

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
4th Grade

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p>Name of Unit Weeks</p> <p>LINE +RHYTHM +FIREWORKS</p>	<p>1 – Media: Students will understand, select and apply media, techniques and processes.</p> <p>1- C –</p> <p>1 • differentiate between a variety of media, techniques and processes;</p> <p>2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response</p> <p>3 • use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and</p> <p>4 use art media and tools in safe and responsible manner</p> <p>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art.</p> <p>2-C –</p> <p>1 • identify the different ways visual characteristics are used to convey ideas;</p> <p>2 • describe how different expressive features, and ways of organizing them, cause different responses; and</p> <p>3 use the elements of art and principles of design to communicate ideas</p>	<p>Ideas: LINE + REPETITION + RHYTHM (Seen Vs. Heard)</p> <p>Q: What are lines? How can you repeat lines? What is Rhythm? What does rhythm mean in art? Are there different types of rhythms? How can you make a visual rhythm in art? Can you make a visual rhythm with lines?</p> <p><u>Learning Activities</u></p> <p>Group Discussion</p> <p>Response to different types of music. Create a line to represent every sound you hear. Rests in the music should be represented by negative space on the paper.</p> <p>-Review drawings</p> <p>-Differentiate between types of lines used for different songs and rhythms.</p> <p>Group Discussion</p> <p>Response to Fireworks video (YouTube)</p> <p>-What makes the fireworks looks as though they are moving when the video is paused?</p> <p>Group Discussion</p> <p>Response to Vincent Van Gogh Starry Night</p> <p>-What makes the sky look as though it is moving in this still painting?</p> <p>Process Demonstration 1</p> <p>-Creating different line types</p> <p>Process Demonstration 2</p> <p>-Creating the illusion of movement with lines</p> <p>Shooting VS. Exploding</p> <p>Process Demonstration 3</p> <p>-Painting with watercolor paints</p> <p>-Using watercolor pencils with water and watercolor paints</p> <p>-Paint Clean Up</p>	<p>LIS Grading System</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>E-Excels</p> <p>S-Satisfactory</p> <p>IM-Improving</p> <p>U-Unsatisfactory</p> <p>Art Product</p> <p>-Student Art Work in Progress</p> <p>-Completed Student Artwork</p> <p>Assessment Rubric Questions:</p> <p>Did you draw a collection or bundle of different types of lines shooting through the air?</p> <p>Did you draw a collection or bundle of different types of lines exploding in the air?</p> <p>Did you create a rhythm of regularly repeating lines in one of your drawings?</p> <p>Did you create a rhythm of irregularly repeating lines in one of your drawings?</p> <p>Did you choose one drawing and copy it</p>	<p>Visual Reference</p> <p>-Simple Machines</p> <p>-Teacher Examples</p> <p>-Student Examples</p> <p>-PowerPoint Instructions</p> <p>-You tube; Firework videos</p> <p>Artist Reference</p> <p>Wassily Kandinsky</p> <p>Common Core State Standards</p> <p>http://www.corestandards.org/</p> <p>New England Association of Schools and Colleges</p> <p>http://cpss.neasc.org/</p>

		<p><u>Product Activities</u> Line List Create different types of lines and organize them into a list.</p> <p>Fireworks Drawings Create an image of lines that represents fireworks shooting in a direction. Choose lines from your line list and a type of rhythm to organize your lines with. Create an image of lines that represents fireworks exploding from one point of the paper.</p> <p>Fireworks Paintings In the fireworks drawings, paint the shapes created by intersecting lines with different colors.</p> <p><u>Accelerated Product Activities</u> Drawing a sound/ Drawing Rhythm Create a list of 5 different sounds. Write the name of the sound on the bottom of a piece of paper. Create a line drawing that would represent the sound.</p> <p><u>Media</u> Pencils 12 x 18 in paper Watercolor Pencils Watercolor Paints Watercolor Brushes</p>	<p>onto a large piece of paper and paint it with watercolors?</p>	
<p>Name of Unit Weeks</p> <p>LINE into SHAPE</p>	<p>1 – Media: Students will understand, select and apply media, techniques and processes. 1- C – 1 • differentiate between a variety of media, techniques and processes; 2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response 3 • use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and 4 use art media and tools in safe and responsible manner</p> <p>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art. 2-C –</p>	<p><u>Ideas</u> Line + Shape + Color Scheme</p> <p>Q: How do we make shapes? How do we recognize Shapes? Do different types of lines create different types of shapes? What type of shape would straight lines create? What type of shape would curved lines make? What type of shape would scribble lines make?</p> <p><u>Learning Activities</u> Group Discussion : Repeating and intersecting Lines creates shapes Respond to paintings(Richard Diebenkorn’s Ocean Park Series) with straight lines and Geometric Shapes PPT Line + Rep</p> <p>Process Demonstration 1 Drawing 1</p>	<p>LIS Grading System 1 2 3 4</p> <p>E-Excels S-Satisfactory IM-Improving U-Unsatisfactory</p> <p>Art Product -Student Art Work in Progress</p> <p>-Completed Student Artwork</p>	<p>Visual Reference -Simple Machines -Teacher Examples -Student Examples</p> <p>-PowerPoint Instructions -You tube; Firework videos</p> <p>Artist Reference Kenneth Noland Ellsworth Kelly Richard Diebenkorn</p> <p>Common Core State Standards http://www.corestandards.org/</p>

	<p>1 • identify the different ways visual characteristics are used to convey ideas; 2 • describe how different expressive features, and ways of organizing them, cause different responses; and 3 use the elements of art and principles of design to communicate ideas</p>	<p>Fill one piece of paper with straight lines. Please use a ruler. Your lines can overlap.</p> <p>Drawing 2 Fill one piece of paper with curved lines. Please use a protractor. Your lines can overlap.</p> <p>Drawing 3 Fill one piece of paper with scribbles. Make plenty of space between your scribbles. Your lines can overlap.</p> <p>Group Discussion PPT Color</p> <p>Process Demonstration 2 -Color Wheel</p> <p>Process Demonstration3 Painting 1 Take your straight line drawing and paint the spaces between the lines with primary colors. You may also choose one secondary color. Write the names of the 3 primary colors on the back of the paper. Write the name of the one secondary color you choose on the back of the paper.</p> <p>Painting 2 Take your curved line drawing and paint the spaces between the lines with secondary colors and one primary color. Write the names of the 3 secondary colors on the back of the paper. Write the name of the one primary color you choose on the back of the paper.</p> <p>Painting 3 Take your scribble drawing. Paint the spaces between the lines with 2 complimentary colors and one primary or secondary color. Write the names of the colors you choose on the back of the paper.</p> <p>Group Discussion -COLOR GAME</p> <p><u>Product Activities</u> 3 Repetition Drawings 1. Straight 2. Zigzag 3. Scribbling</p> <p>Color Wheel Primary Secondary Complimentary</p> <p>Repetition Paintings (the paintings are the</p>	<p>Assessment Rubric Questions: Did you complete a color wheel by painting all the appropriate colors in the correct places?</p> <p>Did you create a Straight Line Drawing with a ruler? -and- Did you paint your drawing with 3 Primary colors + 1 Secondary color?</p> <p>Did you create a Curved Line Drawing with a protractor? -and- Did you paint your drawing with 3 Secondary Colors + 1 Primary color?</p> <p>Did you create a Scribble Line Drawing with a protractor? -and- Did you paint your drawing with 2 Complimentary Colors + 1 Primary or Secondary Color?</p> <p>Did you paint inside the lines in all of your paintings?</p>	<p>New England Association of Schools and Colleges http://cpss.neasc.org/</p>
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		<p>drawings, paint originals)</p> <ol style="list-style-type: none"> 1. Straight – Primary + 1 secondary 2. Zigzag - Secondary + 1 primary 3. Scribbling - Complimentary + Neutrals <p><u>Accelerated Product Activities</u> Blind Contour Drawings of FACES Create 5 Blind contour drawings Using a mirror create a drawing of your face. Use one continuous line, and do not take your pencil off the paper. You can only look at the mirror, so do not take your eyes off your reflection. Paint the shapes created by the intersecting lines with different colors.</p> <p>Blind Contour Drawings of FACES Paint the shapes created by the intersecting lines with different colors.</p> <p><u>Media</u> Color Wheel worksheets Rulers Protractors Pencils 12 x 18 in paper Tempera Paint Brushes</p>		
<p>Name of Unit Weeks</p> <p>FACES</p>	<p>1 – Media: Students will understand, select and apply media, techniques and processes. 1- C – 1 • differentiate between a variety of media, techniques and processes; 2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response 3 • use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and 4 use art media and tools in safe and responsible manner</p> <p>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art. 2-C – 1 • identify the different ways visual characteristics are used to convey ideas; 2 • describe how different expressive features, and</p>	<p><u>Ideas</u> Shapes + Position</p> <p>Q: What types of shapes are there in the face? How far apart should they be? Are they the same distance away on everyone’s face?</p> <p><u>Learning Activities</u> Group Discussion -Pre-Test -To the best of your ability draw your face. -Use the mirror to draw your face. -You cannot erase.</p> <p>Process Demonstration 1/ Group Discussion -Parts of Face-Face Chart Take a 12 x 18 piece of paper and fold in half. Fold the paper again in half. Unfold the paper. You should have 4 spaces. Label each space Eyes, Nose, Mouth and Hair</p> <p><u>Eyes</u></p>	<p>LIS Grading System 1 2 3 4</p> <p>E-Excels S-Satisfactory IM-Improving U-Unsatisfactory</p> <p>Art Product -Student Art Work in Progress</p> <p>-Completed Student Artwork</p> <p>Assessment Rubric Questions: Did you create face</p>	<p>Visual Reference -Simple Machines -Teacher Examples -Student Examples -PowerPoint Instructions -You tube; Firework videos</p> <p>Artist Reference Alexander Calder</p> <p>Common Core State Standards http://www.corestandards.org/</p> <p>New England Association of Schools and Colleges http://cpss.neasc.org/</p>

