Curriculum Map

Visual Art

Fourth Grade

Concept	Essential Question	Content	Skills	Assessment	Standards
Line	What are the various types of lines? How do artists use line in their artwork?	Identify a variety of lines & line qualities. Employ a variety of lines & line qualities to create artwork.	Perceive/use line contour. Use line in observational drawing. Use line to capture gesture. Identify & create visual texture. Use line variety for ornamentation. Use line to organize a composition. Describe & use line to show movement. Perceive & use line to show 3D form.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.5.A.2 Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5 Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4

Color	What are the color the families? How do artists use color in their artwork? How is color important in everyday life?	Identify colors & color families. Apply color for personal & artistic use. Understand individual, & cultural color choices.	Use color to communicate mood & expression. Use color for emphasis. Use color to indicate temperature. Discriminate between natural & unnatural color. Identify & employ complementary colors. Identify & employ neutral colors. Identify & employ multicultural color choices. Identify colors & color families on the color wheel.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.5.A.2 Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5 Standard 1.4 CPI: 1.4.2.A.1; 1.4.2.A.3; 1.4.2.A.4; 1.4.5.A.1; 1.4.5.A.2; 1.4.5.A.3; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.3; 1.4.5.B.4

Space	How can you create depth of space/ perspective in a 2D artwork? Why is it important to understand depth of space/ perspective?	Artists use placement, size, & overlapping to create space in their artwork.	Identify & use horizon line. Identify & create composition w/ foreground, middleground, and background. Create the illusion of space through differences in size, placement & overlapping. Identify & employ positive & negative space. Use atmospheric perspective.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.5.A.2; 1.2.5.A.3 Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.3; 1.3.5.D.4; 1.3.5.D.5 Standard 1.4 CPI: 1.4.5.A.1; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4
Shape/Form	What is the difference between an organic/free-form shape and a geometric shape? What is the difference between a 2D and 3D object? How do artists create 3D form on a 2D surface?	Understand how shape and form are related.	Identify & create organic & geometric shapes. Distinguish between 2D shape & 3D forms. Create 2D & 3D artworks. Use correct terminology to identify 2D shapes in their 3D forms.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.5.A.2; 1.2.5.A.3 Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.3; 1.3.5.D.4; 1.3.5.D.5 Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.5.A.3; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.3; 1.4.5.B.4

Texture	What is visual texture and actual texture? How can artists create visual texture? How can artists create actual texture?	Understand how visual and actual textures occur in natural and man-made objects.	Distinguish between actual & visual texture. Create visual texture with line, shape, color, & pattern. Use texture for ornamentation. Identify texture in natural & man-made forms.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.5.A.2 Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5 Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.1; 1.4.5.A.2; 1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.3; 1.4.5.B.4
Pattern/Rhythm	What are manmade and natural patterns? How can you create patterns? What is rhythm in visual art?	Understand how random & repeated patterns are created by man & nature. Understand that repetition can create visual texture & movement.	Create patterns using repetition of line, color, and shape. Identify & use random & natural patterns in artwork. Create ornamentation with patterns. Use pattern to create movement & texture. Use repeated patterns to create rhythm.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.5.A.2 Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5 Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4

Balance	How are symmetry and balance similar/different? How can symmetry be created in art? How can balance be created in art?	Identify & use symmetrical balance in man-made and natural objects.	Create symmetrical artwork. Use balance as a source of emphasis and/or organization. Identify & create radial balance.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.5.A.2 Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5 Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4
Value	Why would an artist use value in their artwork? How is value created?	Identify & create ranges of value.	Use value to suggest 3D form. Use value to emphasize & suggest light source. Use value to suggest mood.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.5.A.2 Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5 Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4

Historical and Cultural Context	How is art similar/different across cultures? How does art connect cultures together? How is history connected to art?	Create artwork employing characteristics of various cultures and art styles. Use age appropriate terminology to discuss historical & cultural context in art.	Identify culturally specific characteristics in artwork. Identify cultural themes in art. Identify artists & art styles by their specific characteristics. Understand that ways that history & culture influence art. Analyze historical & cultural in art. Understand how art influences history & cultures.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.2.A.1; 1.2.2.A.2; 1.2.5.A.1; 1.2.5.A.2; 1.2.5.A.3 Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.5; 1.3.5.D.1; 1.3.5.D.2; 1.3.5.D.3; 1.3.5.D.4; 1.3.5.D.5 Standard 1.4 CPI: 1.4.2.A.1; 1.4.2.A.2; 1.4.2.A.3; 1.4.2.A.4; 1.4.5.A.1; 1.4.5.A.2; 1.4.5.A.3; 1.4.2.B.1; 1.4.2.B.3

Aesthetics and Critique	What is art? Why do we create art?	Use age appropriate terminology to discuss art. Realize that art evokes emotion. Students will understand that artwork is unique to individuals. Students will see artwork as an extension of themselves.	Compare & contrast artwork & art styles. Identify themes in artwork. Identify elements & principles in artworks made by self, peers, & artists. Describe feelings created in & by artworks. Use their own artwork to express personal feelings and mood.	-Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.2.A.1; 1.2.2.A.2; 1.2.5.A.1; 1.2.5.A.2; 1.2.5.A.3 Standard 1.3 CPI: 1.3.2.D.3; 1.3.5.D.2; 1.3.5.D.3; 1.3.5.D.4 Standard 1.4 CPI: 1.4.2.A.1; 1.4.2.A.2; 1.4.2.A.4; 1.4.5.A.1; 1.4.5.A.2; 1.4.5.A.3; 1.4.2.B.1; 1.4.2.B.2; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.3; 1.4.5.B.4; 1.4.5.B.5

Interdisciplinary Connections	How is art connected to other academic subjects? When do you use art in everyday life?	Students will make connections between art concepts and lessons learned in other areas.	Make connections between visual arts and performing arts. Identify art concepts seen in other school subject areas. Make personal connections with visual arts. Identify places and products that involve the work of artists. Identify how the arts influence other subject areas. Understand that other subject areas influence art creation.	-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses	Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 Standard 1.2 CPI: 1.2.2.A.1; 1.2.2.A.2; 1.2.5.A.1; 1.2.5.A.2; 1.2.5.A.3 Standard 1.3 CPI: 1.3.2.D.3; 1.3.5.D.2; 1.3.5.D.3; 1.3.5.D.4 Standard 1.4 CPI: 1.4.2.A.1; 1.4.2.A.2; 1.4.2.A.4; 1.4.5.A.1; 1.4.5.A.2; 1.4.5.A.3; 1.4.2.B.1; 1.4.2.B.2; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.3; 1.4.5.B.4; 1.4.5.B.5