

Grade 4 Visual Art

Unit 1: Elements of Art

Course/Subject:
Grade 4 Visual Art

Grade:
4

Unit 1:
Elements of Art

Suggested Timeline:
1x/cycle, 30 cycles/year

Grade Level Summary

The elements of art are the basis for artmaking and understanding. These tools can be used individually or in a variety of combinations to produce visual effects and meaning. A continuing understanding and implementation of the elements of art can help an artist to both create as well as analyze a unique work of art.

Grade Level Units

Unit 1 - Elements and Principles of Art
Unit 2 - Various Mediums and Procedures
Unit 3 - Art History and Cultural Contexts
Unit 4 - Craftsmanship

Unit Title

Elements and Principles of Art

Unit Summary

Students will be reminded of prior experiences with the elements and principles as they combine these foundational tools to utilize the principles of art. Students will demonstrate their understanding in a variety of formats and through a number of media. Students will recognize the importance and use of the elements and principles in masterworks, particularly culturally based, as well as construct meaning through utilizing these tools in artwork of their own creation, drawing inspiration from master artists and different cultures or groups.

Unit Essential Questions:

1. What are the elements of art? What are the principles of art?
2. How can the elements be combined to form the principles? How can the principles be used in making artwork?
3. How do artists use line in their artwork? How can I use line in my artwork?
4. How can line be used to show movement?
5. What is the importance of color in artwork? How can color be representative of meanings and/or feelings?
6. How do artists use texture in their artwork? How can I use texture in my artwork?
7. What is implied texture? What is actual texture? How are they the same and how are they different?
8. How do artists use shape in their artwork? How can shape be representative?
9. What is space in artwork? Why is space important?
10. What is pattern? How can I create a pattern? How is pattern used in artwork?
11. How are the elements used the same or differently in painting/sculpture/drawing/etc.?
12. What is the difference between 2-dimensional and 3-dimensional art? What is form?

Key Understandings:

1. The elements of art are the basic tools an artist can use to create visually. The way these elements are used and combined in an artwork form the principles of art.
2. The elements of art can be made using various mediums. These elements may be used differently depending on their purpose and procedure.
3. Combining the elements creates more complex visuals; we refer to these concepts as the principles of art. For instance, balance in an artwork may refer to the visual weight of colors, space, and textures.
4. Space involves the distances and/or areas in and around an artwork, including positive and negative space, shallowness and depth, and 2-dimensional or 3-dimensional.
5. Different groups of people or cultures may utilize the elements and principles to create identifying patterns, color groups, etc., which often become representative of themselves. For instance, red and gold are often found in ancient Chinese art, and triangles and diagonal lines are frequently used in Mexican design.
6. Something simple, like a single line or color, can be used in an infinite number of simple or complex ways.

13. What is symmetry? What is radial symmetry?	7. Recognizing and understanding the elements of art is a basic yet important foundation for all artists.
--	---

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.5.A.	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5.B.	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.5.C.	Know and use fundamental vocabulary within each of the arts forms.
9.1.5.E.	Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts.

Important Standards Addressed in the Unit:

9.1.5.F.	Describe works of others through performance of exhibition in two art forms.
9.3.5.B.	Describe works in the arts comparing similar and contrasting characteristics.

Misconceptions:

1. Learning about the elements and principles is not important to artmaking.

Proper Conceptions:

1. The elements and principles of art are a basic tool necessary in growth as an artist.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Knowledge of lines and using them to convey movement and feelings • Knowledge of color groups, primary and secondary colors, tints and shades, complementary colors, warm and cool colors • Understand the difference between implied texture and actual texture • Knowledge of shapes • Understanding how to create pattern using different elements • Understanding symmetry, including radial symmetry • Knowledge of the use of space, i.e. atmospheric perspective, proportion, and positive and negative space • Continued understanding of the elements and principles as tools used to create works of art 	<ul style="list-style-type: none"> • Use lines in a variety of ways in different mediums • Use of various medium to incorporate various color groups into artmaking • Use the elements to create implied and actual texture • Categorize, draw, cut, and otherwise produce geometric and organic shapes • Copy and create original patterns in drawing, painting, etc • Create symmetrical shapes, including those with radial symmetry • Use of space to create various effects, like distance and proportion 	<ul style="list-style-type: none"> • Recognition of how famous artists have used the elements and principles of art in their work and how to use it effectively in our own artmaking • Communication of feelings and meaning using the elements and principles in our artmaking • Fluid, independent use of elements and principles in any medium

Academic Vocabulary:

Elements of Art
Line
Straight
Horizontal
Vertical
Diagonal
Zig-zag
Thick
Thin
Scalloped
Dotted
Broken/Dashed
Wavy
Curved
Color
Primary Colors

