

**Trinity Area School District  
Art Elementary Grade 4**

<b>Course: Art Grade: 4</b>	<b>Overview of Course : Students will be able to assess and create art.</b>		
<b>Overarching Big Ideas, Enduring Understandings, and Essential Questions</b>			
<b>Big Idea</b> Elements and Principles of Art	<b>Standard(s) Addressed</b> 9.1.5A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.5C Know and use fundamental vocabulary within each of the arts forms. 9.3.5B Describe works in the arts comparing similar and contrasting characteristics	<b>Enduring Understanding(s)</b> The elements and principles of art are essential to art production and criticism.	<b>Essential Question(s)</b> What are the elements and principles of art? How are the elements and principles used in art? How do artists use line, shape, color, value, form, texture, and space to create art? How do artists use balance, contrast, emphasis, movement, pattern, rhythm, and unity to create art?
Style	9.1.5D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work. 9.2.5G Relate works in the arts to geographic regions 9.2.5H Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2.5L Identify, explain and analyze common themes, forms and techniques from works in the arts 9.3.5C Classify works in the arts by forms in which they are found	Artists develop their own personal style.	What does style tell about the artwork and the artist who created it? How can the location of the artist affect their art? What are the similarities found in artwork created in different regions of the world?
Art Production- Craftsmanship	9.1.5J Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	Artists use tools and their own resources as well as their own experiences to create art.	How do artists use tools and experiences to create art? What materials, tools, techniques, processes and technology are needed?

	9.1.5KApply traditional and contemporary technology in furthering knowledge and understanding in the humanities.		Was technology used to create a piece of art?
Art Vocabulary	9.1.5CKnow and use fundamental vocabulary within each of the arts forms. 9.2.5FDescribe works of others through performance or exhibition in two art forms. 9.3.5CClassify works in the arts by forms in which they are found. 9.3.5DCompare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.	Art terms and words help describe the techniques, concepts, and materials essential for art production.	What are the words and terms used to describe techniques, concepts and materials in art? What is the difference between a sculpture and a watercolor painting? How is computer-generated art compared to an artwork created over 500 years ago?
Art Criticism	9.1.5FDescribe works of others through performance or exhibition in two art forms. 9.3.5AIdentify critical processes in the examination of works in the arts and humanities. 9.3.5DCompare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response 9.3.5EDescribe and use types of critical analysis in the arts and humanities.  9.3.5FKnow how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts. 9.3.5GIdentify the function and benefits of rehearsal and practice sessions.	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do people judge art? How can analyzing a work in progress affect the finished product? What vocabulary words would be used to describe what the artist sees?
Historical Content	9.2.5AExplain the historical, cultural and social context of an individual work in the arts. 9.2.5BRelate works in the arts chronologically to historical events 9.2.5CRelate works in the arts to varying styles and genre and to the periods in which they were created 9.2.5DAnalyze a work of art from its historical and cultural perspective.	People have expressed experiences and ideas through the arts throughout time and across cultures.	How has history and culture influenced art? What experiences are expressed in work generated by Native Americans? How does artwork produced in Europe differ from that created in Africa?

	9.2.5E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts 9.2.5J Identify, explain and analyze historical and cultural differences as they relate to works in the arts		
Communication Through Art	9.1.5E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts. 9.2.5I Identify, explain and analyze philosophical beliefs as they relate to works in the arts 9.2.5K Identify, explain and analyze traditions as they relate to works in the arts 9.4.5A Identify uses of expressive symbols that show philosophical meanings in works in the arts 9.4.5B Investigate and communicate multiple philosophical views about works in the arts. 9.4.5D Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities	Art conveys the viewpoint of the artist.	What is the intended meaning the artist is trying to communicate? How can you communicate your ideas through art? What mood is expressed in the artwork? Why did the artist choose the specific materials and techniques to create the piece of art?
Tool Safety	9.1.5H Use and maintain materials, equipment and tools safely at work and performance spaces.	Artists use tools and techniques safely in order to produce art.	What is the proper use of tools in order to ensure a safe environment? How can an organized art room enhance the creation of art?
Display of Artwork	9.1.5I Describe arts events that take place in schools and in communities. 9.4.5C Identify the attributes of various audiences' environments as they influence individual aesthetic response	Artwork needs to be displayed properly.	How and where can artwork be displayed in the school and the community? How can the display of art enhance the space around us?

