

WALLENPAUPACK AREA SCHOOL DISTRICT
Hawley, Pennsylvania

PLANNED COURSE CURRICULUM GUIDE

Course Details		Instructional Time	
Course / Grade:	4th Grade Art	Type of Offering:	X <input type="checkbox"/> Required <input type="checkbox"/> Elective
Department:	Art	Length of Course:	<input type="checkbox"/> Marking Period (1/4 year) <input type="checkbox"/> Semester (1/2 year) <input type="checkbox"/> Year (1 full year)
Course # / Code:			Full Year/Once per Week

	Date of Completion:	
	Date Adopted:	

Date of Revision:	March 21,2023
Revision Author(s):	Jana Kilduff, Nicole Delevan

<p>Course Description – <i>a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.</i></p>
<p>Students in fourth grade will be building upon the curriculum and standards that have been taught in previous years. They will develop their skills through many mediums as they complete the curriculum that is aligned with the PA Standards and national standards. The students will learn about the Elements of Art and the Principles of Art as they explore many projects that delve into these areas. Both two and three-dimensional pieces of artwork will be created as each child works towards their own potential. Opportunities for individual expression and appreciation of the visual arts will be explored as our students build a foundation for a creative growth mindset.</p>

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Students will use visual perceptual literacy to include rendering from imagination
- Students will continue to develop and explore concepts in the Elements and Principles of Art
- Students will use visual communication of ideas and develop descriptive details
- Students will draw from memory
- Students will draw from direct observation
- Students will display techniques and knowledge of materials
- Students will understand the worth of drawing as a communicative process
- Students will recognize one technique as related to a historical artwork and/or artist

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Drawing	9.1.3.A,B,C,D,E,H 9.2.3.A,C,F,G 9.3.3.C National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	How do we communicate ideas onto paper with drawing media? How do we draw from imagination and from observation? How does color theory apply to art making with	Create facial mapping for portraits Apply the Elements of Art (line, shape, color, texture, space) Drawing from objects, figures, landscapes Drawing from recollection of	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Drawing media: pencil (range of values from 2H-8B), eraser (regular and kneaded erasers), colored pencil, pen, charcoal, crayon, chalk pastel, oil pastel,	Visual artwork/information on Master/Famous Artists PowerPoint Reference Sheets/Guided Drawing Classroom visuals Drawing media: pencils (range of values from 2H-8B),	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

		<p>drawing materials?</p> <p>How can we apply the color wheel to a drawing to show color relations realistically and creatively?</p>	<p>people, places, and things</p> <p>Drawing from observation-objects, figures, landscapes</p> <p>Drawing from imagination-figures/animals and situations/events</p> <p>Use of materials, including, but not limited to, pencil, ink colored pencil, crayons, markers (water based and permanent), and oil and chalk pastels</p>	<p>and markers (permanent and water-based).</p> <p>Ruler, right angle ruler, protractor, and compass</p> <p>1-point perspective (Horizon line, converging lines, parallel lines)</p> <p>Facial proportions for self-portrait/portrait</p> <p>Drawing techniques: Shading, hatching, cross-hatching, stippling, cross-contour, subtractive (eraser), and blending</p> <p>Foreground, middle ground, and background</p>	<p>eraser (regular and kneaded), colored pencil, pen, charcoal, crayon, chalk pastel, oil pastel, and markers (permanent and water-based).</p> <p>Ruler, right angle ruler, protractor, and compass, erasers</p> <p>Various papers</p>	
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Course Description – *a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.*

Students in fourth grade will be building upon the curriculum and standards that have been taught in previous years. They will develop their skills through many mediums as they complete the curriculum that is aligned with the PA Standards and National Standards. The students will learn about the Elements of Art and

the Principles of Art as they explore many projects that delve into these areas. Both two and three-dimensional pieces of artwork will be created as each child works towards their own potential. Opportunities for individual expression and appreciation of the visual arts will be explored as our students build a foundation for a creative growth mindset.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Students will demonstrate knowledge of painting techniques
- Students will show an appreciation for the effect of techniques unique to painting
- Students will recognize different styles
- Students will associate an artist with a specific style or period
- Students will display techniques and knowledge of materials
- Students will understand the worth of painting as a communicative process

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Painting	9.1.3. A,B,C,E,F,H,J,K 9.2.3 B 9.3.3. A,B,C,G National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9	How do we use different brushes to create effects with watercolor and tempera paint? How can we apply different painting techniques and different	Knowledge of materials- tools and paper Knowledge of medium-tempera, watercolor, acrylic Knowledge of technique-wash, wet/wet, wet/dry, crayon	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Painting media: watercolor, tempura, acrylic, brush (round brush, flat brush, and detail	Visual artwork/information on Master/Famous Artists PowerPoint	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