Secondary Colors
Tint
Shade
Value
Complementary Colors
Color Mixing
Landscape
Seascape
Cityscape
Still-life
Movement
Rhythm
Portrait
Proportion
Texture
Implied Texture

Actual Texture
Shape
Geometric
Organic
Space
Pattern
Repeating/Repetition
Symmetry
Form
Perspective
Atmospheric Perspective
Positive Space
Negative Space
Variety
Motif
Representational

Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
 - **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
 - **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
 - **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.
-

Differentiation:

- **Modeling** - Teacher will model the creation of each of the elements of art.
 - **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the elements being used.
 - **Peer collaboration**
-

Interdisciplinary Connections:


- **Math** - space, pattern, repetition, geometry/geometric shape, symmetry
 - **Music** - rhythm, movement
 - **Physical Education** - movement
 - **Science** - balance
-

Additional Resources:

-
-

Created By:

Rachel Connell and Brooke May

			Grade 4 Visual Art Unit 2: Various Mediums
Course/Subject: Grade 4 Visual Art	Grade: 4	Unit 2: Various Mediums and Procedures	Suggested Timeline: 1x/cycle, 30 cycles/year

Grade Level Summary	An art medium is the material with which an artist works to create a work of art. The instruction in and exploration of various art mediums, also called art media, is an important first step for beginning artists as they learn about art and art making. Mediums may include, but are not limited to: ceramics, collage, drawing, painting, printing, and sculpture.
Grade Level Units	Unit 1 - Elements and Principles of Art Unit 2 - Various Mediums and Procedures Unit 3 - Art History and Cultural Contexts Unit 4 - Craftsmanship

Unit Title	Various Mediums and Procedures
Unit Summary	Students will be introduced to a variety of art mediums and will have the opportunity to explore each one. Students will recognize the similarities, differences, and nuances of each of the various mediums through examination of masterworks, as well as through the exploration of each medium as they create their own artwork.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What is a medium? How are mediums/media used to create artwork? 2. How might an artwork's subject affect the choice of medium? How might the medium affect the subject? 3. How can I use a medium to express feelings or thoughts? 4. Why is it important to understand art processes? How does understanding art processes help to understand works of art? 5. How can I interpret a work of art? How does knowing art vocabulary help me to interpret a work of art? 	Key Understandings: <ol style="list-style-type: none"> 1. An art medium refers to the materials or supplies used to create a work of art. An artwork may be made using a single medium or several mediums/media. 2. Artists may choose mediums based on their knowledge of or skill with a given medium or the subject matter of an artwork. 3. The way an art medium is used can affect the meaning of an artwork. 4. By understanding and being familiar with the materials and processes used to create a work of art, we can better interpret what an artist is trying to tell us through their artwork. 5. Safe and proper handling of materials and tools is a crucial part of artmaking.
--	---

Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.5.D.	Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
9.1.5.E.	Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
9.1.5.G.	Recognize the function of rehearsals and practice sessions.

9.1.5.H.	Handle materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> Identify materials used. Identify issues of cleanliness related to the arts. Recognize differences in selected physical space/environments. Identify methods for storing materials in the arts.
9.1.5.J.	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts of the works of others. <ul style="list-style-type: none"> Know and use traditional technologies. Know and use contemporary technologies.
9.1.5.K.	Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Important Standards Addressed in the Unit:

9.2.5.F.	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.3.5.A.	Recognize critical processes used in the examination of works in the arts and humanities.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> It is not important to practice using different mediums. Any medium can be used for making any artwork. 	<ol style="list-style-type: none"> Art is like playing a sport or musical instrument: practice sessions improve skills. Some mediums are better for certain desired effects.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Knowledge of various mediums such as ceramics, collage, painting, etc. Knowledge of clay techniques Knowledge of collage/assemblage techniques Understanding of various drawing materials and how to use them Understanding of various painting materials and how to use them Knowledge of basic printmaking technique Knowledge of simple weaving process 	<ul style="list-style-type: none"> Identify various mediums Create using basic clay techniques: wedging, using slip/scoring to attach two pieces, rolling, flattening, slab-building, pinching, making impressions, coiling, glazing, firing process, with a focus on joining pieces Tear, cut, overlap, glue Draw using pencil Draw using oil pastel Independently demonstrate proper paintbrush usage, including washing/clean-up, loading and re-loading brush with paint, cleaning between colors Independently demonstrate proper painting techniques such as use of strokes and blending Properly utilize printing materials to create a simple print Create a weaving using various materials 	<ul style="list-style-type: none"> Using and refining art skills with various mediums Students will be able to use various art materials/techniques to communicate feelings

Academic Vocabulary:

Medium Process	Sketch Blend	Printing Plate Sculpture
-------------------	-----------------	-----------------------------