**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
(These do NOT "spiral" throughout the entire curriculum, but are specific to each unit.)

Order of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)*
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1	Art Room Organization/Safety	Tool Safety Art Production-Craftsmanship	9.1.5.C,G,H,,J,K,	Art materials and tools need to be organized.	How can art materials be organized for optimal accessibility and safety?	Elementary Art Rubric	Elementary Art Rubric
2	Cultural Art	Art Production-Craftsmanship, Historical Content, Communication Through Art	9.1.3J,K 9.2.3A,B,C,D,E,I,J,K 9.1.3E 9.4.3A,B,D	Culture is reflected in the artwork of the people who created it	How can we find evidence of culture by looking at their artwork?	Elementary Art Rubric	Elementary Art Rubric
3	Drawing	Elements and Principles of Art, Style, Art Production-Craftsmanship, Art Vocabulary, Communication Through Art	9.1.5A,B,C,D,E,J,K 9.2.5F,G,H,I,K,L 9.3.5C,D 9.4.5A,B,D	Artist use drawing skill to create texture, pattern, shading in works of art.	How do artist use the elements and principles of art to produce successful works of art?	Elementary Art Rubric	Elementary Art Rubric
4	Still Life	Elements and Principles of Art, Style, Art Production-Craftsmanship, Art Vocabulary, Historical Content, Communication Through Art	9.1.5A,B,C,D,E,J,K 9.2.5A,B,C,D,E,F,G,H,I,JK ,L 9.3.5C,D 9.4.5A,B,D	A still life is an artist's interpretation of items on a table.	What is a still life? What materials and techniques can be used to create a still life?	Elementary Art Rubric	Elementary Art Rubric
5	Landscape/ Seascape	Elements and Principles of Art, Style, Art Production-Craftsmanship, Historical Content, Communication Through Art	9.1.5A,B,C,D,E,J,K 9.2.5A,B,C,D,E,G,H,I,JK,L 9.3.5C,D 9.4.5A,B,D	Artists interpret the outdoor space around them through landscapes.	What are the components of a landscape? How has experience influenced the artist's perspective?	Elementary Art Rubric	Elementary Art Rubric

6	Ceramics/Sculpture	Elements and Principles of Art, Art Production-Craftsmanship, Art Vocabulary	9.1.5A,B,C,J,K 9.2.5F 9.3.5B,C,D	Clay must be manipulated according to certain parameters for successful outcomes.	How can clay be manipulated to insure successful outcomes?	Elementary Art Rubric	Elementary Art Rubric
7	Printmaking	Elements and Principles of Art, Art Production-Craftsmanship, Art Vocabulary	9.1.5A,B,C,J,K 9.2.5F 9.3.5B,C,D	Artist use techniques to transfers images to print multiple copies of an original work in the arts.	How do artist use printmaking techniques to create art?	Elementary Art Rubric	Elementary Art Rubric
8.	Painting	Elements and Principles of Art, Style, Art Production-Craftsmanship, Art Vocabulary, Historical Content, Communication Through Art	9.1.5A,B,C,D,E,J,K 9.2.5A,B,C,D,E,F,G,H,I,JK ,L 9.3.5C,D 9.4.5A,B,D	The type of paint used determines the appearance of the artwork.	What are the techniques used in watercolor painting? How is tempera paint used effectively?	Elementary Art Rubric	Elementary Art Rubric
9.	Color	Elements and Principles of Art, Style, Art Production-Craftsmanship, Art Vocabulary, Historical Content, Communication Through Art	9.1.5A,B,C,D,E,J,K 9.2.5A,B,C,D,E,F,G,H,I,JK ,L 9.3.5C,D 9.4.5A,B,D	Artists use a color theory to create works in the art. Colors have a relationship as found on the color wheel.	How is color related? How does the color wheel show the relationships between colors?	Elementary Art Rubric	Elementary Art Rubric

\* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the “Common Assessments” and “Common Resources Used” columns. However, you may use them if you wish.