (Color Wheel) 	
Visual Art / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> • Analyze how artists use contrasting colors to emphasize objects. • Conduct a short research projects that build knowledge about Georges Seurat’s pointillism or Claude Monet’s impressionism. • Engage in collaborative discussions about what you learn. 		 <p>Bathers at Asnieres by Georges Seurat</p>	<ul style="list-style-type: none"> • Elementary Visual Arts GSD books & videos available for check out • 4 Teaching Guide Art • *Springville Art Posters; each school has a set in their Media Center • Color Theory Information 	
Assessment Options: The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Student Assessment Spiral B&W 3-6 Grade Art				