

Page County Public Schools: Visual Art Curriculum 2011

FOURTH	OBJECTIVE : The standards for grade four continues to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Students will explore a range of materials and subject matter. Emphasis is on the importance of historic events and environment in Virginia from colonial times to the present. Students will examine the influence of the past on contemporary culture.
BIG IDEA: TIME	

First Term	Second Term	Third Term	Fourth Term	Possible Curriculum Connections
4.3 Create a work of art that uses themes, ideas, and art forms from the past. 4.4 Identify and use the characteristics of color, including hue, tint, shade, and intensity. 4.5 Identify and use variety, repetition, and unity in a work of art. 4.6 Identify and use a variety of lines in a work of art. 4.16 Investigate artists and their work, using research tools and procedures. 4.18 Analyze works of art based on visual properties. 4.21 Support the selection of a work of art, using appropriate art vocabulary. 4.23 Discuss how criteria used to value art may vary from one culture to another. 4.25 Formulate questions about works of art.	4.2 Use thumbnail sketches to document thought processes when creating works of art. 4.8 Identify positive and negative space in works of art. (wycinanki) 4.9 Use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two dimensional surface. 4.14 Identify and describe the influences of ancient cultures on Early American architecture. 4.15 Examine the roles of crafts and artisans in Colonial Virginia. 4.24 Discuss how personal beliefs influence responses to works of art.	4.7 Describe and use hand building techniques, including the slab method, to make a ceramic work of art. 4.12 Compare and contrast abstract and realistic works of art. 4.10 Create abstract works of art. 4.19 Compare and contrast abstract, representational, & nonrepresentational art. 4.17 Interpret works of art for multiple meanings. 4.20 Identify and investigate ways that works of art from popular culture reflect the past and influence the present.	4.13 Recognize, compare, and contrast the characteristics of diverse cultures in contemporary works of art. 4.26 Select a preferred work of art from among others and defend the choice, using appropriate art vocabulary. 4.11 Identify and discuss a variety of art careers (e.g., potter, weaver, glassmaker, jeweler, local community artist). 4.22 Compare and contrast works of art by genre.	4.1 English: 4.1 4.2 English: 4.7 4.3 History: VS.1 4.4 Science: 4.1 4.5 Math: 4.11 4.6 Math: 4.10 4.7 English: 4.2 4.8 English: 4.2 4.9 Math: 3.14, 4.12 4.10 Math: 3.14, 4.15 4.11 English: 4.2 4.12 English: 4.1 4.13 English: 4.1 4.14 History: VS.1 4.15 History: VS.4 4.16 English: 4.9 4.17 History: VS.2 4.18 English: 4.2 4.19 Math: 4.15 4.20 History: VS.1 4.21 English: 4.9 4.22 English: 4.5 4.23 English: 4.2 4.24 English: 4.1 4.25 English: 4.9 4.26 English: 4.2

Possible Artist		Visual Literacy Resources	Vocabulary			TAG Extensions
Warhol Degas Rockwell Da Vinci Gauguin	Frankenthaler Escher Johns Duchamp Leutz	Thomas Jefferson –Monticello Warhol- Campbell Soup Can Kandinsky – Sea Battle Picasso – Three Musicians Degas Ballerinas	Abstract Blend Brainstorm Ccrafts Ceramics Contemporary Contour Dry brush Form Genre Hand built	Hue Horizon Influence Intensity Limner Negative Non-objective Positive and negative shapes Repetition Representational Scale	Shade (ing) Slab Thumbnail Theme Tint 2 and 3 dimensional Unity Variety Value Wet-into-wet	<ul style="list-style-type: none"> • Create thematic and expository exhibits with students acting as curators and docents. • Individualize projects based on student interest. • Use measuring devices to create artworks. • Incorporate color into shading techniques that give the illusion of three-dimensions. • Work collaboratively on site-based projects determined by individual school focus, interest and need. • Compare and contrast contemporary art careers with those of Colonial America. • Conduct in depth research on topics of interest and present/publish findings. <p>For further Special Education & TAG accommodations visit the ACPS Differentiation plan at: http://intranet.acps.k12.va.us/tag/diff_creative.php</p>

