
Grade 4 Art Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



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Curriculum Guide**

Grade 4 Art Curriculum

Prerequisite : 3rd Grade

Course Description

This document is an organized plan that defines the art skills and language that a 4th grade student should be able to demonstrate by the end of the school year. Students will demonstrate the ability to perform as an individual and in a group. Students will develop basic skills and an understanding of art-making and creative expression. Students will develop verbal and non-verbal communication skills. In 4th grade, emphasis is placed on the development of motor skills in *2-D Art: Basic Drawing, 3-D Art: Form versus Function, Fibers and Textiles, Painting and Printmaking*.

Through this Art Education, provided by a certified art educator, the Scranton School District strives to provide a well-rounded education by providing and fostering opportunities for the arts through visual culture, interdisciplinary art education, and Discipline Based Art Education (DBAE): art production, art history, criticism/analysis, aesthetics.

Knowledge in all academic areas makes for a well-rounded child and a better-educated student. The importance of an art experience that stimulates the student's creativity, promotes self-esteem, and builds critical thinking and problem-solving skills necessary to move forward both technically and aesthetically. Whether across the curriculum or as its own vital discipline, visual arts must be taught by a certified art educator to offer students a range of diverse experiences and knowledge which also helps enhance student development in math, ELA, science, and social studies.

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The Scranton School District Elementary Art Curriculum follows the National and State Visual Arts Standards. Students should know and be able to:

National Core Arts Standards:

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

State Arts Standards:

1. Use knowledge of structure and functions.
2. Choose and evaluate a range of subject matter, symbols and ideas.
3. Understand the visual arts in relation to history and cultures.
4. Reflect upon and assess the characteristics and merits of their work and the work of others.
5. Make connections between visual arts and other disciplines.

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The Scranton School District Elementary Art Curriculum applies PA Core Mathematics to various lessons throughout the year to help provide interdisciplinary art education. The following Pa Core standards are addressed:

1. Make sense of problems and persevere in solving them.
2. Construct viable arguments and critique the reasoning of others.
3. Use appropriate tools strategically.
4. Look for and make use of structure.
5. Reason abstractly and quantitatively
6. Model with mathematics.
7. Attend to precision.
8. Look for and express regularity in repeated reasoning.

The Scranton School District Elementary Art Curriculum applies PA Core English Language Arts standards to various lessons throughout the year to help provide interdisciplinary art education. The following Pa Core standards are addressed:

1. Foundational Skills
2. Reading Informational Text
3. Reading Literature
4. Writing
5. Speaking and Listening

Links:

[National Art Standards](#)

Pennsylvania Art Standards - [Standard Aligned System](#)

[Pennsylvania Math Core Standards](#)

[Pennsylvania Core ELA Standards](#)

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Year-at-a-glance

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
2-D Art - Basic Drawing	9.1.5 a 9.1.5b 9.1.5c 9.1.5d 9.1.5e 9.1.5f 9.1.5h 9.2.5c 9.2.5f 9.2.5g 9.3.5a 9.3.5b 9.3.5f VA-Re8-4a Math: CC2.2.4.A.2 ELA: CC.1.2.4.J	<i>Unit Objectives:</i> 1)Student will create various types of lines by creating portraits, landscapes, or abstract works 2)Identify the artists mark making in various works of art, big idea “how did he/she make it” 3)Students will identify value and practice shading Vocab: line perspective horizontal vertical shading landscape portrait abstract horizon line value	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Students will practice making all different types of marks with various drawing mediums e.g pencils, crayons, markers, chalk, etc. 2)Students will make use of various lines in a drawing and add value to shapes 3)Students will observe and identify different methods of drawing by studying famous artwork	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	-8 classes @ 40 minutes each

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3-D Art - Form vs Function	9.1.5a 9.1.5b 9.1.5c 9.1.5d 9.1.5h 9.1.5j 9.1.5k 9.2.5c 9.2.5f 9.3.5a 9.3.5b 9.3.5d 9.4.5d VA:Re9-4a Math: CC.24.4.A.1 ELA: CC.1.2.4.C CC.1.2.4.D CC1.3.4.D	<i>Unit Objectives:</i> 1)Students will review various sculptures and decide whether they are made for form or function 2)Create a 3D work of art that serves a function 3)Create a work of art that focuses on form 4)Students will discuss and look at art works that serve a function and have good form <i>Vocab:</i> variety realism form 3D function sculpture relief texture line abstract	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Students will discuss, identify, and understand the difference between form and function by looking at various works of art 2)Students will create a work of art that functions (ex. cup, bowl, vase, etc.) 3) Students will create a sculpture out of various materials available that exhibits a form and no function	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	-8 classes @ 40 minutes each
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Fibers and Textiles	9.1.5a 9.1.5c 9.1.5d 9.1.5f 9.1.5h 9.2.5c 9.2.5f 9.2.5g Math: CC.2.4.4.A.1 ELA: CC.1.4.4.I CC.1.4.4.V	<i>Unit Objectives:</i> 1)Students will describe weaving as the interwinning of fibers to make a functional or decorative piece 2)Students will identify the parts of weaving: weft, warp, loom, and shuttle 3)Student will discuss weaving practiced by many cultures 4)Students will create a weaving thru various materials (ex. yarn, paper) Vocab: pattern repetition weft warp loom shuttle pick weaving needle	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Student will construct a 2D woven piece using a weaving technique 2)Students will name and identify the tools used to create a weaving	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	-6 classes @ 40 minutes each -additional classes as needed
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Painting	9.1.5a 9.1.5b 9.1.5c 9.1.5d 9.1.5e 9.1.5h 9.1.5k 9.2.5c 9.2.5f 9.2.5g 9.3.5a 9.3.5b 9.3.5c 9.3.5d 9.3.5e 9.4.5a 9.4.5b 9.4.5d Math: CC.2.2.4.A.4 ELA: CC.1.2.5.H CC1.4.4.C	<i>Unit Objectives:</i> 1)Students will understand how to make and use a color wheel 2)Students will identify primary colors, secondary colors, complementary colors, analogous colors, and tertiary colors 3)Students will learn various techniques of applying paint to paper Vocab: Hue intensity tint shade primary secondary complementary analogous tertiary value	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Create a color wheel through various painting media 2)Students will paint using only combinations of complementary colors 3)Students will make a monochromatic painting 4)Students will create a painting using different brush techniques	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	-7 classes @ 40 minutes each -additional classes as needed
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Printmaking	9.1.5a 9.1.5b 9.1.5c 9.1.5h 9.2.5f 9.3.5 VA:Cn10-4a VA:Cn11-4a Math: CC2.2.4.A.4 ELA: CC.1.3.4.J CC.1.4.3.O	<i>Unit Objectives:</i> 1)Students will learn that printmaking is when an image is transferred from one surface to another surface 2)Students will discover how printmaking has been used in both business and art throughout history 3)Students will use a printing plate to create a relief print <i>Vocab:</i> thumbnail sketches brainstorm theme variety aesthetic functional print engraving relief Gyotaku printing plate	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Students will make a number of prints using different printing techniques such as engraving, relief, or Gyotaku 2)Students will explain the process that they used to create the prints: engraving, relief, and Gyotaku 3)Students will make use of a stamp to create multiple images.	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work.	-6 classes @ 40 minutes each