

Everett Public Schools Guide to the ‘Adventures in Art’ Curriculum, Grade: 4

Lesson Sequence	‘Adventures in Art’ Lesson	Learning Target/Objectives By Assessment Strand (Key Vocabulary in bold)	EALR	Art Media and Reproduction Recommendations
1	<p>(Not in the Text)</p> <p>Make a Sketchbook</p> <p><i>Paper Crafts</i></p>	<p>Craftsmanship/Technique:</p> <ul style="list-style-type: none"> Paper Craft Skills <p>Creative Process:</p> <ul style="list-style-type: none"> Sketching/sketchbook use as part of the Creative Process. Review: Originality in Art 	1.1, 1.2, 2.1	Use a simple book form to create a sketchbook for every student, that contains 8-10 Pages for use over the course of the year. Use this project to introduce the steps of the ‘Creative Process’ (you can relate this to the writing process). Make sure students understand that artists use a sketchbook as part of the ‘creative process’ to help them plan their work and develop original ideas.
2	<p>Lesson 4: Pgs 14-15</p> <p>Making Sketches</p> <p><i>Drawing</i></p>	<p>Creative Process:</p> <ul style="list-style-type: none"> Review: Emphasize careful observation of forms to be drawn Review: Keeping a sketchbook record observations as part of the Creative Process <p>Composition:</p> <ul style="list-style-type: none"> Using Proportion to sketch a realistic image 	2.1, 1.1, 1.2	<p>Use the sketchbook made in the previous lesson for this activity. Have kids use pencils (artists refer to it as ‘graphite’) and erasers to complete sketches. Use trees or plants/plant materials for these drawings. This could be done as a homework assignment, after instruction.</p> <p>Reproductions: Posters: 1 & 3 Ohd: 24</p>

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3	Lesson 5: Pgs 16-17 Seeing Light and Shadow <i>Drawing</i>	Cr/Tech: <ul style="list-style-type: none"> Observational drawing Use of value-to create realistic drawings through shading techniques Communication: <ul style="list-style-type: none"> Identify a light source, highlight, core shadow and cast shadows 	1.1, 1.2, 3.1	Show large reproduction #6 - <u>4 Pears</u> . Help kids to identify the light source, highlights, etc. Demonstrate by setting up some simple forms, like eggs or fruit, on a sheet of white paper- and shining a flashlight/strong directional light source on them to show the shadows and light. Be sure the classroom lights are turned off. These drawings can be done in their sketchbooks. Reproductions: Poster: 6
4	Lesson 25: Pgs 60-61 Drawing Portraits <i>Drawing</i>	Composition: <ul style="list-style-type: none"> Review: Portrait/Self-Portrait as a Subject in art Using proportion to draw a face realistically 	1.1, 1.2	Use the guidelines in the lesson. Students can shade their portraits, based on the last lesson, to show the contours of the nose and cheeks, if desired. Reproductions: Posters: 11, 14, 15, 20 Ohd: 21
5	Lesson 6: Pgs 18-19 Drawing Textures in Scenes <i>Drawing</i>	Cr/Tech: <ul style="list-style-type: none"> Using lines to create value and texture Review: Creating details and filling the paper space Communication: Review: Landscape as a subject	1.1, 1.2, 2.1	Use this as drawing lesson, to build skills used in the previous lesson. Have kids work in fine point ink pen or graphite on good quality paper (60-80#). Give them half sheets of paper if you want the lesson to go faster. They could start in pencil, then add outlines/textures in ink, erasing the pencil lines last. Black and White landscape photos are helpful to work from (Ansel Adams photos, photocopied, would be a good source). Reproduction: Poster: 1 & 2

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6	Lesson 2, Pgs 10-11 Movement, Line and Shape <i>Drawing/Design</i>	Communication: <ul style="list-style-type: none"> Expressive Drawing Creative Process: <ul style="list-style-type: none"> Reflection as part of the Creative Process Composition: <ul style="list-style-type: none"> Review: Creating emphasis in a composition 	1.1, 1.2, 2.1, 3.1, 3.3	<p>This can be done to music, using contrasting moods, or themes to express a particular feeling. Encourage children to create an area of emphasis in their composition-using contrasting colors, shapes, sizes, textures, etc. Provide time for them to reflect on their work (this can be done in writing or as a whole group) as directed in step 3 under ‘Create’ in the teacher’s edition.</p> <p>Reproductions: Poster: 12</p>
7	Lesson 8: Pgs 22-23 Shapes Around Shapes <i>Drawing/Design</i>	Composition: <ul style="list-style-type: none"> Using Positive and Negative Shapes to create a composition 	1.1, 1.2	<p>Use felt pens or oil pastels on white paper. Limit the colors to three or four, including black, for best effect. Remind students that their works can have a very different ‘feel’, depending on the colors, shapes and lines they choose, referencing the previous lesson. Encourage them to fill their paper space, and to think carefully about which spaces they choose to color, to get the best design.</p> <p>Reproductions: Posters: 13 & 19 Ohd: 16</p>
8	Lesson 13, Pgs 32-33 Planning a Still Life	Composition: <ul style="list-style-type: none"> Review: Still Life’ as a subject in Art Creating Foreground, Middle Ground and Background to 	1.1, 1.21, 2.1	<p>Use oil pastels for this drawing. Work in several sittings. Begin by having kids draw the outline of their still life in pencil. Add color later, and the texture/pattern last. To preserve your still life set-up, place it on a cart (an overhead cart works well)</p>

