

# Art Scope and Sequence: 4<sup>th</sup> Grade

## Unit 1: Virtual Art Museum Tour

### Objectives:

Students will be able to:

- Discuss a specific art topic or artist assigned by the teacher.
- Use the kid safe internet site like Kid Zone or the Louvre site to explore virtual art museum tours.
- Navigate through a virtual tour of an assigned museum finding information on biographies, specific artistic style, subjects, elements of art, medium, message, and type of artwork of a given artist.
- Develop critical thinking skills.
- Write and read aloud an evaluation of specific artist information found on the virtual tour.

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation, written assessment, and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C; 9.2D; 9.3A

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** Virtual tour, evaluation, biography, artistic style, medium, subject, message, and art type.

### Big Idea

- Virtual art exploration.

### Essential Questions:

- What is art?
- Why do people make art?
- What are the subjects found in art?

### Other Resources:

- Cross Curricular Connections: History.

### Technology:

- Virtual Art Museum Tour Louvre Museum  
[http://www.louvre.fr/llv/musee/visite\\_virtuelle.jsp?bmLocale=en](http://www.louvre.fr/llv/musee/visite_virtuelle.jsp?bmLocale=en)  
<http://www.louvre.fr/llv/commun/home.jsp?bmLocale=en>

### Reading/Writing Connection:

- Write and read aloud a descriptive piece giving detailed information on a given artist covering specific topics as listed by teacher.

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## Teaching Activities:

- Lesson ideas: Metropolitan Museum of Art, Vincent van Gogh, How Van Gogh Made His Mark, Students Make Their Own Mark.
- Students will pick the chosen virtual art museum tour.
- Students will pick specific artist and will take the tour for that artist.
- Student will participate in any hands-on interactive learning for that specific artist.
- Students will write and read a descriptive piece about their artist also stating their own personal reaction to the artist.

## Differentiation:

- Hands-on demonstrations;
- Both oral and written directions, repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room
- Extend time as needed.
- Preferential seating as needed.
- Implement IEP criteria for individual students with special needs.

## Enrichment/Expansion:

- Students will research a specific artwork by the artist they viewed in the virtual tour, and write a descriptive paragraph stating title, date, medium used, colors used, subject, what message they believe artist was trying to convey, and their personal response to the artwork.

## Sample Assessment:

- Have students write about their own person response to a specific artist and compare with a famous artist.

## Unit 2: Cultural Mask

### Objectives:

Students will be able to:

- Read about the history of masks and discuss.
- Explain that a mask is a 3-D sculpture made from wood, clay, or other materials.
- Describe the facial features of masks.

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## Big Idea:

- Creating masks

## Essential Questions:

- What are masks used for today?
- Where are masks worn?

## Other Resources:

### Cross Curricular Connections:

- Math
- Social Studies

## Technology:

- Mask power point

## Reading/Writing Connection:

- Book-O-Masks by Donald Lemkey

## Teaching Activities:

- Students will read the book above **if available** and discuss masks, focusing on use of masks for celebration, good luck, wealth, protection, or healing.
- Go over essential questions.
- Students will discuss masks as 3-D sculpture because they have height, width, and depth.
- Students will see power point examples of masks.
- Students will discuss materials used for creating masks, wood, long hair or corn husks, buffalo hair, or horse hair.
- Students will design and create their own mask out of the teacher's choice of material.

## Differentiation:

- Hands-on demonstrations;
- Both oral and written directions, repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room
- Extend time as needed.
- Preferential seating as needed.

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C; 9.2D; 9.3A

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** 3-D, sculpture, mask, symbolism, and facial features.

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- Implement IEP criteria for individual students with special needs.

### Expansion/Enrichment:

- Students will write a paragraph comparing and contrasting their mask to masks of today.

### Sample Assessment:

- Have the students included all features of the face to their mask?

## Unit 3: Value Study

### Objectives:

Students will be able to:

- Participate in a discussion where value is described as being the lightness or darkness of a color.
- Review foreground, middle ground, and background.
- View and discuss illustrations from Snowmen at Night or cityscapes.
- Describe how shading produces value.
- Create their own snowmen at night landscape or a cityscape.
- Use chalk pastel to create value or shading in their snowman or use construction paper and tissue paper to create values in a cityscape.

### Big Idea:

- Intro to Value

### Essential Questions:

- What does the art term value mean?
- How does the use of value and shading make objects look realistic?

### Technology:

- Snowmen at Night PowerPoint

### Reading/Writing Connection:

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** value, shading, landscape, cityscape, foreground, middle ground, and background.

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- Snowmen at Night, Carolyn Buehner, Dial Books for Young Readers, New York, New York, 2002

### Teaching Activities:

- Lesson ideas: Snowmen at Night or cityscape.
- Students will participate in a group discussion about value.
- Students will either view illustrations from Snowmen at Night or illustrations of cityscapes.
- Students will create artwork using shading and value in a landscape incorporating foreground, middle ground, and a background.

