

# Fourth Grade: Art Curriculum

## Unit: Radial Symmetry

Time: 4 weeks

## Standards:

### Essential Questions

- What is radial symmetry?
- How is it used in every day life?
- What is symmetrical design and asymmetrical design?
- What are some examples of radial symmetry in nature?

### Enduring Understandings

- I can tell what radial symmetry is.
- I know what Mandala designs are, and how they are radial designs.
- I can site some examples of radial, symmetrical and asymmetrical design in nature, and other place, such as snowflakes, butterflies, symmetrical homes, modern asymmetrical lamps or couches.

1.4.8A.7- Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.3.8.D.1-- Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

### Benchmark Assessment(s)

- SWBAT identify radial, asymmetrical, and symmetrical design in nature. Students will be assessed on the complexity of their radial symmetry design. They will also be assessed on the craftsmanship and use of contrasting color. We will look at real world applications of these art forms and compare and contrast their uses. (1.4.8.A.7,.1.3.8.D.1)

### Other Assessments

- Critique of finished work.
- Teacher Observation

### Materials

- Paper
- Pencils
- Markers/Sharpies

## SUGGESTED ACTIVITIES

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- Look at examples of Mandala designs. Use circle tracers to make a target pattern. Fill in the pattern with shapes in a radial symmetry format. Focus on using contrasting colors.
- Look at examples of snowflakes. Demonstrate paper quilling. Use paper quilling technique to create an original design.

## REINFORCEMENT

- Compare and contrast methods for creating radial symmetry.

## ENRICHMENT

- Utilize other media to create radial symmetry.

### Suggested Websites

- <https://www.youtube.com/watch?v=oMfmGui8RiE>
- <http://mandala-designs.tumblr.com/>
- <https://www.youtube.com/watch?v=wULromYYr8c>
- <https://www.pinterest.com/sg4667/quilling-mandala/?lp=true>
- <http://www.instructables.com/id/Quilled-Mandala/>

### Suggested Materials

- *Quilled Mandalas: 30 Paper Projects for Creativity and Relaxation* by Alli Bartkowski
- *The Mandala Bible: The Definitive Guide to Using Sacred Shapes* by Madonna Gauding

### Cross-Curricular Connections

#### 21<sup>st</sup> Century Skills

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### Technology

8.2.8.C.2 Explain the need for optimization in a design process.

#### SEL

Through the creation of various art pieces, students will need to recognize the importance of self-confidence in handling daily tasks and challenges. They will also be developing, implementing, and modeling effective problem solving and critical thinking skills.

#### Language Arts

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

# Fourth Grade: Art Curriculum

Unit: Line and Landscape

Time: 9 weeks

Standards:

## Essential Questions

- What is a landscape?
- How do landscapes look different in different parts of the country?
- How do landscapes change with the season?
- What is visual texture vs. tactile?
- What textures are found in nature?
- How can you use line to create an abstract landscape?

## Enduring Understandings

- I can tell you what a landscape is.
- I can tell you that landscapes look different around our country.
- I can recognize that landscapes in Art do not always have to be real places, they can be fantasy.
- I can use a variety of media to create a landscape.
- I can tell you what visual and tactile texture is.
- I can name some of the textures in nature.
- I can use line to create an abstract landscape.

1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.  
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.  
1.2.2.A.2-- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.  
1.3.2.D.1- Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art  
1.3.2.D.3- Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.  
1.3.2.D.4-- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.  
1.3.2.D.5- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.  
1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.  
1.4.2.A.3- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

## Benchmark Assessment(s)

- SWBAT identify what a landscape is. Observe different types of landscapes (desert, mountains, fields). Compare and Contrast these landscapes through a class discussion. Show pictures of landscapes in different art styles. Explain that landscapes can look different depending on which type of art style you use. Students will create a landscape of their choice and apply lines to their landscape. Texture, use of line and color will be assessed in the landscape. (1.4.2.B.2, 1.3.2.D.5,1.3.2.D.3,1.3.2.D.1)

## Other Assessments

- Finished landscapes
- Teacher Observation

# Fourth Grade: Art Curriculum

## Materials

- Landscape references
- Pencils
- Paint
- paintbrushes
- Erasers

## SUGGESTED ACTIVITIES

- Compare and contrast a Chinese landscape painting and a piece from Bob Ross. What makes these different? The same? What media did the artists use? How does where an artist comes from influence their art?
- Paint a picture of your surrounding landscape. What kinds of things should be included? How would this look in the winter? The morning? The night?
- Use chalk to create a snowy landscape. Add shadows with blue chalk. Discuss the concept of depth. Make trees further back smaller than those close up. Discuss texture. What is it? What textures do you find in nature? How can we create these in Art?

