

# **Grade 4 Art Curriculum Maps**

**Unit of Study: Color**

**Unit of Study: Color/Shape/Space**

**Unit of Study: Space/Shape**

**Unit of Study: Shape/Value**

**Unit of Study: Line/Value**

<b>Grade: 4</b> <b>Subject: Art</b>	<b>Unit of Study: Color</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBAT recognize color families (Primary, Secondary and Complimentary)</li> <li>• SWBAT arrange families in a correct series of patterns</li> <li>• SWBAT create a still life collage using Geometric and Freeform Shapes</li> <li>• SWBAT utilize cutting and pasting skills</li> <li>• SWBAT independently use proportion in planning a composition</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Review Primary and Secondary color families</li> <li>• Introduce Complimentary Color Family</li> <li>• Discuss color mixing (Analogous and Intermediate)</li> <li>• Review process of creating a collage and the genre of still life</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What are the 3 basic color families on the Color Wheel?</li> <li>• What colors can be mixed and which ones cannot be mixed?</li> <li>• What is a collage?</li> <li>• What are two types of Shapes we use in art?</li> <li>• What are the characteristics of a still life?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Color/Still life</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</li> <li>• 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li> <li>• 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</li> </ul>

	<ul style="list-style-type: none"> <li>• 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</li> <li>• 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</li> <li>• 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</li> <li>• 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>• 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• Colored Paper</li> <li>• Scissors</li> <li>• Glue sticks</li> <li>• Color Wheel</li> </ul>
<p><b>Notes</b></p>	

<b>Grade: 4</b> <b>Subject: Art</b>	<b>Unit: Color/Shape/Space</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBA T identify George Rodrigue and Blue dog series</li> <li>• SWBA T identify use of personal experience in art</li> <li>• SWBAT create a paper collage, adding personality to their Blue dog</li> <li>• SWBA T create an animal using simple shapes</li> <li>• SWBA T use space effectively in a composition</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Introduce artist George Rodrigue and Blue dog series (history, location, importance.)</li> <li>• Discuss personality and originality in art.</li> <li>• Discuss simplification of shapes to create a dog.</li> <li>• Create a paper collage, giving individual personality to each Blue dog.</li> <li>• Use space effectively to create interest.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Who is George Rodrigue and why was his Blue dog so important?</li> <li>• Why is it important to show personality in art?</li> <li>• What is a collage?</li> <li>• What shapes can be combined to create a dog?</li> <li>• How can space be used successfully in a composition?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Color/Shape/Space</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</li> <li>• 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li> <li>• 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</li> <li>• 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art,</li> </ul>

	<p>conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <ul style="list-style-type: none"> <li>• 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</li> <li>• 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</li> <li>• 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>• 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• Colored paper</li> <li>• Scissors/Glue</li> <li>• Examples of work by George Rodriguez</li> </ul>
<p><b>Notes</b></p>	

<b>Grade: 4</b> <b>Subject: Art</b>	<b>Unit of Study: Space/Shape</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBA T create a realistic flower drawing and painting in the style of Georgia O' Keefe</li> <li>• SWBA T use cropping technique to enlarge flowers</li> <li>• SWBAT use colored chalk and watercolors to create realistic color</li> <li>• SWBA T use principles of art in their original composition.</li> <li>• SWBAT independently create an original composition using cropping techniques</li> <li>• SWBAT independently blend watercolors &amp; chalk</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Introduce artist Georgia O'Keefe and her paintings of flowers.</li> <li>• Discuss cropping and enlargement techniques.</li> <li>• Review techniques of blending colored chalk and watercolors</li> <li>• Discuss colors, values and shapes used by this artist</li> <li>• Review Principles of art</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Who was Georgia O'Keefe and what makes her art so interesting?</li> <li>• What techniques does she use with color and size?</li> <li>• What elements of art does she use? Is her work realistic or abstract?</li> <li>• What is her theme? Why do you think she painted her subject matter?</li> <li>• What Principles can you see in her work?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Shape/Space</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</li> <li>• 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li> <li>• 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</li> </ul>

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<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• White paper</li> <li>• Watercolor Paint, Brushes</li> <li>• Chalk &amp; Oil Pastels</li> <li>• Examples of works by Georgia O'Keefe</li> </ul>
<b>Notes</b>	

<b>Grade: 4</b> <b>Subject: Art</b>	<b>Unit of Study: Shape/Value</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBAT identify and create Geometric/Freeform Shape</li> <li>• SWBAT identify and create a composition using Positive/Negative spaces</li> <li>• SWBAT create a composition using cutting techniques to represent value</li> <li>• SWBAT identify contrast in art</li> <li>• SWBAT identify value as an element of art in the creation of a Japanese Notan</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Review properties of collage technique.</li> <li>• Introduce process of creating a Notan</li> <li>• Introduce Contrast in relation to shape and space</li> <li>• Introduce Variety as a Principle of Art.</li> <li>• Review Value as an Element of Art</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What is a collage and how is it created?</li> <li>• What are the visual characteristics of Notans?</li> <li>• What is Value and how can it be created? Why is it important in a composition?</li> <li>• What are positive and negative spaces in art?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Shape/Space/Value</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</li> <li>• 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li> <li>• 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</li> </ul>



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<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Glue</li> <li>• Scissors</li> <li>• Peter Max Statue of Liberty Print</li> </ul>
<b>Notes</b>	

<b>Grade: 4</b> <b>Subject: Art</b>	<b>Unit of Study: Line/Value</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBA T independently create a realistic self portrait</li> <li>• SWBA T independently create a symmetrical face using grid</li> <li>• SWBAT independently identify and use proportion</li> <li>• SWBA T apply chalk to create realistic value</li> <li>• SWBA T draw a self portrait with white glue</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Review basic grid techniques to create realistic face</li> <li>• Review use of proportion and symmetry</li> <li>• Discuss characteristics of realistic portraiture</li> <li>• Review techniques of blending and applying chalk pastel</li> <li>• Introduce techniques of applying white glue</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Why is proportion important in the creation of a self portrait?</li> <li>• What are grid/measuring techniques used to create a symmetrical face?</li> <li>• What are the correct techniques to apply and blend chalk pastels?</li> <li>• What are the correct techniques to draw with white glue?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Shape/Space</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</li> <li>• 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li> <li>• 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</li> <li>• 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these</li> </ul>

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<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• Black paper</li> <li>• Elmer’s White Glue</li> <li>• Pencils</li> <li>• Examples of realistic portraits</li> <li>• Chalk Pastels</li> </ul>
<p><b>Notes</b></p>	