### Differentiation:

- Hands-on demonstrations;
- Both oral and written directions, repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room
- Extend time as needed.
- Preferential seating as needed.
- Implement IEP criteria for individual students with special needs.

### Expansion/Enrichment:

- Students will select one of their snowmen or buildings which they feel they did their best shading on and explain and evaluate why they think it looks the most realistic.

### Sample Assessment:

- Have the students created value by shading on their snowmen and have they created a landscape setting or have they create a cityscape using overlaying values to create foreground, middle ground, and a background.

## Unit 4: Warm and Cool Color Theory

### Objectives:

Students will be able to:

- View and discuss that cool colors are varieties of blue, green, and violet.
- View and discuss that warm colors are varieties of red, yellow, and orange.

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- View and discuss balance, positive and negative spaces, symmetry, and geometric shapes.
- Discuss and locate warm and cool color objects in the art room.
- Create artwork using warm and cool color schemes.

### Big Idea:

- Color Theory (warm and cool)

### Essential Questions:

- What are the cool/warm colors?
- How do cool/warm colors in an artwork make you feel?

### Other Resources:

#### Cross Curricular Connection:

- Social Studies
- Math

### Technology:

### Reading/Writing Connection:

- Students will write a paragraph describing why they chose specific color and list what is important in their color usage.

### Teaching Activities:

- Lesson ideas: Warm colored leaves on a cool colored background or Native American Thunderbirds.
- Students will discuss warm and cool colors.
- Students will create an art project incorporating both color families.
- Students will focus on balance, placement, and positive/negative space.
- Students will write a paragraph describing why they chose specific colors and list what is important in their color usage.

### Differentiation:

- Hands-on demonstrations;
- Both oral and written directions, repetition of all instructions; one-on-one instruction as needed.

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** warm colors, cool colors, balance, positive space, negative space, symmetry, and geometric shapes.

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- Student and artist examples displayed in room
- Extend time as needed.
- Preferential seating as needed.
- Implement IEP criteria for individual students with special needs.

### **Expansion/Enrichment:**

- Students will write a paragraph describing how the mood of their artwork may have changed if they had not focused on warm and cool colors.

### **Sample Assessment:**

- If creating the leaf project have students focused on balanced placement using positive and negative spacing? Have students used warm colored leaves on a cool colored background? If creating the Native American Thunderbird project have students used symmetry and geometric shapes? Have students used warm and cool color schemes?

## **Unit 5: Organic and Geometric Shapes**

### **Objectives:**

Students will be able to:

- Review and discuss organic shapes as a shape in the natural environment that is often uneven or has curvy lines.
- Review and discuss geometric shapes as shapes with smooth regular sides such as circles, squares, rectangles, triangle, etc.
- Review and discuss symmetry and value.
- Students will view and discuss artwork focusing on organic shapes or geometric shapes.
- Create artwork focusing on either organic shapes or geometric shapes.

### **Big Idea:**

- Shapes all around us.

### **Essential Questions:**

- Where do we find organic shapes in our surroundings?
- Where do we find geometric shapes in our surroundings?

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## Other Resources:

### Cross Curricular Connections

- Social Studies
- Math

## Technology:

- Images highlighting different shapes

## Reading/Writing Connection:

- Getting to Know the World's Greatest Artists: Henri Rousseau by Mike Venezia
- The Fantastic Jungles of Henri Rousseau by Michelle Markle.

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C; 9.2D; 9.3A

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** organic shapes, geometric shapes, symmetry, and value.

## Teaching Activities:

- Lesson ideas: Rousseau Jungle or Navajo Blanket
- Students will review and discuss organic/geometric shapes.
- If students are creating a Rousseau Jungle they will focus on organic shapes and value.
- If students are creating a Navajo blanket they will focus on geometric shapes and symmetry.
- Students will create an art project focusing on either organic or geometric shapes.

## Differentiation:

- Hands-on demonstrations;
- Both oral and written directions, repetition of all instructions; one-on-one instruction as needed.
- Student and artist examples displayed in room
- Extend time as needed.
- Preferential seating as needed.
- Implement IEP criteria for individual students with special needs.

## Expansion/Enrichment:

- Students will create a list of ten everyday objects ex. cell phone, car, shoe, and explain whether these objects are made up of predominantly geometric shapes or organic shapes.



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## Sample Assessment:

- If creating a Rousseau Jungle art piece have students used organic shapes and value?  
If creating a Navajo blanket art piece have students used geometric shapes and symmetry?

## Unit 6: Symmetry

### Objectives:

Students will be able to:

- Review and discuss symmetry as a design balance in which the contents on either side of a center line are exactly the same, like a mirror image.
- Create artwork focusing on using symmetry.
- Discuss their use of bilateral symmetry.

### Big Idea:

- Revisiting Symmetry

### Essential Questions:

- Where do we find symmetry in our world?
- Can you explain the rules of symmetry?