## REINFORCEMENT

- Have the kids measure me with one eye closed. I will then walk near them and they should keep measuring me. This will reinforce the idea that objects closer are bigger than those far away.

## ENRICHMENT

- Encourage students to study the landscape near them. Look at colors and textures.

## Suggested Websites

- [http://www.metmuseum.org/TOAH/HD/clpg/hd\\_clpg.htm](http://www.metmuseum.org/TOAH/HD/clpg/hd_clpg.htm)
- <http://www.bobross.com/Default.asp>
- <https://youtu.be/eGRBR8Us2tl>

## Suggested Materials

- *Landscape Painting- Taschen*
- *The Art, a visual encyclopedia* by DK

# Fourth Grade: Art Curriculum

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## Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP6. Demonstrate creativity and innovation. (When creating landscapes.)

**Technology.** 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue. (Exploring landscapes or nature and how to compare different pieces.)

**SEL Relationship Skills-** Utilize positive communication and social skills to interact effectively with others. (Sharing and discussing art with peers.)

**Language Arts** SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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# Fourth Grade: Art Curriculum

Unit: Line Hand contours

Time: 9 weeks

Standards:

## Essential Questions

- What types of lines are found in art?
- Does the type of line used in an artwork evoke an emotion.
- Does an artist always use the same line style?
- How can I create a contour using line?
- What are the differences between How Van Gogh, Kandinsky and Da Vinci used line?
- How does Da Vinci show Contour in his sketches?
- How can value add to an artwork using contour lines.

## Enduring Understandings

- I can name some different line styles and identify them in works of Art.
- I can discuss how line makes me feel.
- I can observe that line styles can sometimes become the art style of the artist.
- I can create an artwork using contour lines
- I can add value to a contour drawing to give the illusion that the drawing looks 3D on a 2D surface.

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.

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.

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.

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.

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.

1.1.5.D.2- Compare and contrast works of art in various mediums that use the same art elements and principles of design.

## Benchmark Assessment(s)

- SWBAT observe various line styles in different works of art such as Da Vinci, Van Gogh and Kandinsky. We will compare and contrast line styles of different art styles. Identify how the change of line styles affects the feeling of each piece . Draw your hand on paper and using line follow the contours, repeating your lines multiple times. Add value to enhance the dimension of the drawing. Students will be assessed on their ability to use line in an original piece of art using their hand. Art will be critiqued by the class to discuss how each student used their lines and if the work of art is portrayed as 3Dimensional. (1.1.5.D.2, 1.3.5.D.3, 1.3.5.D.1)

## Other Assessments

- ✓ Participation in class critique.
- ✓ Teacher observation

## Materials

- Pencils
- Colored pencils
- Paper
- Sharpie markers
- Famous works

# Fourth Grade: Art Curriculum

## SUGGESTED ACTIVITIES

- Discuss different line styles. Look at some famous works and identify the lines that are used. Have students note the line styles. Present 4 different famous works. (Van Gogh's *Starry Night*, Piet Mondrian's *Composition with Red, Blue and Yellow*, Paul Klee, *Park near Lucern*, and Frank Stella, *Empress of India*). Students will choose one work to recreate. They must change the line style when they recreate the piece. These will be on display side by side with the originals.
- Look at the art of Zentangles. Discuss the use of simple doodles to create art. Have students draw an animal contour. Fill in the parts of the animal with Zentangle patterns. Discuss line styles used to create these patterns.
- Look at the continuous line paintings of Geoff Slater. Create a piece of art with one continuous line. Color with your choice of media.

## REINFORCEMENT

- Look at other famous works and tell the line styles used by these artists.

## ENRICHMENT

- Look for different line styles in 3-dimensional works of art.

## Suggested Websites

<https://youtu.be/BDePyEFT1gQ>

<http://www.geoffslater.com/>

<https://www.zentangle.com/zentangle-method>

## Suggested Materials

- *The Arts: A Visual Encyclopedia* by DK
- *Starry Night, Vincent Van Gogh*

## Cross-Curricular Connections

21st Century Skills- CRP6. *Demonstrate creativity and innovation*

Technology- 8.1.5.A.1 *Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.*

SEL- *Recognize the skills needed to establish and achieve personal and educational goals*

L/A- SL.3.6 *Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification*

# Fourth Grade: Art Curriculum

**Unit: Folk Art: The Day of the Dead**

**Time: 8 weeks**

**Standards:**

## Essential Questions

- What is the Day of the Day?
- What does the Sugar Skull stand for?
- How is symmetry used in Folk Art?
- What is folk art?
- How does color affect The Day of the Dead artwork?
- How is The Day of the Dead different or similar to some of the holidays celebrated in the United States?
- How can we use color, texture and value together?

