

## Grade 4

1. 2-D
2. Ceramics/Pottery
3. Fibers and Textiles
4. Mask-Making
5. Painting
6. Printmaking

<b>COURSE: ART</b>	<b>GRADE: 4</b>
<b>UNIT: 2-D (THEME: "SCAPES")</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>STATE STANDARDS:</b></p> <p>7.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Responses to the Arts and Humanities</p>	<p><b>UNIT OBJECTIVES:</b></p> <p>Students will differentiate between Landscape , Seascape (waterscape), and Cityscape.</p> <p>Students will be able to designate Background, Middle ground, Foreground and Horizon line.</p> <p>Students will define and draw using Perspective.</p>
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<p><b>ACTIVITIES:</b></p> <p>Students will complete a "scape" and be able to identify the "grounds" within the work. Students will distinguish the types of scapes based on the "ingredients" in the composition (land vs. sea vs. city)</p> <p><b>RESOURCES:</b></p> <p>"COME LOOK WITH ME- EXPLORING LANDSCAPE ART" by BLIZZARD</p> <p>"20<sup>th</sup> CENTURY ART REPRODUCTION PRINTS" -CRYSTAL</p> <p>"ART STYLES: 1850's-1950"s PRINTS" - CRYSTAL</p> <p><b>ARTISTS:</b></p> <ul style="list-style-type: none"> <li>Andrew Wyeth</li> <li>Brueghel</li> <li>Van Gogh</li> <li>Monet</li> <li>Homer</li> <li>Hopper</li> <li>Ansel Adams</li> </ul>	<p><b>ASSESSMENTS:</b></p> <p>Students will be able to identify and to distinguish the 3 "scapes".</p> <p>Students will be able to locate the parts of a "scape".</p> <p>Students will be able to draw and indicate perspective.</p> <p><b>REMEDIATION:</b></p> <p>Individual help from instructor.</p> <p>Use magazine pictures of scapes to identify the grounds.</p> <p><b>ENRICHMENT:</b></p> <p>Using prints listed in resources, choose two prints and prepare a "comparison" presentation for class. (Prints chosen must represent different types of "scapes").</p>
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<b>COURSE:</b> ART	<b>GRADE(S):</b> 4
<b>UNIT:</b> CERAMICS/POTTERY (THEME: COIL POTTERY)	

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<p><b>ACTIVITIES:</b></p> <p>Students will build and glaze a coil piece using the proper technique.</p> <p>Students will use the proper technique of scoring, slip and smooth to attach clay to clay while building a coil pot.</p> <p>Students will be able to discuss the utilitarian and aesthetic uses of pottery.</p> <p><b>ARTISTS:</b> Maria Martinez</p> <p><b>RESOURCES:</b></p> <p>“CERAMICS FROM CLAY TO KILN” by Harvey Weiss</p> <p>SCHOLASTIC ART MAGAZINE Apr./May ’</p>	<p><b>ASSESSMENTS:</b></p> <p>Students will be able to distinguish functional and non functional works of clay.</p> <p>Students will be able to make a coil pot with the proper technique for attaching clay.</p> <p>Students will be able to state the use of glaze on a clay piece.</p> <p><b>REMEDIATION:</b></p> <p>Practice making pinch pots before attempting coil technique.</p> <p>Practice making free forms with clay.</p> <p><b>ENRICHMENT:</b></p> <p>Combine coil technique with another such as relief or thrown.</p> <p>Research examples of coil construction on the internet.</p>
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<b>COURSE: ART</b>	<b>GRADE(S): 4</b>
<b>UNIT: FIBERS AND TEXTILES (THEME: WEAVING)</b>	

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<p><b>ACTIVITIES:</b></p> <p>Students will construct a wall hanging, jewelry, or piece of their choice using a weaving technique.</p> <p>Students will name and/or identify the tools and techniques used to create a weaving project.</p> <p><b>RESOURCES:</b></p> <p>“THE ART OF AFRICAN TEXTILES” by DUNCAN CLARKE</p> <p>Kente cloth Navajo weavings Oja De Dios (Eye of God) Adinkra cloth</p> <p><b>ARTISTS:</b></p> <p>Native Americans People of Ghana</p>	<p><b>ASSESSMENTS:</b></p> <p>Students will be able to identify weaving as the intertwining of fibers for functional or decorative use.</p> <p>Students will be able to make a weaving and define the terms weft, warp, loom, and shuttle.</p> <p><b>REMEDIATION:</b></p> <p>Practice paper weaving. Use thick yarn to simplify process. Peer tutoring. Individual help from teacher.</p> <p><b>ENRICHMENT:</b></p> <p>Become a peer tutor. Weave a second piece using a different method. Construct a weaving with other materials (rope, fabric, wire, etc.)</p>
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<b>COURSE: ART</b>	<b>GRADE(S): 4</b>
<b>UNIT: MASK-MAKING</b>	

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<p><b>ACTIVITIES:</b></p> <p>Students will construct a mask using a mold (form) and a layering material such as paper mache or pariscraft.</p> <p>Students will paint and decorate a mask with appropriate designs.</p> <p><b>RESOURCES:</b></p> <p>MASK PRINTS - Crystal</p> <p>SMITHSONIAN MAGAZINE – Dec.'94</p> <p>The Metropolitan Museum of Art</p> <p><b>ARTISTS:</b></p> <p>Tribal</p>	<p><b>ASSESSMENTS:</b></p> <p>Students will be able to construct a mask.</p> <p>Students will be able to demonstrate how to use a mold or form.</p> <p>Students will be able to discuss the meaning and use of the mask.</p> <p><b>REMEDIATION:</b></p> <p>“Partner” work</p> <p>Individual help from teacher.</p> <p>Construct a paper mask</p> <p><b>ENRICHMENT:</b></p> <p>Group of students will perform a False Face Society Ceremony using recorders and masks that they have made.</p> <p>Research how masks have been used by different cultures.</p> <p>Construct a series of masks that show different emotions.</p>

<b>COURSE: ART</b>	<b>GRADE(S): 4</b>
<b>UNIT: PAINTING (THEME: COMPLEMENTARY COLORS/ 3-D FORMS)</b>	

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<p><b>ACTIVITIES:</b></p> <p>Students will paint 3-D forms using only combinations of complementary colors: blue/orange yellow /purple red/green</p> <p><b>RESOURCES:</b></p> <p>Color Wheel The Metropolitan Museum of Art</p> <p><b>ARTISTS:</b></p> <p>Van Gogh Miro Rousseau Motherwell</p>	<p><b>ASSESSMENTS:</b></p> <p>Students are able to differentiate between 3-D forms and 2-D shapes.</p> <p>Students are able to identify the Complementary Colors and their placement on a color wheel.</p> <p><b>REMEDIATION:</b></p> <p>Peer tutoring Place chart of complementary colors at student's desk.</p> <p><b>ENRICHMENT:</b></p> <p>Paint a realistic painting using only the pairs of complementary colors to create depth.</p>
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<b>COURSE: ART</b>	<b>GRADE(S): 4</b>
<b>UNIT: PRINTMAKING</b>	

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<p><b>ACTIVITIES:</b></p> <p>Students will make a number of prints using different printing techniques such as engraving, relief, or Gyotaku.</p> <p>Students will explain the process that they used to create the prints: engraving (planography) , relief (raised printmaking), Gyotaku- fish prints</p> <p><b>RESOURCES:</b></p> <p>TAKE 5 PRINTS: ASSEMBLAGE &amp; COLLAGE</p> <p>STENCILS: WEST AFRICA – GHANA</p> <p>BROWN BAG IDEAS FROM MANY CULTURES by IRENE TEJADA</p> <p>Gyotaku Fish Prints- video</p> <p>The Metropolitan Museum of Art</p> <p><b>ARTISTS:</b></p> <p>LAUTREC DURER MUNCH KATHE KOLLOWITZ NEWSPAPERS WARHOL</p>	<p><b>ASSESSMENTS:</b></p> <p>Students are able to transfer an image from one surface to another.</p> <p>Students are able to identify examples of printmaking.</p> <p><b>REMEDIATION:</b></p> <p>Individual help from instructor. Make prints from peer’s printing plate. Practice engraving before working on the printing plate.</p> <p><b>ENRICHMENT:</b></p> <p>Combine both types of printmaking into one design and explain the use of +/- space to class.</p> <p>Research examples of print making on the internet.</p> <p>Explore examples at <a href="http://www.met.org">www.met.org</a> The Metropolitan Museum of Art</p>
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