

Phelps County R-3

ART

4th Grade

Board Adopted ,

Subject	Grade	Strand	Big Idea
Art			Rationale, Course Description, Most Important Learner Outcomes, and Evaluation
Art	4	Elements and Principles	Use the elements of art
Art	4	Elements and Principles	Use the principles of design
Art	4	Elements and Principles	Recognize and use the various properties of color
Art	4	Elements and Principles	Use the principles of design
Art	4	Elements and Principles	Use the principles of design

RATIONALE

Elementary art is a course of study for kindergarten through sixth grade. Art skills, expression, discovery, appreciation and creativity, will be taught for the artistic growth of each child in the art classroom. An emphasis on creativity will be encouraged. It is important for children to learn that imagination, originality, and resourcefulness are higher forms of human thought.

COURSE DESCRIPTION

The course of study in elementary art provides students with an opportunity to experiment with a variety of artistic materials. The process develops artistic skills related to the understanding and appreciation of a variety of artistic styles. An important function of the course is to encourage creativity and independent thinking. The fourth grade art course introduces students to basic elements of art including the elements of art, color, and design, and beginning to develop an understanding of art appreciation.

MOST IMPORTANT LEARNER OUTCOMES

Students will be able to

1. Use the elements of art
2. Recognize and use the various properties of color
3. Use the principles of design
4. Develop an understanding of art appreciation

EVALUATION

The student is evaluated in the areas of participation in art activities, and the development of skills and concepts, following directions, creativity, and craftsmanship.

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 4 th
Unit: Use the elements of art	Duration: Ongoing
Show-Me Standards Content: FA1; FA2; FA3	
Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations: PP3B4; EP1A4; AP2A4	
Benchmarks: Identify and use the element of line	Performance Indicators(Local Objective): 1. Identify 2. Use
Activities and Assessments: * Create a print advertisement * Design a cereal box * Design a poster * Design a pennant * Use outlines * Create an example of graphic art <i>Assessments-</i> Informal assessment using teacher observations Group/individual oral assessment of the essential question Group critique	
Resources: Art examples to view “The Elm Tree (Summer)” –Sylvia Plimack Mangold “Children at Play” – Jacob Lawrence “Bareback Riders” – Wm Brown “My Little White Kittens into Mischief” – Currier and Ives “Japanese Bridge over a Pool of Water Lilies” – Claude Monet	

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Subject: Art	Class Name: 4 th
Unit: Use the elements of art	Duration: Ongoing
Show-Me Standards Content: FA1; FA2:FA3	
Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations: PP2A4;EP1B4; EP1C4; AP2A4	
Benchmarks: Use the element of shape	Performance Indicators(Local Objective): 1. Use
Activities and Assessments: * Study works of Wayne Thiebaud, create painting of pastries emphasizing use of shape * Create a still life drawing from observation Four block repeat print Assessments- Informal assessment using teacher observations Group/individual oral assessment of the essential questions Group critique	
Resources: Art examples to view “Caged Pie” – Wayne Thiebaud “Design made at Airlie Gardens” – Minnie Evans “Riverbank” – Elizabeth Murray “School’s Out, School’s Out” “Jitterbugs (11) – William H. Johnson	

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 4 th
Unit: Recognize and use the various properties of color	Duration: Ongoing
Show-Me Standards Content: FA1; FA2: FA3 Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations: PP1A4;PP1B4;EP1E4; EP1F4; EP2C4; AP2A4	
Benchmarks: Use the element of value	Performance Indicators(Local Objective): 1. Use
Activities and Assessments: * Use paint to mix value scale * Use value in a composition to create the illusion of depth * Blend oil pastels to show tint and shade Assessments- Informal assessment using teacher observations Group/individual oral assessment of the essential questions Rubric/checklist for completion and understanding	
Resources: Art examples to view “Display Rows” – Wayne Thiebaud “Night Raid” – Minerva Teichert “Lighted City” – Wayne Thiebau “Aspens, Northern New Mexico” – Ansel Adams “Kneeling Child on Yellow Background	

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 4 th
Unit: Use the elements of art	Duration: Ongoing
Show-Me Standards Content: FA2; FA3	
Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations:	
Benchmarks: Identify and use the elements of space	Performance Indicators(Local Objective): 1. Identify 2. Use
Activities and Assessments:	
<ul style="list-style-type: none"> * Create relief sculpture * Create cut paper to show use of positive and negative space * Create composition to show mid-ground, foreground and background * Create a still life from observation * Tie dye * Op art * Paper plate weave * Snowflake resist * Draw or paint a picture that shows a center of interest focal point 	
<p>Assessments-</p> <p>Informal assessment using teacher observations</p> <p>Group/individual oral assessment of the essential questions</p> <p>Rubric/checklist for completion and understanding</p> <p>Group critique</p>	
Resources:	
<p>Art examples to view</p> <p>Radial Balance</p> <p>“Lovebird Token” – William Johnson</p> <p>“Sunburst” – John Scholl Focal Point</p> <p>“The Meeting of David and Abigail” – Peter Paul Rubens</p> <p>“The Visitation” – Rembrandt van Rijn</p>	

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 4 th
Unit: Use the principles of design	Duration: Ongoing
Show-Me Standards Content: FA1; FA2	
Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations: PP2A4; EP1C4	
Benchmarks: Identify and use the element of form	Performance Indicators(Local Objective): 1. Identify 2. Use
Activities and Assessments: * Use clay to create a sculpture * Use paper to create 3-D form Assessments- Informal assessment using teacher observations Group/individual oral assessment of the essential questions Rubric/checklist for completion and understanding	
Resources: Art examples to view: “Pieta” – Michelangelo “Oval with Points” – Henry Moore “Reclining Figure with Guitar” – Jacques Lipchitz “Woman” – Teodora Blan	