	<p>ways of organizing them, cause different responses; and 3 use the elements of art and principles of design to communicate ideas</p> <p>6 – Connections: Students will make connections between the visual arts, other disciplines and daily life.</p> <p>6- C –</p> <p>2 • identify connections between the visual arts and other disciplines in the curriculum; 4 * demonstrate understanding of how the visual arts are used in the world around us, including its influence upon us; and</p>	<p>Draw an eye Draw an eye open really wide Draw a closed eye</p> <p><u>Nose</u> Draw a nose from the side Draw a frontal nose Draw a nose from underneath</p> <p><u>Mouths</u> Draw a mouth closed Draw a mouth half open Draw a mouth open wide</p> <p><u>Hair</u> Draw straight hair Draw wavy hair Draw curly hair</p> <p>- Review and respond to students face shapes.</p> <p>Process Demonstration 2/ Group Discussion -Using Fractions The Measuring the Face Game -Choose a partner; take a measuring chart and measuring eye. -Each eye is divided into four parts: $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ 1. -Each Chart has a row for a different portrait. -Each Portrait is numbered. -Before you begin measuring write the portrait number in the correct row on the chart. -Use your eye to measure the space between different parts of the face listed on the chart.</p> <p>Process Demonstration 3/ Group Discussion Graph Paper Face -Use the measurements from the <u>Measuring the Face Game</u> to draw your face parts in the correct place.</p> <p>-Use your <u>Face Chart</u> to draw the correct shapes for your face parts</p> <p>Process Demonstration 4/ Group Discussion -Making wire shapes -Wire shapes Worksheet</p> <p><u>Product Activities</u> -Graph Paper Face drawing with Measuring Face Data -Wire Face -Wire Face + Mount on Paper</p>	<p>chart that successfully display all the parts of the face discussed: eyes, nose, mouth and hair?</p> <p>Did you create a graph paper drawing of your face that places all the parts of the face in the correct places?</p> <p>Did you create a wire face based on your graph paper face?</p> <p>Do the shapes on your wire face match the shapes on your drawing?</p> <p>Are the wire shapes tied tightly in your wire face?</p>	
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<p>Name of Unit Weeks</p> <p>LANDSCAPE</p>	<p>1 – Media: Students will understand, select and apply media, techniques and processes. 1-C – 1 • differentiate between a variety of media, techniques and processes; 2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response 3 • use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and 4 use art media and tools in safe and responsible manner</p> <p>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art. 2-C – 1 • identify the different ways visual characteristics are used to convey ideas; 2 • describe how different expressive features, and ways of organizing them, cause different responses; and 3 use the elements of art and principles of design to communicate ideas</p>	<p><u>Ideas</u> Q: What happens to the size of an object as it gets closer to us? What happens to the size of an object as it gets nearer to us? How do we describe this idea in a drawing?</p> <p><u>Learning Activities</u> Group Discussion 1 -Space: Ruler Activity Students measure their hands -Establish the idea that the teacher could not be measured on the same ruler as the one they used to measure their hands -Stand far away and have students measure you -Now you fit on the ruler. _Ask what happens to the size of an object as it gets farther away?</p> <p>Group Discussion 2 Geometric and Organic Shapes -Response to segments of Frank Gehry film: Sketches of Frank Gehry</p> <p>Process Demonstration 1 -On a 9x12 piece of paper, create a written list of 10 different buildings. -On the same piece of paper, draw a symbol or sign for each building. -Choose buildings from your list. -On separate pieces of paper, design the buildings using geometric or organic shapes. Use all of the paper. -Color your buildings with colored pencils.</p> <p>Process Demonstration 2</p>	<p>LIS Grading System 1 2 3 4</p> <p>E-Excels S-Satisfactory IM-Improving U-Unsatisfactory</p> <p>Art Product -Student Art Work in Progress</p> <p>-Completed Student Artwork Did you create a list of at least ten buildings for your town? Do your buildings have symbols?</p> <p>Did you create buildings made from geometric shapes? Did you draw your geometric buildings with a ruler?</p> <p>Did you create buildings made from organic shapes? Did you scribble your organic shapes?</p>	<p>Visual Reference -Teacher Examples -Student Examples</p> <p>-PowerPoint Instructions</p> <p>-Frank Gehry: Sketches of Frank Gehry, Film</p> <p>Artist Reference Frank Gehry</p> <p>Common Core State Standards http://www.corestandards.org/</p> <p>New England Association of Schools and Colleges http://cpss.neasc.org/</p>

		<p>-On separate pieces of paper, design the buildings using geometric or organic shapes. Use all of the paper. -Color your buildings with colored pencils. -Take a piece of 18 x 24 in paper and draw a <u>horizon line</u> and a <u>road</u>. -Choose three to four buildings and hinge them. -Glue the hinged part of your buildings to your paper -Glue the rest of your buildings onto your paper.</p> <p><u>Product Activities</u> -Individual Building Drawings on a variety paper sizes -Town Drawing</p> <p><u>Accelerated Product Activities</u></p>	<p>Did you create a landscape with trees and roads from construction paper? Do the things in your landscape look close because they are low on the paper and large?</p> <p>Do the things in your landscape look far away because they are high on the paper and small?</p>	
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