

Effective Date: 2011

Hamburg Area School District

Name of Course: Fourth Grade Art
Department: Visual Art

Grade Level: Fourth Grade
Instructional Time: 27 Hours
Length of Course : All Year
Periods Per Cycle: 1
Length of Period: 45 Minutes

Texts and Resources:

Teacher-generated Materials
Reproductions of Art
Electronic Media: <ul style="list-style-type: none">• Videos, DVDs and CDs• Promethean Board• PowerPoints & Flip Charts• Computer/Internet
Books about Art and Artists
Examples of Student Art

Assessments:

Formative Assessments: <ul style="list-style-type: none">• Teacher Observation• Class Discussions• Questioning/Interviews• Group & Individual Critiques• Rubrics
Summative Assessments: <ul style="list-style-type: none">• Rubrics• Teacher Observation

**Hamburg Area School District
Course Plan
Visual Art**

Course Name: 4th Grade Art

Unit: Basic Skills (Integrated into all lessons & levels of the visual art curriculum)

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>What are the rules and procedures for the art room?</p> <p>How does attitude affect student performance in art?</p> <p>In what ways does work ethic affect success in the visual arts?</p> <p>How are specific tools and materials properly used and cared for?</p>	<p>Follow school/classroom guidelines for positive peer interaction, demonstrating respect for others and their art.</p> <p>Understand the importance of a positive attitude in their relationships with others.</p> <p>Work cooperatively with others to complete tasks, including, but not limited to the production of art work and the care of the materials and tools used.</p> <p>Work with art tools and materials safely. Demonstrate the correct use of basic tools, such as paintbrushes, pencils, and erasers. Participate in care and storage of student work.</p>	<p>13.2.5.E</p> <p>13.3.5.A</p> <p>13.3.5.B</p> <p>9.1.5.H</p>
<p>Why is art unique to every artist?</p>	<p>Demonstrate, verbally and through art production, the understanding that multiple “correct” solutions exist to problems in the visual arts.</p>	<p>9.3.5.F</p>
<p>In what ways can students demonstrate self-expression?</p>	<p>Respond in uniquely personal ways to statements about art and/or assigned work.</p>	<p>9.3.3.D 9.1.3.E</p>
<p>How and why is communication about art as important as the making of art?</p>	<p>Use the correct vocabulary when discussing their own and others’ art work.</p>	<p>9.1.3.C</p>

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Course Plan
Visual Art**

Course Name: 4th Grade Art

Unit: Basic Skills (Integrated into all lessons & levels of the visual art curriculum)

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What's the proper way to use age-appropriate art media and technology in the production of art work? Which tools – and what skills – are necessary to create a specific work or art?	Handle/use basic art media and traditional technologies correctly for the successful production of art work. Demonstrate increased awareness of the need for refined and specific skills when using traditional and contemporary technologies to create art work.	9.1.3.J 13.2.3. E.

**Hamburg Area School District
Course Plan
Visual Art**

Course Name: 4th Grade Art

Unit: Elements & Principles of Art (Introduced, then reviewed & integrated into subsequent lessons)

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>What are elements & principles of art? How can we use elements and principles in art?</p>	<p>Identify and use a variety of lines to create art. Identify and use shape to create art. Identify and use space to create art. Identify and use colors to create art. Identify and use visual and real texture to create art. Identify and use contrast to create art. Identify and use repetition to create art. Identify and use balance to create art. Identify and use emphasis /focal point to create art. Identify and use unity/harmony to create art. Identify and use movement/rhythm to create art. Identify and use proportion/scale to create art.</p>	<p>9.1.3.A.</p>
<p>How do we use the elements and principles of art in the production and discussion of our art work?</p>	<p>Know and use line, shape, space, color, and texture , and contrast , repetition, balance, emphasis/focal point, unity/harmony, movement/rhythm and proportion/scale to create original works in age-appropriate art forms: drawing, painting, and simple crafts.</p> <p>Recognize that the elements and principles can be used to talk about art as well as produce art.</p>	<p>9.3.3.E</p>
<p>How do other artists use the elements and principles of art in their work?</p>	<p>Verbally demonstrate knowledge of line, shape, space, color and texture, and contrast, repetition , balance , emphasis/focal point , unity/harmony movement/rhythm and proportion/scale through group discussions about student's own and others' works of art.</p>	<p>9.1.3.B</p>

**Hamburg Area School District
Course Plan
Visual Art**

Course Name: 4th Grade Art

Unit: Production & Exhibition of Student Work

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>What is an art show? Where can we go to see art displayed?</p> <p>What is an original work of art? What is a reproduction?</p>	<p>Recognize that student-created art products, as well as the works of other artists, are displayed in a number of different venues, from museums, to galleries, to school & community arts events.</p> <p>Recognize the difference between artist-produced works and works reproduced in books, prints, and digital media.</p>	<p>9.1.3.I</p> <p>9.4.3.C</p>
<p>How can we express ourselves through art?</p>	<p>Define objects, express emotions, illustrate actions, and relate experiences in numerous pieces of original art.</p>	<p>9.1.3.E</p>
<p>What are the materials and tools we use to express ourselves through the production of art?</p> <p>How have advances and discoveries in science and technology impacted the materials & tools used to make art?</p>	<p>Recognize and correctly use age-appropriate media and tools used to create drawings, paintings, prints and other forms of art.</p> <p>Understand that art media and tools have changed over time due to the availability of new and improved materials used for non-art purposes .</p>	<p>9.1.3.J</p>
<p>How is art categorized by subject matter and style?</p>	<p>Recognize and use both figurative and non-figurative subject matter in their art.</p> <p>Recognize and use specific styles and techniques to create unique works of art.</p>	<p>9.1.3.C</p> <p>9.4.3.D</p>

**Hamburg Area School District
Course Plan
Visual Art**

**Course Name: 4th Grade Art
Unit: Arts & Artists**

Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Who is an artist? What do artists do?	Recognize that artists visually communicate stories, ideas, and/or feelings through various forms of art (drawing, painting, etc.). Recognize the contributions of Pennsylvania artists to the visual arts.	9.4.3.D 9.2.3.H
How are works of art alike and/or different?	Identify different themes, forms, techniques and styles in displayed works of art. Recognize that works of art are created with a wide variety of materials. Compare and contrast two or more art works according to their visual characteristics.	9.2.3.L 9.3.3.C 9.3.3.F
How do we identify works by specific artists?	Recognize and demonstrate an understanding of artistic style.	9.1.3.F
How is art a part of every culture? What causes the work of some artists to be different from the cultural tradition?	Demonstrate knowledge of art that represents specific cultures, time periods and places. Understand that artists create works based on both culture and their life experiences.	9.2.3.A 9.2.3.G 9.2.3.E
How does art impact our culture?	Recognize and demonstrate an understanding of the influence that arts and artists have on everyday life.	9.1.3.K 9.2.3.A

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**Course Name: 4th Grade Art
Unit: Communicating About Art**

Time Line: Year Long

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Why do I like or dislike a specific work of art?	Express supported opinions about works of art created and/or displayed in class. (I like this work of art because...)	9.4.3.B 9.3.3.G
How can we have a discussion about a work of art? What are the similarities and differences in works of art?	Begins to engage in meaningful dialog using descriptive and analytical vocabulary about visual qualities and meaning in art work Recognize basic design principles, subject matter & themes and cultural diversity when comparing and contrasting works of art.	9.3.3.B 9.3.3.C 9.3.3.D 9.3.3.F
What is a formal critique?	Use a rubric to evaluate and critique art work based on the elements and principles of design.	9.3.3.A 9.3.3.E