

ART

LENGTH OF TIME: 1 year, thirty 55 minute periods

GRADE LEVEL: 4

COURSE STANDARDS:

Students will:

1. Demonstrate the ability to portray objects/people with observance to detail and form; an understanding of the basic art elements and principles. **NVAS2, 9.1.3.A-C.H.J, 9.3**
2. Show an understanding of basic animal proportions and forms as they relate to real life. **NVAS1, 9.1.3.A-C.H.J, 9.2, 9.3.3.A-B**
3. Demonstrate competence in lettering using graphic design. **NVAS1, 9.1.3.A-C.H.J, 9.3.3.B**
4. Draw a portrait showing correct placement and proportion of features. **NVAS1, 9.1.3.A-C.H.J, 9.3.3.A-B**
5. Manipulate paint to demonstrate knowledge of a monochromatic color scheme. **NVAS1, 9.1.3.A-C.H.J, 9.3.3.B**
6. Show an understanding of how artwork can vary from different cultures. **NVAS4, 9.1.3.A-C, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
7. Demonstrate an understanding of perspective showing distance, correct proportions and scale. **NVAS3, 9.3.3.B, NVAS2, 9.1.3.A-C.H.J, 9.2.3.A.C.D.E.J.K**
8. Discover the use of materials such as clay to create a balanced three-dimensional work of art. **NVAS1, 9.1.3.A-C.H.J, 9.2.3.D.E.G**
9. Explore Bucks County art and artists and how to connect with these local resources. **NVAS4, 9.1.3.A-C.H, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
10. Understand how to connect the Language Arts and Visual Arts in a work of art. **NVAS4, 9.1.3.A-C.H, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
11. Respond to and critique their own artwork, plus that of their classmates and other artists from other times and cultures. **NVAS5, 9.3**

RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
 - A. Elements and principles in each Art Form
 - B. Demonstration of Dance, Music, Theatre and Visual Arts
 - C. Vocabulary Within each Art Form
 - H. Safety Issues in the Arts
 - J. Technologies in the Arts
- 9.2 Historical and Cultural Contexts
 - A. Context of Works in the Arts
 - B. Chronology of Works in the Arts
 - C. Styles and Genre in the Arts
 - D. Historical and Cultural Perspectives
 - E. Historical and Cultural Impact on Works in the Arts
 - F. Vocabulary for Historical and Cultural Context

- G. Geographic regions in the arts
 - H. Pennsylvania artists
 - I. Philosophical context of works in the arts
 - J. Historical differences of works in the arts
 - K. Traditions within works in the arts
 - L. Common themes in works in the arts
- 9.3 Critical Response
- A. Critical Processes
 - B. Criteria
 - C. Classifications
 - D. Vocabulary for Criticism
 - E. Types of Analysis
 - F. Comparisons
 - G. Critics in the Arts
- 9.4 Aesthetic Response
- B. Aesthetic Interpretation
 - C. Environmental Influences
 - D. Artistic Choices

NATIONAL VISUAL ARTS STANDARDS

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Draw objects demonstrating creative use of detail and record how the basic art elements have been used in them. (Course Standard 1)
2. Create an animal drawing that entails the correct proportions, details and elements and principles of design. (Course Standard 2)
3. Produce an artwork using lettering and graphic design that contains a balanced layout. (Course Standard 3)
4. Create a portrait that portrays the person by use of symbols and realistic rendering of features. (Course Standard 4)
5. Create a monochromatic painting using only tints and shades of one color. (Course Standard 5)
6. Using a variety of media, create artworks which demonstrate an understanding of the forms of art expression used by other cultures. (Course Standard 6)
7. Create a one point perspective landscape/cityscape using correct directional lines, vanishing points, and an eye level. (Course Standard 7)

8. Experimenting with and showing skill in handling craft materials traditionally used in the home (such as fibers, clay and the like). (Course Standard 8)
9. Show a relationship between student artwork and that of a Bucks County artist. Create a work of art that reflects the landscape of Bucks County using the elements and principles of design. (Course Standard 9)
10. Demonstrate how to use Language Arts with a work of art. (Course Standard 10)
11. Complete questionnaires which record self-evaluations and personal responses to works of others. Discuss artwork of self and other students and artists. (Course Standard 11)

DESCRIPTION OF COURSE:

Students will study animal forms and proportions. They will also learn how their community is connected through the visual arts. The students will connect with local Bucks County Artists, past or present. Students will study our local landscape and create an artwork which reflects their interpretation of that landscape.