Procedure	Oil Pastel	2D
Ceramics	Pencil	3D
Clay	Painting	Dimension
Collage	Paintbrush	Weaving
Cut	Bristles	Warp
Glue	Tempera	Weft
Overlap	Watercolor	Photograph/Photo
Tear	Slip	Wedge
Score	Kiln	Glaze
Coiling	Fire	Pinch Pot
Marker	Crayon	Coil/Coiling
Drawing	Printing	Score and Slip
Metal Work	Brayer	Slab

Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
 - **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
 - **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
 - **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.
-

Differentiation:

- **Modeling** - Teacher will model the use of each medium.
 - **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the materials being used.
 - **Peer collaboration**
-

Interdisciplinary Connections:


- **Math** - sculpture, 2D, 3D, measurement
 - **Science** - ceramics, painting, sculpture
-

Additional Resources:

-
-

Created By:

Rachel Connell and Brooke May

		Grade 4 Visual Art Unit 2: Various Mediums	
Course/Subject: Grade 4 Visual Art	Grade: 4	Unit 2: Various Mediums and Procedures	Suggested Timeline: 1x/cycle, 30 cycles/year

Grade Level Summary	An art medium is the material with which an artist works to create a work of art. The instruction in and exploration of various art mediums, also called art media, is an important first step for beginning artists as they learn about art and art making. Mediums may include, but are not limited to: ceramics, collage, drawing, painting, printing, and sculpture.
Grade Level Units	Unit 1 - Elements and Principles of Art Unit 2 - Various Mediums and Procedures Unit 3 - Art History and Cultural Contexts Unit 4 - Craftsmanship

Unit Title	Various Mediums and Procedures
Unit Summary	Students will be introduced to a variety of art mediums and will have the opportunity to explore each one. Students will recognize the similarities, differences, and nuances of each of the various mediums through examination of masterworks, as well as through the exploration of each medium as they create their own artwork.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What is a medium? How are mediums/media used to create artwork? 2. How might an artwork's subject affect the choice of medium? How might the medium affect the subject? 3. How can I use a medium to express feelings or thoughts? 4. Why is it important to understand art processes? How does understanding art processes help to understand works of art? 5. How can I interpret a work of art? How does knowing art vocabulary help me to interpret a work of art? 	Key Understandings: <ol style="list-style-type: none"> 1. An art medium refers to the materials or supplies used to create a work of art. An artwork may be made using a single medium or several mediums/media. 2. Artists may choose mediums based on their knowledge of or skill with a given medium or the subject matter of an artwork. 3. The way an art medium is used can affect the meaning of an artwork. 4. By understanding and being familiar with the materials and processes used to create a work of art, we can better interpret what an artist is trying to tell us through their artwork. 5. Safe and proper handling of materials and tools is a crucial part of artmaking.
--	---

Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.5.D.	Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
9.1.5.E.	Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
9.1.5.G.	Recognize the function of rehearsals and practice sessions.

9.1.5.H.	Handle materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> Identify materials used. Identify issues of cleanliness related to the arts. Recognize differences in selected physical space/environments. Identify methods for storing materials in the arts.
9.1.5.J.	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts of the works of others. <ul style="list-style-type: none"> Know and use traditional technologies. Know and use contemporary technologies.
9.1.5.K.	Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Important Standards Addressed in the Unit:

9.2.5.F.	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.3.5.A.	Recognize critical processes used in the examination of works in the arts and humanities.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> It is not important to practice using different mediums. Any medium can be used for making any artwork. 	<ol style="list-style-type: none"> Art is like playing a sport or musical instrument: practice sessions improve skills. Some mediums are better for certain desired effects.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Knowledge of various mediums such as ceramics, collage, painting, etc. Knowledge of clay techniques Knowledge of collage/assemblage techniques Understanding of various drawing materials and how to use them Understanding of various painting materials and how to use them Knowledge of basic printmaking technique Knowledge of simple weaving process 	<ul style="list-style-type: none"> Identify various mediums Create using basic clay techniques: wedging, using slip/scoring to attach two pieces, rolling, flattening, slab-building, pinching, making impressions, coiling, glazing, firing process, with a focus on joining pieces Tear, cut, overlap, glue Draw using pencil Draw using oil pastel Independently demonstrate proper paintbrush usage, including washing/clean-up, loading and re-loading brush with paint, cleaning between colors Independently demonstrate proper painting techniques such as use of strokes and blending Properly utilize printing materials to create a simple print Create a weaving using various materials 	<ul style="list-style-type: none"> Using and refining art skills with various mediums Students will be able to use various art materials/techniques to communicate feelings

Academic Vocabulary:

Medium Process	Sketch Blend	Printing Plate Sculpture
-------------------	-----------------	-----------------------------

Procedure	Oil Pastel	2D
Ceramics	Pencil	3D
Clay	Painting	Dimension
Collage	Paintbrush	Weaving
Cut	Bristles	Warp
Glue	Tempera	Weft
Overlap	Watercolor	Photograph/Photo
Tear	Slip	Wedge
Score	Kiln	Glaze
Coiling	Fire	Pinch Pot
Marker	Crayon	Coil/Coiling
Drawing	Printing	Score and Slip
Metal Work	Brayer	Slab

Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
 - **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
 - **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
 - **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.
-

Differentiation:

- **Modeling** - Teacher will model the use of each medium.
 - **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the materials being used.
 - **Peer collaboration**
-

Interdisciplinary Connections:

- **Math** - sculpture, 2D, 3D, measurement
 - **Science** - ceramics, painting, sculpture
-

Additional Resources:

-
-

Created By:

Rachel Connell and Brooke May



Grade 4 Visual Art

Unit 4: Craftsmanship

Course/Subject:
Grade 4 Visual Art

Grade:
4

Unit 4:
Craftsmanship

Suggested Timeline:
1x/cycle, 30 cycles/year

Grade Level Summary

Craftsmanship is a key component in an artist's artmaking, as it emphasizes technique. Understanding and executing proper techniques may help an artist to accomplish a task or solve a problem, critical in creating artwork.

Grade Level Units

Unit 1 - Elements and Principles of Art
Unit 2 - Various Mediums and Procedures
Unit 3 - Art History and Cultural Contexts
Unit 4 - Craftsmanship

Unit Title

Craftsmanship

Unit Summary

Students will build upon their understanding of the importance of craftsmanship in their artwork. Students will be encouraged to focus on the evolution of their individual technique, as well as the neatness and overall quality of their work. Through the exploration of various mediums and subjects, students will gain new and additional experience in an array of art procedures and techniques, subsequently allowing them the opportunity to deepen their understanding as they experiment, combine techniques, and freely express themselves.

Unit Essential Questions:

1. What is craftsmanship? Why is it important?
2. What is the importance of technique?
3. What makes a piece of art "good" or "bad"?

Key Understandings:

1. Craftsmanship emphasizes technique. To deepen understanding, we might further break down craftsmanship into technique (*how* we do something) and neatness (*how well* we do a particular something).
2. Technique is the demonstration of skill in a given task. It is important to understand and demonstrate skill when learning or practicing a new procedure or process, because it allows us to grow as artists.
3. Deciding whether art is "good" or "bad" is up to an individual's preference, or what they prefer. Being able to discuss or explain personal preference, as well as interpret the preferences of other artists, is an important part of understanding art.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

9.3.5.A.

Identify critical processes in the examination of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses

	<ul style="list-style-type: none"> ● Evaluate/form judgments
9.4.5.B.	Investigate and communicate multiple philosophical views about works in the arts.

Important Standards Addressed in the Unit:

9.1.5.H.	Use and maintain materials, equipment, and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Describe some materials used. ● Describe issues of cleanliness related to the arts. ● Know how to work in selected physical space/environments. ● Describe methods for storing materials in the arts.
9.1.5.J.	Apply and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts of the works of others. <ul style="list-style-type: none"> ● Experiment with traditional technologies. ● Experiment with contemporary technologies.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. There is a single or right way to create a good work of art. 2. One person's work is better than another's. 	<ol style="list-style-type: none"> 1. A number of techniques or styles may be employed in creating a work of art. The way in which an artist chooses to work is a matter of personal preference as well. 2. "Good" art is a matter of opinion or personal preference. 3. Craftsmanship is less about making "good" art and more about how to use materials to achieve a personal vision.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● Continuing understanding importance of craftsmanship ● Continuing understanding of technique ● Continuing understanding of opinion/personal preference 	<ul style="list-style-type: none"> ● Skillfully and carefully complete unique works of art ● Growing sense of pride and ownership in work 	<ul style="list-style-type: none"> ● Use of critical thinking to evaluate own work ● Use of critical thinking to evaluate others' work ● Support individual artists choices ● Produce new, original, meaningful work ● Implement varied host of artist skills

Academic Vocabulary:

Craftsmanship Technique Neatness	Preference Expression Imagination	Tradition Skill Perseverance Style
--	---	---

Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
- **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
- **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
- **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.

Differentiation:

- **Modeling** - Teacher will model techniques as well as demonstrate potential pitfalls or problems students may encounter.

-
- **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the level of craftsmanship of each piece.
 - **Peer collaboration**
-

Interdisciplinary Connections:

-

Additional Resources:

-

Created By:

Rachel Connell and Brooke May