### Other Resources:

Cross Curricular Connection:

- Math

### Technology:

- Power point on bilateral symmetry

### Reading/Writing Connection:

- Anansi the Spider by Gerald McDermott.
- Rechenka's Eggs by Patricia Polacco

### Teaching Activities:

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C; 9.2D; 9.3A

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** symmetry, bilateral, color, line, shape

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- Lesson Ideas: Mummer's mask, Pysanky eggs, symmetrical spider, digital self-portrait.
- Teacher will read the above book to the class **if available**.
- Go over essential questions.
- View and discuss examples of symmetry.
- Introduce a specific lesson idea and show examples of artwork and student artwork.
- Students will create an art project incorporating bilateral symmetry.
- Students will discuss the use of symmetry in their project.

### **Differentiation:**

- Hands-on demonstrations
- Both oral and written directions
- Student examples displayed in room, artist examples displayed in room
- Repetition of all instructions, one-on-one instruction as needed.
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

### **Expansion/Enrichment:**

- Students will create a graphic organizer with five examples of bilateral symmetry.

### **Sample Assessment:**

- Have students included bilateral symmetry in their art work through their use of color, lines and shapes?

## **Unit 7: Foreground, Middle Ground, Background**

### **Objectives:**

Students will be able to:

- View and discuss artwork showing the foreground as the front of the picture that seems nearest to the viewer, the middle ground as the parts of an artwork between the foreground and the background, and the background as the part of the artwork that appears to be in the distance or behind other objects.
- View and discuss landscape or still-life artwork.
- Create artwork incorporating foreground, middle ground, and background.

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- Write a descriptive paragraph explaining what art objects are in the foreground, middle ground, and background of their own artwork.

### Big Idea:

- Creating the illusion of real space.

### Essential Questions:

- Where do we see foreground, middle ground, and background in art forms?
- How do we create illusion of space in art?

### Other Resources:

#### Cross Curricular Connection:

- Math
- Science

### Technology:

- National Geographic Polar Bear Video

### Reading/Writing Connection:

- van Gogh and the Sunflowers by Laurence Anholt
- Students will write a descriptive paragraph explaining their choice of objects found in their foreground, middle ground, and background and will compare how their picture may have changed if objects were moved in the artwork.

### Teaching Activities:

- Lesson ideas: van Gogh's Sunflowers still-life or Polar Bear landscape
- Students will view and create art including foreground, middle ground, and background.
- Students will view and discuss van Gogh's Sunflower still-life or a Polar Bear landscape picture.

### Differentiation:

- Hands-on demonstrations
- Both oral and written directions

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C; 9.2D; 9.3A

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** foreground, middle ground, background, landscape, horizon line and still-life.

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- Student examples displayed in room, artist examples displayed in room
- Repetition of all instructions, one-on-one instruction as needed.
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

### Expansion/Enrichment:

- Students will discuss how using more details creates the illusion of real space.

### Sample Assessment:

- Students will write a paragraph about their choice of objects found in their foreground, middle ground, background and compare how their picture may have changed if objects were moved in the artwork.

## Unit 8: Complementary Colors

### Objectives:

Students will be able to:

- Explain that a color's complements are colors that are directly opposite each other on the color wheel, such as green and red.
- Discuss color scheme and how using complementary colors creates a strong visual contrast.
- View class display showing a color wheel and examples of complementary colors.
- Design and create a project using complementary colors.
- Write and share a paragraph about using color complements.

### Big Idea:

- Color Relationships

### Essential Questions:

- Where have students seen

**Teaching Time:** 4 Class Periods – 40 minutes each

**Assessment:** Performance observation and teacher observation.

**Standards:** 9.1A; 9.1B; 9.1.C

**Bloom's Level:** Knowledge, Comprehension, Application, Analysis, and Evaluation.

**Vocabulary:** color scheme, complementary colors, contrast, and color wheel

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complementary colors used?

- Are there holidays which use complementary colors for their color themes?
- Can you think of sports teams that use complementary colors?

## **Other Resources:**

Cross Curricular Connection:

- Science
- Culture

## **Technology:**

- YouTube videos on complementary colors

## **Reading/Writing Connection:**

- Students will write a paragraph describing why they chose their specific color complements and what mood these complementary colors create.

## **Teaching Activities:**

- Lesson ideas: complementary color quilts, landscapes or colored lizards.
- Students will view and discuss the color wheel and complementary colors.
- Students will view and discuss artwork based on a specific lesson idea.
- Students will design/create their art project.
- Students will write and read their paragraph describing their complementary color choices and the mood they created.

## **Differentiation:**

- Hands-on demonstrations
- Both oral and written directions
- Student examples displayed in room, artist examples displayed in room
- Repetition of all instructions, one-on-one instruction as needed.
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

## **Expansion/Enrichment:**

- Students will write a paragraph explaining how color complements can be found in nature, ex. green holly leaves and red berries.

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### Sample Assessment:

- Have students used complementary colors to create strong contrast and visual interest in their art projects?

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