



Recommended 4<sup>th</sup> Grade Curriculum Framework

<b>Content: Visual Art – Grade 4</b>						
<b>Topic: Shape (Weeks 8-9)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>AH-E-4.1.32</b> Art Elements – line</p> <p><b>AH-E-4.1.34</b> Describe a variety of media and art processes used to produce two-and three-dimensional artwork</p> <p><b>AH-E-4.1.37</b> Art Processes – Two-dimensional drawing, painting and collage</p> <p><b>AH-E-4.1.38</b> Art Processes – Three-dimensional pottery, sculpture and weaving</p> <p><b>AH-E-4.1.41</b> – Create artwork using the elements of art and principles of design</p> <p><b>AH-E-4.1.42</b> Use a variety of media and art processes to produce two-dimensional and three-dimensional art work</p>	<p><b>POS-AH-4-Va-1</b> Students use appropriate terminology to describe the functions of the elements of art (line, shape, color, form, texture, space, value) and principles of design (e.g., balance, emphasis, pattern)</p> <p><b>POS-AH-4-Va-2</b> Students create works of art using the elements of art and principles of design</p> <p><b>POS-AH-4-Va-3</b> Students compare and contrast visual works of art</p> <p><b>POS-AH-4-Va-4</b> Students use a variety of media (crayon, pencil, paint, fabric, yarn, clay, paper, paper-mâche,) and art processes (e.g., drawing, painting, collage, weaving, pottery, sculpture) to produce two- and three-dimensional works of art</p> <p><b>POS-AH-4-Va-5</b> Students describe how media and processes are used for creating a variety of art works</p>					

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	<p><b>AE-1.13</b> Students construct meaning and/or communicate ideas and emotions through the visual arts</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Use art media, tools, techniques and processes</li> <li>• Use drawing, painting, print making, modelings and constructing to communicate ideas and feelings</li> <li>• Explore the elements (space, line, shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance/subordination, harmony, unity) of design in visual works</li> <li>• Examine and construct meaning from visual art and architecture</li> <li>• Express an idea, image, or pattern utilizing elements and principles of design</li> </ul> <p><b>AE-2.22</b> Students create products and make presentations that convey concepts and feelings in the</p>					

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	<p>human experience through their productions, performance or interpretations</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Explore the elements and principles of visual art</li> <li>• Create original works of visual art</li> <li>• Discuss visual art works using appropriate concepts and terminology</li> <li>• Produce original individual and group works of visual art</li> <li>• Reflect on, interpret, and revise own work and/or works of others in visual art</li> </ul> <ul style="list-style-type: none"> <li>• <b>AE-2.23</b> Students analyze their own and others' artistic products and performances Observe and explore a variety of artistic styles and forms in visual art</li> </ul> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Identify and express arts concepts in visual art</li> <li>• Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts</li> <li>• Compare and contrast formal design, style, and structure within each</li> </ul>					

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	discipline (music, dance, drama and visual art) Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts					