

## 4th Grade Art Curriculum Pacing Guide

All units are graded using the 4th grade Rubric for Assessment I have is included at the end of this document.

<b>Fourth Grade: 2 year Art History Theme Rotation</b>		
<b>Year 1: Thematic Unit</b>	<b>Art Production</b>	<b>Benchmark Content</b>
<b>Mexico/Folk Art</b>	Los Dias de los Muertos Calaveras: Playful depictions of skeletons doing every day activities	Figure in motion, 3-D sculpture Contrast, Emphasis <b>Plaster of Paris, Paint, and Mixed Media</b>
<b>Greek/Roman</b>	Amphora: Illustration, Descriptive paragraph, Mythology: Gods and Goddesses,	Utilize a limited color palette Illustration of a Myth Pattern, Balance, Emphasis, Contrast <b>Tempera Painting</b>
<b>Asian Art</b>	Hiroshige landscape: Japanese respect for Balance and Harmony	Vertical Landscape Organization, Space layered in an exaggerated way Imitating systems of nature: Horizon Line, the effects of water <b>Watercolor and Oil Pastel Resist</b>
<b>Modern Art/Picasso Cubism</b>	Portraiture Cubist geometric deconstruction Painting Tints and Shades	Draw and deconstruct a self-portrait to cubist shapes and composition. Tempera paint using one color and tonal tints and shades.
<b>Museum Experience</b>	Princeton University Art Museum	View works of art from the ancient cultures Egypt, Greece, Rome, China, Japan, Native American, Pre-Columbian
<b>Year 2: Thematic Unit</b>	<b>Art Production</b>	<b>Benchmark Content</b>
<b>Mexico/Folk Art</b>	Los Dias de los Muertos Calaveras: Playful depictions of skeletons doing every day activities	Figure in motion, 3-D sculpture Contrast, Emphasis <b>Plaster of Paris, Paint, and Mixed Media</b>
<b>Egypt</b>	Pyramid design Understanding the polytheistic religion and afterlife	Designing architecture Utilizing hieroglyphics <b>Drafting Materials, Colored Pencils, and Marker</b> <b>Some Mixed Media</b>

<b>Australian Aboriginal</b>	Dreamings, X-Ray bark paintings,	Printmaking Texture, form, Line drawing Skills: hatching, cross-hatching, Advanced Animal study.
<b>Modern American</b>	Georgia O’Keeffe “The Clue”	Elements and Principles Review abstraction, non-objective, symbolism, <b>Oil Pastel</b>
<b>Museum Experience</b>	Princeton University Art Museum	View works of art from the ancient cultures Egypt, Greece, Rome, China, Japan, Native American, Pre-Columbian
<b>Alternate Projects</b>		
<b>Asian Art</b>	Folding Fan Poetry: Calligraphy, Poetry,	Translate Japanese words, practice calligraphy painting, Balance: utilize an unconventional composition space <b>Paper Sculpture and Ink Brush Painting</b>
<b>Modern</b>	Andy Warhol / Frida Kahlo Self Portrait	Review of All Elements and Principles Self Portraiture: Students show an understanding through their final art project <b>Mixed Media Acetate, Markers, Colored Pencils</b>
<b>Native American</b>	North West Totem Design,	Biomorphic abstraction idea and style sharing, nature <b>Sharpie or Tempera Painting</b> <b>Felt Mixed Media</b>

<b>4th grade project rubric</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>
<b>Effort: Creativity and Problem Solving</b>	Does not attempt to complete project steps.	Completes some required project steps. Shows the desire to improve some skills.	Completes the required steps of for assignment with interest and a desire to succeed.	Complete the project with a desire to succeed. Demonstrates skills expertly and brings a unique point of view to the project.
<b>Creating and presenting: Generates, refines,</b>	Cannot identify basic elements of art and	Identifies some elements of art and principles of	Identifies the basic E’s of art and can explain	Identifies the e’s and p’s of art and can explain

<p><b>completes, and presents artistic work through the process of analysis, interpretation, and refinement of artistic techniques.</b></p>	<p>design.</p>	<p>design.</p>	<p>how they are used in the current artistic examples.</p>	<p>how they are used in various examples of composition as well as their own works of art.</p>
<p><b>Creating and presenting: develops and refines artistic techniques and work for presentation.</b></p>	<p>Beginning to utilize some knowledge of the e's and p's of art. Experiments with symbols and visual vocabulary as well as new media tools.</p>	<p>Utilizes a developing ability to demonstrate the e's and p's of art. Experiments with symbols and visual vocabulary to illustrate stories and ideas as well as new media and tools.</p>	<p>Creates works of art that make cohesive visual statements and that employ use of the e's and p's of art. Synthesizes compositional influence from exemplary works of art. Demonstrates fluency using a variety of art media and tools.</p>	<p>Creates works of art that make cohesive visual statements and that employ use of the e's and p's of art. Utilizes inspiration from exemplary works of art from diverse cultures and historical periods. Use stylistic visual vocabulary to enhance the overall result of an artwork.</p>
<p><b>Responding: apply criteria to evaluate, respond, and reflect upon a work of art.</b></p>	<p>Experiences the class process of perceiving and analyzing work. Listens to the group responding and reflecting on the finished piece.</p>	<p>Beginning to perceive and analyze work by responding and reflecting on the finished piece. Compare the process, message, and subject matter in order to determine the criteria to evaluate one's own work.</p>	<p>Perceive and analyze work by responding and reflecting on the finished piece. Compare the process, message, and subject matter in order to determine the criteria to evaluate one's own work.</p>	<p>Compare the process, message, and subject matter in order to determine the criteria to evaluate one's own work. Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of</p>

				media.
<b>Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>	Observes the basic elements in performance and exhibition. Does not utilize positive critique to enhance an artistic performance.	Identifies some visual characteristics of artwork from an artist or specific culture.	Identifies characteristics of artwork as a reflection of societal values and beliefs. Relate common artistic elements that define distinctive genres in visual art. .	identifies the aesthetic characteristics of artwork as a reflection of societal values and beliefs. Determine the impact of significant contributions of individual artists from diverse cultures throughout history.