	Connecting: 10 & 11	<p>materials to represent different ideas realistically and creatively?</p> <p>In what ways can we apply the elements and principles of art to create a painting?</p> <p>Why is color theory imperative for painting with watercolor, tempera, and/or acrylic?</p>	<p>resist, dry brush</p> <p>Knowledge of Style (Impressionism, etc)</p> <p>Knowledge of Artists (historical examples)</p>	<p>brush), palette, and watercolor paper.</p> <p>Dry brush, wet-on-wet, dry-on-wet, wax resist, tape resist, and blending</p> <p>Landscape, seascape, cityscape Foreground, middle ground, and background Self-portrait/facial proportions</p> <p>Color theory Chromatic Achromatic Warm/cool colors Primary, secondary, and intermediate/tertiary colors Complementary colors Neutral color Tint, tone, and shade</p>	<p>Reference Sheets/Guided Drawing</p> <p>Classroom visuals</p> <p>Painting media: watercolor, tempera, acrylic, brushes (round brush, flat brush, and detail brush), palette, various papers, and tape.</p>	
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Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Students will know, understand, and use printmaking tools
- Students will discuss printmaking techniques
- Students will discuss and recognize symmetry/asymmetry image
- Students will expand knowledge of vocabulary unique to printmaking
- Students will develop understanding of sequential process of printmaking
- Students will create a printed project

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Printmaking	9.1.3. A,B,C,H,J, 9.2.3 B,C 9.3.3. A,B National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What can we do with different printmaking techniques to represent elements of art? How can tools and media be manipulated to create different printmaking effects? Why is it important to be able to make	Knowledge of materials- tools and printing ink Knowledge of the process of printmaking Use of found objects to create prints Ability to create a final print Understanding of set up and	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Print Making: Symmetry/Asymmetry Pattern/repetition Brayer Printmaking ink Inking tray	Visual artwork/information on Master/Famous Artists PowerPoint Reference sheet/Guided Drawings Classroom visuals	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

		<p>repetitive patterns within the printmaking media for personal art and everyday life?</p> <p>How do repetition, symmetry, printmaking, and mathematics apply to everyday life?</p>	clean-up of the process	Gelli plate, relief print, monoprint, stamping, found objects, and serigraphy/stencil.	<p>Print Making:</p> <p>Paper</p> <p>Card stock</p> <p>Brayer</p> <p>Printmaking ink</p> <p>Inking tray</p> <p>Found objects</p> <p>Serigraphy/stencil</p> <p>Gelli plate</p>	
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Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Create guided age-appropriate examples of fiber arts and crafts that emphasize elements and principles of art.
- Provide opportunities for students to discuss their own works and the works of others.
- Hands-on opportunities to create artwork using a variety of media within fiber arts and crafts.
- Apply fiber art media and techniques to represent both realistic and abstract artwork
- Apply fine motor skills and elements of art to a fiber artwork.
- Create 2D and 3D artwork from various fiber arts and craft media.

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Fiber Arts/Crafts	9.1.3. A,B,C,D,E,H,J,K 9.2.3 B 9.3.3. A,C, National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	How can working with fiber art materials create 2D or 3D artwork? What elements and principles of art can be represented with yarn, paper, and other fiber and craft media?	Apply fiber art media and techniques to represent both realistic and abstract artwork. Apply fine motor skills and elements of art to a fiber artwork. Create 2D and 3D artwork from various fiber arts and craft media.	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Fiber Arts: Weaving (paper and yarn) Tapestry Loom Cardboard loom Sewing/embroidery Yarn painting Fabric art Crafts/Paper arts: collage, paper quilling, mosaic, folded paper,	Visual artwork/information on Master/Famous Artists PowerPoint Reference Sheets/Guided Drawing Classroom visuals Loom	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

				origami, card making, paper embossing, papermaking, doll/puppet making	Yarn String Felt Jute Various papers Magazines Newspapers	
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Course Rationale – *highlight the purpose of this course and what makes it relevant.*

Sculpture/Pottery:

- Students will reinforce, develop and enhance concept of 3-D artwork
- Students will gain and foster an appreciation for process and qualities unique to 3-D clay work

- Students will create a piece of pottery
- Students will develop skills in hand building techniques
- Students will know and understand the kiln and firing process
- Students will understand glazing techniques and color choice

