

ART Curriculum Map

Updated Date of Review July, 2024

Grade Level: Fourth Grade

STUDENT SKILLS & ABILITIES:

- Basic & more complex fine motor skills established/continuing to improve
- Developing skills to work more independantly in the work/learning structure of the art classroom and time period
- Understands & can initiate steps of the artmaking process
- Improved craftsmanship, can identify/compare level of craftsmanship
- Improved conveyance of an object/concept in visual format
- Can think critically about art in form of opinion & comparison; developing articulation of verbal & written opions/comparisons
- Connect & create art to/about real life situations
- Developing ability to connect & create art about imagined & future situations
- Familiarity with broader range of art materials & genres

KEY CONCEPT: Elements of ART

Shapes:

Circles, Ovals, Square, Rectangles
Triangles, Trapezoids, 3D Shapes
Organic vs Geometric Shapes

Shapes:

Combining Shapes to form pictures
Overlapping
Using Shapes in Drawing to create perspective
Observational Drawing of 3D shapes

Shapes:

Shapes as patterns
Paper Sculpture
Architecture 2D/3D
Shapes overlapping to show architectural structures
Shape that create realistic and abstract images

Color:

Identifying colors
Color Theory, Primary Colors
Color Theory, Primary Colors, Secondary Colors
Color in Drawing
Color Symbolism

Color:

Warm and Cool Colors
Color Wheel, Color Mixing
Tints and Shades
Color in Painting
Neutral Colors
Color Blending in various materials

Color:

Using Paint for Color Mixing
Complementary Colors
Color in Collage
Using Shadow
Tertiary/Intermediate Colors
How to make Tertiary colors from primary and secondary colors

Lines:

Contour Line Drawing, 3D Lines,
Overlapping Lines, Continuous Lines
Using Line for Texture
Creating texture in various materials
Organic Lines, Geometric Lines

Lines:

Lines to create shapes
Lines to create symmetry
Using lines to show one point perspective

Lines:

Lines as patterns
Combining lines to create a design
Using lines on 2D and 3D surfaces

Space:

Foreground, Middleground, Background
Atmospheric perspective

Space:

positive & negative space
perspective
Using space in one point perspective

Texture:

Color in Painting
Using Various materials to create different textures
Finding Texture in your surroundings.

Form:

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| | | 3D Shape Sculptures; Abstract vs Realistic | |
| | | Overlapping 3D shapes in perspective | |
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| KEY CONCEPT: SKILLS, Fine Motor | | | |
| Pencil: grip, Pencil Pressure | | | |
| Scissor: Grip, Use & Safety | | | |
| Gluing: proper use of bottles and sticks | | | |
| Tracing: Shapes, Lines, Ruler | | | |
| Paper: bending, curling, folding, aligning edges, tearing | | | |
| Paint: painting with brushes, color mixing | | | |
| painting with alternative materials, oil pastel resist | | | |
| Sculpture: Clay, Natural Material Sculpture, Paper | | | |
| Drawing: drawing from observation, step by step drawing, drawing with verbal prompts, drawing from imagination | | | |
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| KEY CONCEPT: ART HISTORY | | | |
| A diverse and varied selection of historical artists, artistic styles and movements introduced throughout the year | | | |
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| KEY CONCEPT: CONTEMPORARY ART | | | |
| A diverse and varied selection of contemporary artists, artistic styles and movements introduced throughout the year: ex: Kelsey Montague, Greg Mike, James Rizzi | | | |
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| KEY CONCEPT: ART APPRECIATION/ CRITIQUE | | | |
| Develop an understanding of how to evaluate and form opinions about art | | | |
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| KEY CONCEPT: CAREERS IN ART | | | |
| Develop an understanding of the many possible careers that have a connection to the visual arts | | | |
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| Key Concepts: Genres | | | |
| Sculpture: Clay forming | | | |
| Origami | | | |
| Sculpture: Assembly | | | |
| Sculpture: Enviromental Art | | | |
| Portraits | | | |
| Weaving | | | |
| Landscape | | | |
| Painting | | | |
| Drawing | | | |
| Printmaking | | | |
| Collage | | | |