This course will also introduce architecture forms and how to create those forms using recycled materials. The students will create a landscape using one point perspective. Students will interpret a building from the 2 dimensional landscape drawing into a 3 dimensional sculpture as stated above.

This course will include techniques and procedures using clay. Students will also discover how to incorporate language arts into their visual artwork. Students will be introduced to a new media, including graphic design on computers. Students will use computer software to creatively communicate their name or a message/advertisement.

Problem-solving skills will be used when students create a monochromatic painting. The portraits (“self portraits” or “biographical portraits”) will represent the subject with realistic rendering of features and use of symbolism. Students will learn how to interpret a gesture using quick sketch methods. Using these sketches the students will create a sculpture to interpret a chosen gesture.

TITLES OF UNITS:

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| 1. Classroom procedure, drawing review | 1 period |
| 2. Animal Study | 4 periods |
| 3. Bucks County Landscape | 6 periods |
| 4. One Point Perspective/ Architecture | 5 periods |
| 5. Portraits/ Gesture Drawing/Figure Sculptures | 6 periods |
| 6. Clay Sculpture | 2 periods |
| 7. Computer Graphics | 4 periods |
| 8. Language Arts Connection | 2 periods |

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Student experimentation - individually and in groups
2. Teacher demonstration and information
3. Peer instruction

4. Videos and filmstrips to stimulate ideas and/or explain techniques
5. Individual research

MATERIALS:

1. Books, reproductions, films, videos and worksheets, reproductions
2. Paper, pencils, erasers, markers, brushes, tempera paints, poster board, watercolor paints and crayons
3. Clay, glazes, glue, masking tape, yarn, fabric, and inks

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Cooperative groups
2. Peer helpers
3. Extra teacher assistance as needed
4. Reworking of an alternative task and/or extra credit
5. Use of print and electronic media
6. Use of computer software and the Internet
7. Use of audio and videotapes to augment lessons

PORTFOLIO DEVELOPMENT:

Periodically throughout the year, classroom teachers will be notified that artwork should be kept to be considered for addition to the student's portfolio. At the end of the year, each child will select at least one piece of artwork to be included in the district art show.

METHODS OF EVALUATION:

1. Project rubric
2. Self-evaluation of student's own work, written and/or oral.
3. Peer evaluation, small groups or whole class.
4. Teacher evaluation of student work.

INTEGRATED ACTIVITIES:

1. Concepts
 - Understand elements and principles of design such as:
 - color (monochromatic; tint, shade)
 - line (straight, curved, angle; cross-hatch, arabesque)
 - shape (geometric, abstract)
 - form (3-dimensional)
 - space (negative space as part of a design)
 - texture (stipple, cross-hatch, obstacle line)
 - value (light and dark)
 - Understand media and process, such as
 - methods and materials for drawing
 - methods and materials for painting
 - Make connections among recurring motifs in art history
 - Place various art forms and artists in an art historical context
 - Appreciate each individual's place in a diverse world

2. Communication
 - Exchange information about works of art
 - Produce artwork for a variety of purposes (story-telling, personal narrative, poetics, response to nature, aesthetic pleasure)
 - Describe meaning of work of art (one's own or others)
3. Thinking/Problem Solving
 - Analyze and make critical judgments about artwork
 - Evaluate and respond critically to works of art
 - Solve problems using appropriate tools, materials, technology, etc.
 - Show relationships between culture, historical period, and artwork produced during that time
4. Application of Knowledge
 - Use and master a variety of materials, tools, and art processes
 - Student artwork exhibits learned skills
 - Artwork will display the historical and multi-cultural content of the units studied
5. Interpersonal Skills
 - Work cooperatively
 - Solve problems in groups
 - Students help other student (peer tutoring)
 - Communicate appropriately with teachers and others