

## Fourth Grade Art Pacing Guide

August 2015

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b><u>Self Portrait</u></b></p> <ul style="list-style-type: none"> <li>4.2 The student will demonstrate that objects can be broken down into basic forms.</li> <li>4.8 The student will 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.</li> </ul> <p><b><u>Line</u></b></p> <ul style="list-style-type: none"> <li>4.1 The student will identify and use a variety of lines in a work of art.</li> <li>4.12 The student will demonstrate that a point of emphasis can be created with line.</li> <li>4.23 The student will create a contour drawing.</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>4.2 The student will demonstrate that objects can be broken down into basic forms.</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>4.6 The student will create visual texture in works of art.</li> </ul>	<p><b>Continued</b></p>	<p><b><u>Printmaking</u></b></p> <ul style="list-style-type: none"> <li>4.14 The student will identify and use variety in a work of art.</li> <li>4.15 The student will identify and use unity in a work of art.</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>4.20 The student will create a work of art that uses themes, ideas, and art forms from the past.</li> <li>4.24 The student will create a work of art that reflects the art, architecture, or crafts of colonial Virginia.</li> <li>4.26 The student will identify the characteristics of cultural diversity in works of contemporary art.</li> <li>4.27 The student will identify the influences of ancient cultures on Early American architecture.</li> </ul>	<p><b>Continued</b></p>

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<p><b><u>Color</u></b></p> <ul style="list-style-type: none"> <li>• 4.3 The student will identify and use the characteristics of color, including hue, tint, shade, and intensity.</li> <li>• 4.4 The student will create a work of art using tints and shades to create a variety of values.</li> <li>• 4.18 The student will demonstrate the ability to change color values through controlled mixing.</li> <li>• 4.19 The student will demonstrate the ability to use watercolor techniques—wet-on-wet, wash, and dry- brush.</li> </ul> <p><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>• 4.10 The student will identify random and ordered pattern.</li> <li>• 4.11 The student will identify radial symmetry as a type of balance.</li> </ul> <p><b><u>Space</u></b></p> <ul style="list-style-type: none"> <li>• 4.5 The student will use shading techniques.</li> </ul>		<ul style="list-style-type: none"> <li>• 4.28 The student will evaluate the importance of arts, crafts, and artists in the fulfillment of basic human needs in colonial Virginia.</li> <li>• 4.30 The student will recognize that colonial Virginia artists, architects, and craftsmen used materials available in their region.</li>   <li>• 4.33 The student will identify and investigate ways that works of art from popular culture reflect the past and how they influence the present.</li> <li>• 4.37 The student will formulate questions about works of art from past or present cultures.</li> </ul>	

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<ul style="list-style-type: none"> <li>• 4.7 The student will identify positive and negative space in works of art.</li> <li>• 4.8 The student will 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.</li> </ul> <p><b>These SOLs are covered throughout the year:</b></p> <ul style="list-style-type: none"> <li>• 4.13 The student will identify and use variety in a work of art.</li> <li>• 4.14 The student will identify and use unity in a work of art.</li> <li>• 4.15 The student will generate ideas for works of art through discussion.</li> <li>• 4.16 The student will use thumbnail sketches to document thought processes when creating works of art.</li> <li>• 4.22 The student will create an abstraction based upon an object in the environment.</li> <li>• 4.25 The student will compare and contrast abstract and realistic works of art.</li> </ul>		<p><b><u>Self Portrait</u></b></p> <ul style="list-style-type: none"> <li>• 4.2 The student will demonstrate that objects can be broken down into basic forms.</li> <li>• 4.8 The student will 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.</li> <li>• 4.35 The student will categorize works of art by subject matter, including portrait, landscape, still life, narrative, and genre.</li> </ul> <p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• 4.9 The student will identify how proportion affects three-dimensional works of art.</li> <li>• 4.17 The student will demonstrate the ability to score a surface to create a fold.</li> <li>• 4.21 The student will describe and use hand-building techniques, including slab method to make a ceramic work of art.</li> </ul>	

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<ul style="list-style-type: none"> <li>• 4.29 The student will use research tools and procedures to investigate artists and their work.</li> <li>• 4.31 The student will analyze works of art based on visual properties.</li> <li>• 4.32 The student will distinguish among abstract, representational, and nonrepresentational works of art.</li> <li>• 4.34 The student will support the selection of a work of art using appropriate art vocabulary.</li> <li>• 4.36 The student will discuss how personal beliefs influence responses to works of art.</li> <li>• 4.38 The student will select a preferred work of art from among others and defend the choice using appropriate art vocabulary.</li> </ul>		<p><b><u>Weaving</u></b></p> <ul style="list-style-type: none"> <li>• 4.10 The student will identify random and ordered pattern.</li> <li>• 4.28 The student will evaluate the importance of arts, crafts, and artists in the fulfillment of basic human needs in colonial Virginia.</li> <li>• 4.30 The student will recognize that colonial Virginia artists, architects, and craftsmen used materials available in their region.</li> </ul>	