## Enduring Understandings

- I understand the meaning of the Day of the Dead.
- I understand that sugar skulls represent the departed.
- I can see that symmetry is used Mexican folk art.
- Folk art of Mexico's Day of the Dead is full of vibrant color which can affect the mood.
- I have an understanding of different cultures and celebrations.
- I can apply elements of art, color texture and value to my own sugar skull drawing.

- 1.1.5.D.2- Compare and contrast works of art in various mediums that use the same art elements and principles of design.
- 1.4.5.B.2- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 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.

## Benchmark Assessment(s)

- SWBAT identify the meaning of a sugar skull as well as have an understanding of the Day of the Dead culture. We will compare Day of the Dead culture to *Disney's Pixar the Art of Coco Chronicle Books* to discuss how The Day of the Dead has provided inspiration to Disney. Students will create a symmetrical skull and add shapes to represent the eyes, nose and mouth of a skull. We will study different details of the Mexican art and how we can apply them to our skull. Students will critique each other's sketches and will be assessed on their shapes and details. We will discuss shading techniques as well as use of color and details. Students will be assessed on their use of value, textures, color and fine details. (1.4.5.B.2, 1.2.5.A.3)

## Other Assessments

- ✓ Critique.
- ✓ Teacher Observation.

## Materials

- Pencil
- Jewels
- sparkles
- Colored Pencil
- Sharpies
- Erasers



# Fourth Grade: Art Curriculum

## SUGGESTED ACTIVITIES

- Using a milk gallon carton, cut out the shape of a skull. Draw a sketch of a skull on top and outline in sharpies. Add details with various colors in sharpie.
- Using tissue paper, transfer color on white paper. Draw a sugar skull into foam. Cover in black printing ink and print over color.

## REINFORCEMENT

- How can you build on the concept of folk art in your own work?

## ENRICHMENT

- Bring in the name of a folk artist with three facts. Compare the artworks to The Day of the Dead folk art.

## Suggested Websites

<https://www.nationalgeographic.com/travel/destinations/north-america/mexico/top-ten-day-of-dead-mexico/>

## Suggested Materials

- I printed out different folk art pieces of Mexico from the Day of the Dead and made a poster to refer to.
- Disney's Pixar the Art of Coco Chronicle Books

## Cross-Curricular Connections

21st Century Skills- CRP6. Demonstrate creativity and innovation

Technology- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

SEL- Recognize the skills needed to establish and achieve personal and educational goals

L/A- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

# Fourth Grade: Art Curriculum

## Unit: Collage

Time: 4 weeks

## Standards:

### Essential Questions

- How do I make my own paper like Eric Carle
- What type of art does Eric Carle do?
- What is a collage?
- How do I apply Value using oil pastel?

### Enduring Understandings

- I can observe the way Eric Carle works and apply it to my own way of making paper collages.
- I have an understanding of how collage is made.
- I can mix oil pastels to create value.

- 1.2.2.A.2- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.4.5.B.2- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 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.
- 1.1.5.D.2- Compare and contrast works of art in various mediums that use the same art elements and principles of design.

### Benchmark Assessment(s)

- SWBAT observe Eric Carle making his own collages out of hand made paper and applying it to illustrate his books. Students will use a big sheet of paper and apply the same technique as Eric Carle. They will be assessed on this technique. When finished, they will tear the paper into strips and paste it on foam board to form a collage. We will discuss how to use value in oil pastel to create eyes and a nose of an animal. We will critique the use of value and apply eyes and noses to our collage. (1.3.5.D.4, 1.1.5.D.4)

### Other Assessments

- ✓ Teacher Observation.
- ✓ Critique.

### Materials

- Paper
- Paint
- Scraping tools
- Foam board
- Oil pastel
- pencil
- Glue

# Fourth Grade: Art Curriculum

## SUGGESTED ACTIVITIES

- Pick a simple image. Recreate it on another piece of paper starting with a sketch and filling it in with magazine clippings to create a collage.
- Pick a partner. Ask them ten questions about themselves. Use the answers to create a collage about that person and present it to the class when you're done.

### REINFORCEMENT

- I will give you a mini book of paper. Fill the mini book in with a story using collage like Eric Carle in your free time..

### ENRICHMENT

- Think of ways you can incorporate collage into your next project.

### Suggested Websites

<https://www.youtube.com/watch?v=vYG1tLt5GCQ>

<http://www.eric-carle.com/bio.html>

### Suggested Materials

- *The Very Hungry Caterpillar* by Eric Carle

### Cross-Curricular Connections

*21st Century Skills- CRP6. Demonstrate creativity and innovation*

*Technology- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.*

*SEL- Recognize the skills needed to establish and achieve personal and educational goals*

*L/A- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification*