

4th Grade – 2nd Nine Weeks

<i>Big Ideas</i>		<u>Content</u>		
Value	Space	Texture	Skills	Creativity/Inquiry
Color Value Tints & Shades	Perspective	Visual and Tactile Texture	Painting Printing Drawing from Observation	Use of imagination and student voice Peer & Teacher review Self-Assessment Teacher observation Specific/Verbal feedback

*List of Standards corresponding to learning
Targets: standards listed apply to big ideas for
this nine weeks*

Standards

- VA.4.C.3.1 – Use accurate art vocabulary when analyzing works of art.
- VA.4.S.1.4 – Use accurate art vocabulary to discuss works of art and the creative process.
- VA.4.S.3.4 - Discuss the importance of copyright law in regard to the creation and production of art.
- VA.4.O.2.1 – Use a variety of resources and art skills to overcome visual challenges in personal artworks.
- VA.4.H.2.2 – Identify differences between artworks and utilitarian objects.
- VA.4.F.2.1 – Discuss how artists and designers have made an impact on the community.
- VA.4.F.2.2 – Identify the work of local artists to become familiar with art-making careers.

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

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.

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

Learning Targets

<p>Identify value in artworks and describe some of the uses of value in art.</p> <p>Use value appropriately in a personal work of art.</p>	<p>Describe perspective and recognize it in artwork and the environment.</p> <p>Use various sizes of objects/shapes to create a sense of perspective.</p>	<p>Describe the difference between visual and tactile texture; give examples of how each can be used in art.</p>	<p>Practice printing techniques.</p>	<p>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>Understand how to make tints and shades; use them in personal works of art.</p>	<p>Create an artwork that uses perspective to make things appear farther away.</p>	<p>Create a personal work of art using visual texture.</p>	<p>Draw organic items from observation.</p>	<p>During assignment, confirm acquisition of knowledge and skills.</p>
<p>Use various values effectively to create three dimensional effects in an artwork.</p>	<p>Create artwork using 2 point perspective .</p>	<p>Understand and practice using various methods to create both visual and tactile texture in personal works of art.</p>	<p>Practice painting techniques to improve skills.</p>	<p>Students are able to demonstrate their creativity and use their own artistic voice to accomplish the visual task.</p>

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

Success Criteria

<p>Use value to create three dimensional shapes drawn from observation (i.e. balls, fruit, bottles, etc.)</p> <p>Explain how value was used to indicate the form and light source in the artwork.</p>	<p>Students will be able to describe and/or show how point of view affects the appearance of space in their artwork. (i.e. up, down, close and far away)</p>	<p>Use visual texture to describe a shape or make it more realistic (i.e. animal fur, snake or elephant skin or pavement in a cityscape)</p>	<p>Practice using different objects to create "stamp" prints.</p>	<p>Students are able to critique their work and the work of others using the art lesson vocabulary correctly.</p>
<p>Experiment mixing tints and shades with paint using black and white.</p> <p>Practice painting squares and rectangles using these values to create realistic looking boxes. (this could be done in a full landscape with houses)</p>	<p>Use various sizes of objects/shapes to create a sense of perspective. in a landscape with foreground, middle ground and background. or from above and below.</p>	<p>Experiment with different techniques and materials to make texture in your artwork.</p> <p>Use tactile and visual texture to create interest in a motif design.</p>	<p>Draw a stem from a plan from observation, describing as much detail as you can.</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 dark and light values to create a sense of space in an artwork.</p>	<p>Use 2 point perspective in a personal work of art and then explain how you used perspective to create space in your artwork.</p>	<p>Use texture to create a background in a personal work of art. (rubbing, etc.)</p>	<p>Practice using various brushes, loading and pulling the paint so that it is smooth and even.</p>	<p>Teacher Review (verbal feedback/ visual observation)</p>

Vocabulary for 2nd Nine Weeks

Vocabulary

Value Tint/Shade Highlight/Shadow Contrast	Space Positive/Negative 2-D/3-D Form Depth/Dimension Perspective Foreground Middle-ground Background Point of View	Texture Visual/Tactile		Critique (peer review) Presentation/ Artist Statement (self- assessment)
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