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Sculpture /Pottery	9.1.3. A,B,C,H,J,K 9.2.3 B 9.3.3. A,C, National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	How can we use hand-building techniques to exhibit form and other elements of art? How do 3D sculptures develop higher critical thinking skills? What 3D media can we use to make different types of sculptures?	Knowledge of materials- clay and glazes Knowledge of wedging techniques Use of pinch, coil, or slab hand building techniques Ability to select glaze colors and application of glaze Use of clay tools	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Pottery: Equipment terms: kiln, firing, and pottery wheel Leather-hard, bone dry, greenware Tools: pin/score tool, loop tool, wire cutter, sponge, roller, cutters, wooden carving tool Wedging board/canvas sheet/wedging Pinch pot, coil, and slab	Visual artwork/information on Master/Famous Artists PowerPoint Reference Sheets/Guided Drawing Classroom visuals Tools: pin/score tool, loop tool, wire cutter, sponge, roller, cutters,	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

				<p>Additive and subtractive methods (low relief, carving, etc.)</p> <p>Scoring and slipping for attachments</p> <p>Slip</p> <p>Glaze</p> <p>Sculpture:</p> <p>Papier mâché</p> <p>Wire</p> <p>Plaster strips</p> <p>Various clays</p> <p>Paper/cardstock/cardboard sculpture, stuffed paper sculpture, and recycled material sculpture</p> <p>Low relief/carving, additive & subtractive methods, and constructing</p>	<p>wooden carving tool, wedging board/</p> <p>canvas sheet</p> <p>Slip</p> <p>Glaze</p> <p>Newspaper</p> <p>Glue</p> <p>Thin wire</p> <p>Plaster strips</p> <p>Various clays</p> <p>Paper</p> <p>Cardstock</p> <p>Cardboard</p> <p>Recycled materials</p>	
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Course Rationale – highlight the purpose of this course and what makes it relevant.

Mixed Media:

- Students will know, understand, and uses for a mixed media piece of artwork
- Students will foster an appreciation and knowledge of a variety of drawing and painting media
- Students will develop an appreciation for combining various materials together to fully represent the artwork
- Students will expand knowledge of vocabulary of mixed media
- Students will create a mixed project

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Mixed Media	9.1.3. A,B,C,H,J, 9.2.3 B,C 9.3.3. A,B National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6	What media can be combined to create a cohesive, unified, and expressive artwork? What media are difficult to combine to	Knowledge of various materials Knowledge of the process of a mixed media piece of art	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony	Visual artwork/information on Master/Famous Artists PowerPoint	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up.

	<p>Responding: 7, 8, 9 Connecting: 10 & 11</p>	<p>create a cohesive artwork and why?</p> <p>Can mixed media be 2D and 3D within one artwork?</p> <p>What media are used to display and portray craftsmanship within an artwork?</p> <p>How can the elements and principles of art be represented with mixed media?</p> <p>What problems need to be solved to make the media look unified?</p>	<p>Use of exploration of many mediums</p> <p>Ability to create a final project</p> <p>Understanding of set up and clean-up of the process</p>	<p>Mixed media</p> <p>Drawing media: pencil (range of values from 2H-8B), erasers (regular and kneaded), paper, eraser (regular and kneaded), colored pencil, pen, charcoal, crayon, chalk pastel, oil pastel, and markers (permanent and water-based).</p> <p>Ruler, right angle ruler, protractor, and compass 1-point perspective (Horizon line, converging lines, parallel lines)</p> <p>Facial proportions for self-portrait/portrait Foreground, middle ground, and background</p> <p>Drawing techniques: Shading, hatching, cross-hatching, stippling, cross-contour, subtractive (eraser), and blending</p> <p>Painting media: watercolor, tempura, acrylic, brush (round brush, flat brush, and detail brush), palette, and watercolor paper.</p>	<p>Reference Sheets/Guided Drawing</p> <p>Classroom Visuals</p> <p>Drawing media</p> <p>Painting media</p> <p>Fiber art media</p> <p>Craft media</p> <p>Printmaking media</p>	<p>Rubric is attached at the bottom of the document.</p>
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				<p>Dry brush, wet-on-wet, dry-on-wet, wax resist, tape resist, and blending</p> <p>Landscape/seascape/cityscape Color theory Chromatic Achromatic Warm/cool colors Primary, secondary, and intermediate/tertiary colors Complementary colors Neutral color Tint, tone, and shade</p> <p>Print Making: Symmetry/Asymmetry Pattern/repetition Brayer Printmaking ink Inking tray Gelli plate, relief print, monoprint, stamping, found objects, and serigraphy/stencil.</p> <p>Fiber Arts: Weaving (paper and yarn) Tapestry Loom Cardboard loom Sewing/embroidery Yarn painting Fabric art</p>		
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				<p>Crafts: Mixed media Paper arts: collage, paper quilling, mosaic, folded paper, origami, card making, paper embossing, and papermaking (such as marbled paper or paper pulp formed in a mold & deckle), and doll/puppet making.</p>		
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Course Rationale – *highlight the purpose of this course and what makes it relevant.*

