

4th Grade –1st Nine Weeks

List the Content I want to introduce during this quarter. Big Ideas				
<u>Content</u>				
Line	Shape	Color	Pattern	Creativity/Inquiry
<p>Contour Line Gesture Drawing Observation Drawing</p>	<p>Shape (Understanding shapes through observation)</p>	<p>Color schemes Tertiary Color</p>	<p>Types of patterns</p>	<p>Use of imagination and student voice</p> <p>Peer & Teacher review</p> <p>Self-Assessment</p> <p>Teacher observation</p> <p>Specific/Verbal feedback</p>

List of Standards corresponding to learning Targets: standards listed apply to big ideas for this nine weeks		Standards
<p>VA.4.C.1.1 - Integrate ideas during the art-making process to convey meaning in personal works of art.</p> <p>VA.4.C.1.2 - Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.</p> <p>VA.4.S.1.4– Use accurate art vocabulary to discuss works of art and the creative process.</p> <p>VA.4.S.2.1– Organize the structural elements of art to achieve an artistic objective.</p> <p>VA.4.S.3.4 - Discuss the importance of copyright law in regard to the creation and production of art.</p> <p>VA.4.O.1.1 – Use the structural elements of art and organizational principles of design to understand the art-making process.</p> <p>VA.4.H.1.1– Identify historical and cultural influences that have inspired artists to produce works of art.</p> <p>VA.4.H.1.2 – Identify suitable behavior for various art venues and events.</p> <p>VA.4.F.1.1 - Combine art media with innovative ideas and techniques to create two-and/or three-dimensional works of art.</p>		
<p>MACC.K12.MP.5.1: Use appropriate tools strategically.</p> <p>MACC.K12.MP.6.1: Attend to precision.</p> <p>LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>		

List what we want to accomplish at this level of development (Goals)

Learning Targets

<p>Recognize contour and gesture lines in artworks and understand how and why they are used to represent objects from life?</p>	<p>Demonstrate understanding of how shapes are used in a variety of artworks and how they can be combined to get proportions correct in artworks. (especially with figures of animals & humans).</p>	<p>Know what Tertiary/Intermediate Colors are. Identify the six sets of tertiary colors.</p>	<p>Describe how pattern can be used in an artwork to create Balance and Rhythm.</p>	<p>Using an artist's eye, students will consider different points of view, and experiment with various ways of organizing the Elements of Art and Principles of Design in their work.</p>
<p>Practice gesture and contour drawing from observation to create accurate renderings of objects.</p>	<p>Demonstrate how free-form shapes can be used to create artwork in a surrealistic style.</p>	<p>Mix Tertiary/ Intermediate colors with paint? Experiment using these colors to create shapes and patterns.</p>	<p>Design a motif and use it to create a design.</p>	<p>During assignments, confirm acquisition of knowledge and skills through inquiry, demonstration of knowledge and explanation of reasoning.</p>
<p>Create personal artwork using gesture drawing.</p>	<p>Create a personal artwork using shapes to create balance in the composition.</p>	<p>Create a personal artwork using Tertiary/Intermediate colors</p>	<p>Listen to a piece of classical music while drawing or painting as an interpretation of the rhythms you hear.</p>	<p>Students will be able to describe and/or demonstrate how to consider different points of view and experiment with the Elements and Principles of art in their work.</p>



Students will be able to... (will correspond to LTs)

Success Criteria

<p>Students will be able to describe and/or demonstrate the difference between Contour and Gestural Lines and how they help to accurately represent real life objects.</p>	<p>Using visual references, use shapes to create the preliminary drawing/sketches of an animal in order to get the proportions of the body correct. Finish the animal with contour line and value (color or graphite).</p>	<p>Know and explain what Tertiary/Intermediate Colors are and be able to identify Tertiary /Intermediate color schemes in artworks.</p>	<p>Design a motif and use it to create a rhythmic pattern as a unique background in an interior landscape (inside room).</p>	<p>Students will be able to describe and/or demonstrate how to consider different points of view and experiment with the Elements and Principles of art in their work.</p>
<p>Practice drawing several gestural drawings (1-2 min. ea.) from observation. Choose one and refine the drawing to be more realistic/accurate, then add value.</p>	<p>Create an original artwork using free form shapes to create a surrealistic composition of an imaginary world. Write a reflection of the work explaining the decision making process and the inspiration for the subject matter.</p>	<p>Create a personal artwork with paint, using only values of one set of Tertiary/Intermediate colors.</p>	<p>Create a personal Pop Art design; use the design to create a pattern in the style of Andy Warhol.</p> <p>Research Pop Art and a Pop Art artist such as Andy Worhol, write a paragraph describing how your Pop Art design compares or was inspired by Andy Warhol or another Pop Art artist.</p>	<p>Students are able to demonstrate their creativity and use their own artistic voice to accomplish the visual task.</p> <p>Students are able to write an artist statement/present their work describing the decision-making process while using the lesson vocabulary correctly.</p>
<p>Use contour drawing to create an accurate still life from observation; use the drawing to create a finished composition.</p>	<p>Create a collage of various shapes that demonstrates asymmetrical balance.</p>	<p>Using the painting with Tertiary/Intermediate colors, write a reflection describing the decision-making process to create the artwork, use lesson vocabulary correctly. Comment on another student's work using lesson appropriate vocabulary.</p>	<p>Listen to a piece of classical music while drawing or painting as an interpretation of the rhythms you hear. Write about the experience, how the music made you feel and how you used that in your artwork.</p>	<p>Students are able to critique their work and the work of others using the art lesson rubric and vocabulary correctly.</p>

Contour Line Gesture Drawing Observation Drawing Movement Organic/Free-Form Lines Geometric Lines	Free-Form/Organic Shape Geometric Shape Balance Asymmetrical	Color Wheel Warm & Cool Primary Secondary Tertiary/ Intermediate Complementary/ Contrast Value Mood	Pattern Repetition Movement Balance Rhythm	
	Sketching Surrealism	Blending	Pop Art	

Resources

				
		You can save and enlarge the image.	Click here for directions.	