Hazelwood School District
High Expectations For All!

Elementary Visual Art
Grade 4

Curriculum Committee Members
Nellie Leichliter, Grannemann Elementary
Matt McClellan, Special Areas Curriculum Coordinator

Reviewed by Elementary Art Teachers on December 6, 2016
Reviewed by Curriculum Advisory Committee on December 14, 2016
Approved by the HSD Board of Education on June 20, 2017

TABLE OF CONTENTS

Elementary Visual Art

Grade 4

Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Elementary Visual Art

The Elementary Art (K-5) Curriculum is aligned with the Visual Arts Grade Level Expectations (GLE's) published by the Missouri Department of Elementary and Secondary Education (DESE), and the National Core Arts Standards, where applicable. The standards provide minimum benchmarks, indicating what students should be able to know and do upon completion of each unit.

At each grade level, students should be able to demonstrate the GLEs from previous years, as well as those specified for the current grade. Emphasis is placed on skill refinement and increasing control of each media. Students are expected to grow in their ability to select art materials which are best suited for creatively communicating their ideas. Curriculum activities will expose students to drawing, painting, collage materials, printmaking, fibers, clay, creating three-dimensional media, and art appreciation. Exposure to the works of famous artists and the arts and crafts of artisans from many cultures plays an integral role in curriculum design.

The assessments are required; the activity guides are intended to be open ended, allowing each art teacher to implement the standards in her/his own way. The suggested activities and projects are not intended to represent the only possible outcomes but rather a model from which teachers can explore and implement additional resources that will meet individual student needs.

COURSE TITLE: Elementary Visual Art

GRADE LEVEL: 4th Grade

CONTENT AREA: Visual Art

Course Description:

In 4th grade art, students continue to build process, product, critical and creative skills in art product and performances, elements and principles of art, aesthetics, art criticism, art history and culture. Within these areas: VALUE, PORTRAITURE, ABSTRACT VS. REALISTIC, and ARTISTS OF MISSOURI are emphasized. When possible, digital media in the areas of research or production can/should be utilized.

Course Rationale:

Creation and problem-solving is at the heart of the visual arts curriculum. Students learn to work with various tools, processes, and media. They learn to make choices that enhance the communication of their ideas. Students learn to make critical judgements as they develop aesthetic perceptions by interacting with works of art and becoming knowledgeable about history and world culture.

Course Scope and Sequence		
Unit 1: Two-Dimensional Art **1A Pencil Portraits (3 sessions)** **1B Painting and Value (6 sessions)** **1C Free-Form Drawing (5 sessions)**		Unit 2: Three-Dimensional Art **2A Abstract Portrait Clay Relief (6 sessions)** **2B Paper Mask (3 sessions)** **2C Fibers (4 sessions)**
Unit 3: Artistic Perceptions **3A Art Criticism: What IS Art? (2 sessions)** **3B Analyze and Evaluate Art (2 sessions)**	Unit 4: Interdisciplinary Connections and Themes **4A Art Comes Alive! (Art, Theater and Missouri's Great Artists): (6 sessions)**	Unit 5: Historical and Cultural Contexts **5A Art in Time and Place (3 sessions)**

Unit Objectives:

Unit 1:
1. Create light, medium, and dark values using pencil
2. Identify and demonstrate a value scale
3. Portrait : Create facial features in correct proportion
4. Identify realistic facial proportions
5. Using tempera paints, add color to white to create a tint
6. Using tempera paints, add black to a color create a shade
7. Identify and use tints and shades
8. Apply water-color paint to wet areas to blend color (wet-on-wet technique)
9. Landscape: Create an original sea-scape
10. Identify and use placement and change in detail to create illusion of space
11. Still Life: Exaggerate, distort, or simplify observed objects to create an abstract still life
12. Identify and use outlines
13. Identify and use organic (free-form) shapes
14. Identify and use positive and negative space
15. Identify and create center of interest (focal point)
16. Identify and use value contrast

Unit 2:
1. Build or layer materials to create a relief
2. Identify and demonstrate relief sculpture
3. Modeling with clay or a similar material: Make organic forms
4. Identify and use organic form
5. Portrait: Exaggerate, distort, or simplify features to create an abstract portrait
6. Apply a variety of paper folding techniques
7. Create a fiber weaving using a simple loom (e.g., card-board, straws, paper plate)
8. Identify and use radial balance

Unit 3:
1. Students will discuss and develop answers to questions about art, such as: What is art and what is beauty?
2. Students will describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions

Unit 4:
1. Explain how a play or skit could be inspired by a work of art (e.g., painting or statue)
2. Explain how George Caleb Bingham and Thomas Hart Benton reflected life in Missouri
3. Create an example of graphic art (e.g., poster, illustration, advertisement, greeting card)
4. Create an original artwork that communicates ideas about the following themes: • Missouri • The Environment • Time (e.g., past, present, future)

Unit 5:
1. Identify works of art from:
• United States (Realistic: Missouri, Westward Expansion)
• Europe (Abstract)
2. Compare and contrast two artworks on:
● Subject matter

- Media
- Use value and space
- Theme
- Purpose of art in culture
- Place

Essential Terminology/Vocabulary

Unit 1: portrait, proportion, value, tint, shade, seascape, landscape, space (in art), watercolor, tempera, abstract, non-objective, outlines, organic (free-form) shapes, positive and negative space, center of interest (focal point), value contrast

Unit 2: relief sculpture, organic form, abstract portrait, score and slip, kiln, sculpture, relief sculpture, organic shape, organic form, fiber, weaving, loom, warp, weft, radial balance

Unit 3: art criticism, opinion, criteria, subjective/objective, organic forms, tints and shades, values, complex patterns, proportions

Unit 4: Thomas Hart Benton, Regionalism, George Caleb Bingham, Drama, Visual Art, Performing Art, Graphic Art, Graphic Artist

Unit 5: media, historical, culture, theme, Europe, Westward Expansion, Regionalism, line, color, shape, texture, subject matter

Approved Course Materials and Resources:

Available resources via internet/Chromebooks, technology and images listed in unit.