Veterans Day Project (4th Grade North Intermediate and 5th Grade South Elementary)

- Students will know, understand, and uses for a Veterans Day piece of artwork
- Students will foster an appreciation and knowledge of a variety of drawing and painting media to represent and honor our Veterans
- Students will develop an appreciation for combining various materials together to fully represent the artwork
- Students will expand knowledge of vocabulary and history of Veterans Day
- Students will create a Veterans Day project to be displayed for the community Veterans Day program

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Veterans Day visual art display	9.1.3. A,B,C,H,J, 9.2.3 B,C 9.3.3. A,B National Standards:	How do we honor and thank our veterans in a visual art display?	Knowledge of various materials Knowledge of the process of creating a	Mixed media Drawing media: pencil (range of values from 2H-8B), colored pencil, pen, charcoal, crayon, chalk pastel, oil pastel, and	Visual artwork/information on Master/Famous Artists PowerPoint	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of

	<p>Creating: 1, 2, 3</p> <p>Performing/Presenting/ Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 & 11</p>	<p>What media can be combined to create a cohesive, unified, and expressive artwork?</p> <p>Can mixed media be 2D and 3D within one artwork?</p> <p>How can the elements and principles of art be represented with this project?</p>	<p>piece of art for a large visual installation</p> <p>Use of exploration of many mediums</p> <p>Ability to create a final project</p> <p>Understanding of set up and clean-up of the process</p>	<p>markers (permanent and water-based). Ruler, right angle ruler, protractor, and compass</p> <p>Drawing techniques: Shading, hatching, cross-hatching, stippling, cross-contour, subtractive (eraser), and blending Foreground, middle ground, and background</p> <p>Painting media: watercolor, tempura, acrylic, brush (round brush, flat brush, and detail brush), palette, watercolor paper, and canvas. Dry brush, wet-on-wet, dry-on-wet, wax resist, tape resist, and blending Color theory Chromatic Achromatic Warm/cool colors Primary, secondary, and intermediate/tertiary colors Complementary colors Neutral color Tint, tone, and shade</p> <p>Print Making: Symmetry/Asymmetry Pattern/repetition</p>	<p>Reference Sheets/Guided Drawing</p> <p>Classroom Visuals</p> <p>Drawing media</p> <p>Painting media</p> <p>Fiber art media</p> <p>Craft media</p> <p>Printmaking media</p>	<p>tools, and routine set-up and clean-up.</p> <p>Rubric is attached at the bottom of the document.</p>
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				<p>Brayer Printmaking ink Inking tray Gelli print, relief print, monoprint, stamping, found objects, serigraphy/stencil, collagraphy,</p> <p>Fiber Arts: Weaving (paper and yarn)</p> <p>Cardboard loom Sewing/embroidery Yarn painting Felting Textile Art</p> <p>Crafts: Mixed media Paper arts: collage, paper quilling, mosaic, folded paper, origami, card making, paper embossing, and papermaking (such as marbled paper or paper pulp formed in a mold & deckle) Decoupage</p>		
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3 rd -5 th Rubric	4- Exceeding	3- Meeting	2- Working Towards	1 Not Assessed
Craftsmanship	Student goes above and beyond to make their work look complete, detailed, and neat.	Student meets requirements of project in regard to making their artwork look finished but did not do any extra.	Student is working towards improving their craftsmanship and attention to the neatness of their final product.	Student is not assessed.
Effort	Student puts in extra time and attention to their artwork to show application of skills and concepts.	Student puts in required effort and attention to finish and show learned skills and concepts.	Student puts in minimum effort, rushes through project quickly, and does not show effort to apply learned skills and concepts.	Student is not assessed.
Creativity	Student shows original ideas that apply the skills and concepts. Student was thinking outside of the box instead of copying shown examples or demonstration.	Student may have copied ideas from examples or demonstration but puts their own ideas into the project in small portions.	Student copies the examples or demonstration exactly with no attempt to add any of their own ideas.	Student is not assessed.
Media-Specific Skills	Determined by teacher.			Student is not assessed.
Project-Specific Requirements	Determined by teacher.			Student is not assessed.