| Unit of Study<br>Elements of Art – **Line** | 4th GRADE | Quarter 1 | VISUAL ART    2018 |
|---|---|---|---|

| Key Concepts: | Skills: |
|---|---|
| ☐ The student uses the characteristics of line to create artworks. | • Proficient at making complex line designs.<br>• Capable of producing contour lines.<br>• Capable of drawing interior structure within a contour drawing |

**Standards:**

➤ **CREATE (4.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards 4.V.CR.1–4).

➤ **PRESENT (4.V.P.)**Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 4.V.P.1–3).

➤ **RESPOND   (4.V. R.)** Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator (Standards 4.V.R.1–4).

➤ **CONNECT (4.V.CO.)** Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 4.V.CO.1–2).

| Visual Art  Content Objectives | Vocabulary<br>students should use | Lessons (Activities) |
|---|---|---|
| • I can use a ruler.<br>• I can make patterns.<br>• I can alternate repetitive design/patterns.<br>• I can create rhythmic line designs.<br><br>Andy Warhol          Roy Lichtenstein | contour line<br>structural lines<br>line designs<br>gesture line<br>Pop Art | • Make **contour line** drawings of multiple objects, with overlapping and accurate size relationships.<br>• Add **structural lines** and **line designs** in the interior features of your objects.<br>• Create **gestural line** drawings. |

| Visual Art / Common Core Language Objectives | | Additional Resources |
|---|---|---|
| • Conduct short research projects that build knowledge about **Pop Art.**<br>• Write a couple of paragraphs about the art of Roy Lichtenstein or Andy Warhol.<br>• For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. | | • Elementary Visual Arts GSD books & videos available for check out<br>• Artprojectsforkids.org<br>• Arttoremember.com<br>• Dick Blick Art Supplies<br>• Springville Elementary Art Lesson Plans, and teacher Resources.<br>• Mrs Brown's 4th grade Art Lessons<br>• *Springville Art Posters;  each school has a set in their Media Center |

**Assessment Options:** The student uses the elements of dance to effectively communicate ideas.  Have students color in content objectives on their personal Learning Map.

| Unit of Study<br>Elements/Principles of Art – **Shape and Value** | 4<sup>th</sup> GRADE | Quarter 2 | VISUAL ART  2018 |
|---|---|---|---|

| Key Concepts: | | Skills: |
|---|---|---|
| ☐ The student uses positive and negative shapes to create artworks. The student understands directional light, value, and that all solid objects cast a shadow. | | • Able to identify positive and negative shapes in works of art.<br>• Can discuss artwork using art terms.<br>• Able to identify foreground and background. |

**Standards:**

➢ **CREATE (4.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards 4.V.CR.1–4).

➢ **PRESENT (4.V.P.)** Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 4.V.P.1–3).

➢ **RESPOND  (4.V. R.)** Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator (Standards 4.V.R.1–4).

➢ **CONNECT (4.V.CO.)** Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 4.V.CO.1–2).

| Visual Art  Content Objectives | Vocabulary<br>students should use | Lessons (Activities) |
|---|---|---|
| • I can create positive and negative shape patterns/designs.<br>• I can identify four values.<br>• I can see value changes.<br>• I can illustrate one directional light.<br><br>Still Life with Apples  by Paul Cezanne | positive shape<br>negative shape<br>cast shadow<br>foreground<br>background<br>aesthetic | • 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.<br>• Observe objects in direct sunlight.  Indicate the direction of light.<br>• Use a flashlight to show the shadow an object casts.<br>• 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** |
| • Research M.C. Escher to build knowledge about shape patterns<br>• Write a description of one of M.C. Escher's artworks.<br>• **For students who may not be able to engage in the above language objectives they may;**<br>demonstrate, create, or present the work to show understanding. | M.C. Escher | • Elementary Visual Arts GSD books & videos available for check out<br>• Artprojectsforkids.org<br>• Arttoremember.com<br>• Dick Blick Art Supplies<br>• Springville Elementary Art Lesson Plans, and teacher Resources.<br>• Mrs. Brown's 4<sup>th</sup> grade Art Lesson Plans<br>• *Springville Art Posters;  each school has a set in their Media Center<br>• Drawing lesson- A Theory of Light and Shade |

**Assessment Options:** The student uses the elements of dance to effectively communicate ideas.  Have students color in content objectives on their personal Learning Map.

| Unit of Study<br>Elements/Principles of Art – **Texture and Unity** | **4th GRADE** | **Quarter 3** | **VISUAL ART**   2018 |
|---|---|---|---|

| **Key Concepts:** | **Skills**: |
|---|---|
| ☐ 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. | • Able to distinguish value changes.<br>• Able to draw complex textures. |

**Standards:**

➢ **CREATE (4.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards 4.V.CR.1–4).

