

KPBSD ELEMENTARY VISUAL ARTS CURRICULUM

4th Grade at a Glance

Stretch, Explore, and Envision Objectives

Students will strive to be able to:

- Brainstorm multiple approaches to a creative art or design problem.
- Collaboratively set goals and create artwork that is meaningful and has purpose to the maker.
- Explore and invent art-making techniques and approaches.
- When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- Document, describe, and represent regional constructed environments.

Engage and Persist to Develop Craft Objectives

Students will strive to be able to:

- Revise artwork in progress on the basis of insights gained through peer discussion.
- Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
- Analyze the various considerations for presenting and protecting art in various locations, indoor and outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- Compare and contrast purposes of art museums, art galleries, and other venues as well as the type of personal experiences they provide.

Observe and Reflect Objectives

Students will strive to be able to:

- Compare responses to a work of art before and after working in similar media.
- Analyze components in visual imagery that convey messages.
- Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- Apply one set of criteria to evaluate more than one work of art.

Understand Art World & Express Ideas Objectives

Students will strive to be able to:

- Create works of art that reflect community cultural traditions.
- Through observation, infer information about time, place, and culture in which a work of art was created.

Content Topic/Correlated Art Lesson	Standards Correlation	Art Elements
Social Studies: Centennial Bridge	AK Cultural Standards: GY.A.5 Evaluate the importance of the locations of human and physical features in interpreting geographic patterns. H.A.6 Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the idea and attitudes of a specific time and know how the cultural elements influence human interaction.	Line Color Value Space/Perspective Texture Shape/Form

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<p>Science</p> <p>Rachel Carson Silent Spring</p> <p>Ocean Life Diorama</p>	<p>4.LS1.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <hr/> <p>4.ESS2.1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>	<p>Line, Shape/Form Form Texture Color Space Perspective Value</p>
<p>Mathematics</p> <p>Expressionist Environments</p>	<p>4.G.2 Classify two-dimensional plane figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>4.G.3 Recognize a line of symmetry for a two-dimensional (plane) figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetry figures and draw lines of symmetry.</p>	<p>Line Shape/Form Color Texture Space/Perspective</p>
<p style="text-align: center;">Technical Skills</p> <ul style="list-style-type: none"> • Holding and working with scissors • Holding and working with paint brushes of various types • Working with a variety of paint mediums • Choosing the correct type of brush for various painting mediums • Working with a color wheel and identifying the basic color families of primary, secondary, warm, cool, and neutral • Working with both wet glue and glue sticks appropriately • Working with various drawing mediums • Working with various drawing and measuring tools including straight edged rulers and compasses • Caring for tools and materials properly • Working with tools safely • Folding, cutting, tearing, and manipulating a variety of paper materials • Safely working with cutting, bending, fastening, and shaping tools <p>By the end of fourth grade students should be able to demonstrate competency in these basic technical skills.</p>		

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Recommended Art Experiences for Anchor Standards 1-6

Drawing

- Explore contour and gesture drawing using a wide variety of tools
- Create a five step value scale then extend that knowledge into a drawing of forms that show shading and value
- Combine simple shapes to create more complex forms and adding pattern and texture
- Draw from stories, imagination, nature, memory, and observation
- Draw pictures that show perspective and depth

Painting

- Use a variety of painting mediums to create still lifes, landscapes, and portraits
- Explore a variety of water color techniques
- Continue to explore the process of color mixing to show value and mood in paintings
- Paint the same subject matter using several different color families

Printmaking

- Make a series of prints using an incised foam block
- Make a collagraph relief print by using cardboard to create the raised surface
- Create a three color stencil print with a repeating pattern

Sculpture

- Practice working with clay to create slab, coil, and pinched constructions
- Use wire and objects to create a 3-dimensional sculpture
- Bend, fold, cut, and twist paper in to 3-dimensional forms

Mixed media

- Create works of art by combining two or more materials
- Explore radial and bilateral design concepts using a variety of collage materials
- Explore fiber arts through sewing with yarn on burlap