➢ **PRESENT (4.V.P.)** Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 4.V.P.1–3).

➢ **RESPOND (4.V. R.)** Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator (Standards 4.V.R.1–4).

➢ **CONNECT (4.V.CO.)** Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 4.V.CO.1–2).

| **Visual Art  Content Objectives** | **Vocabulary**<br>**students should use** | **Lessons (Activities)** |
|---|---|---|
| • I can I can draw textures using line.<br>• I can recognize the different textural patterns of objects.<br>• I can use line, dots, and shapes to **mimic** simple textures.<br>• I can recreate simple textures in clay.<br><br>Starry Night by Vincent Van Gogh     Van Gogh Room at Arles by Vincent Van Gogh | Implied texture<br>Mimic<br>Illusion<br>depth<br>Critique<br>Unity | • 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.<br>• 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** |
| • Conduct a research project to examine how visual artists, such as Vincent Van Gogh, create the illusion of textures in their art.<br>• Use the information gained from illustrations and words to demonstrate understanding verbally or in writing.<br>• Describe the relationship between implied texture and real texture**.**<br>• Conduct an oral **critique** of the paintings.<br>• **For students who may not be able to engage in the above language objectives they may;** demonstrate, create, or present the work to show understanding. | | • Elementary Visual Arts GSD books & videos available for check out<br>• Artprojectsforkids.org<br>• Arttoremember.com<br>• Dick Blick Art Supplies<br>• Springville Elementary Art Lesson Plans, and teacher Resources.<br>• Mrs. Brown's 4th Grade Art Lesson Plans<br>• *Springville Art Posters;  each school has a set in their Media Center<br>• UEN Lesson |

**Assessment Options:** The student uses the elements of dance to effectively communicate ideas.  Have students color in content objectives on their personal Learning Map.

| Unit of Study<br>Elements/Principles of Art – **Color and Emphasis** | 4th GRADE | Quarter 4 | VISUAL ART    2018 |
|---|---|---|---|

| **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. | • Able to identify, position, and label colors correctly on a color wheel.<br>• Capable of mixing secondary and tertiary colors.<br>• Adept at mixing tints, tones and shades of colors to change color value.<br>• Able to identify the three color schemes. |

**Standards:**

➢ **CREATE (4.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards 4.V.CR.1–4).
➢ **PRESENT (4.V.P.)** Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 4.V.P.1–3).
➢ **RESPOND  (4.V. R.)** Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator (Standards 4.V.R.1–4).
➢ **CONNECT (4.V.CO.)** Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 4.V.CO.1–2).

| **Visual Art  Content Objectives** | **Vocabulary**<br>**students should use** | **Lessons (Activities)** |
|---|---|---|
| • I can I can label a color wheel.<br>• I can skillfully mix color.<br>• I understand color's hue, value, and intensity.<br>• I can identify sets of complementary colors.<br>• I can mix tints, tones, and shades of colors.<br>• I can create interesting emphasis areas.<br>• I can show emotion through colors. | primary<br>secondary<br>tertiary<br>hue<br>monochromatic<br>value<br>complementary<br>tints<br>shades<br>pointillism<br>emphasis<br>focal point | • Mix **primary** color with **secondary** color to make **tertiary** colors.<br>• 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**.<br>• Create a **pointillism** art work with a focal point.<br>• 4th Grade Complementary Colors (Color Wheel) |
| **Visual Art / Common Core Language Objectives** | | **Additional Resources** |
| • Analyze how artists use contrasting colors to emphasize objects.<br>• Conduct a short research projects that build knowledge about Georges Seurat's pointillism or Claude Monet's impressionism.<br>• **For students who may not be able to engage in the above language objectives they may;** demonstrate, create, or present the work to show understanding. | <br>Bathers at Asnieres by Georges Seurat | • Elementary Visual Arts GSD books & videos available for check out<br>• Artprojectsforkids.org<br>• Arttoremember.com<br>• Dick Blick Art Supplies<br>• Mrs. Brown's 4th grade Art Lesson Plans<br>• Springville Elementary Art Lesson Plans, and teacher Resources.<br>• *Springville Art Posters;  each school has a set in their Media Center<br>• Color Theory Information |

**Assessment Options:** The student uses the elements of dance to effectively communicate ideas.  Have students color in content objectives on their personal Learning Map.