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	<i>Drawing</i>	define Space in an artwork <ul style="list-style-type: none"> Incorporating pattern/texture into an artwork 		so it can be moved out of the way between working sessions. Reproductions: Posters: 5 & 7 Ohd: 23
9	Lesson 17, Pgs 45-46 Mixing Tints and Shades: Paintings About the Sea <i>Painting</i>	Cr/Tech: <ul style="list-style-type: none"> Review: Mixing color values: Tints and Shades Communication: <ul style="list-style-type: none"> Seascape as a Subject in Art 	1.1, 1.2	Review and check for student understanding of color mixing before doing this lesson. If they do not understand the color wheel/mixing primary/secondary and intermediate colors, go back and do lesson 14 (pg 34-35) first. Reproductions: Poster: 12 Ohd: 3
10	Lesson 18: Pgs 46-47 Using Color Schemes: Sparkling Landscapes <i>Painting</i>	Communication: <ul style="list-style-type: none"> Artist often use special combinations of colors in their work called Color Schemes Analogous colors as a color scheme 	1.1, 1.2, 1.3	The emphasis in this lesson should be on color mixing and the use of combinations of colors by artists. Use the overhead transparencies from the 5 th grade set to illustrate the concepts of analogous and Impressionism (if desired). Use #21, by Cezanne, to illustrate analogous colors. Use #17 by Van Gogh to illustrate Impressionism as a type of realism. Additional reproductions by impressionists are available at the center on request. Email Ann Morgan to have them sent to your classroom. Use tempera paint for this activity. Reproductions: Posters: 1 & 2 Ohd: 24
11	R2: Pgs 72-73	Communication:	1.1,1.2,3 .13.3	Use this lesson as a discussion only, to introduce the concept of style in art, which encompasses the

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	Expressing Ideas in Art <i>Discussion</i>	<ul style="list-style-type: none"> Defining Art Styles: Realism, Abstraction and Fantasy Art Review: Subjects in Art 		<p>general categories of realism, abstraction, and fantasy (which combines elements of realism and abstraction). Let children know that they will be creating some artwork in each of these categories in the coming lessons.</p> <p>Reproductions: Posters: 5, 12, 20 to show examples of each style Ohds: ¾ Grade level – 3 (Realism), 16 (Abstract), 13 (Fantasy) or 24 (Realism vs. Abstract)</p>
12	Lesson 15: Pgs 36-37 Abstract and Realistic Art : Painting a Still Life <i>Painting</i>	Communication: <ul style="list-style-type: none"> Identify and use Abstract/realistic styles Artists use different techniques to achieve abstract or realistic effects in their work Review: Still Life as a subject in art 	1.1, 1.2, 1.3, 3.1	<p>In the ‘explore’ part of this lesson, extend the discussion of the two artworks in the text to having kids speculate on how artists use art materials (paint, brushes, etc) differently in creating abstract or realistic effects. Define ‘Technique’ as the different ways an artist can use their tools /materials.</p> <p>Reproductions: Posters: 5, 6, 7 Ohds: 15 & 16</p>
13	Lesson 16: Pgs 42-43 Painting About Moods	Communication: <ul style="list-style-type: none"> Color as a way to express moods/feelings (Abstract Expressionism) Cr/Tech:	1.1, 1.2, 1.3, 3.1	<p>Show kids how artists sometimes work to express moods/feelings using colors and textures in their work- this is called ‘Abstract Expressionism’. Show examples (large reproduction #12, OH #15 from the 5th grade set)</p>

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	<i>Painting</i>	<ul style="list-style-type: none"> Review: Transparent vs Opaque paints Review: Creating a Wash (diluting paint) 		<p>Remind kids that they are working with a transparent medium (colors show through) They have to carefully control the wetness of the paper (only wet parts of their paper at a time) to get the effects they want. How much water they add to the paint will determine the intensity of the colors. Work for clear colors that do not turn 'muddy'.</p> <p>Reproductions: Poster: 17 Ohds: 10, 23, 24</p>
14	Lesson 22: Pgs 54-55 Using Colors for Emphasis: Feelings About Animals <i>Drawing</i>	Communication: <ul style="list-style-type: none"> Expression/Expressionism in Art Complementary color schemes Composition: <ul style="list-style-type: none"> Review: Emphasis/Center of Interest Cr Process: <ul style="list-style-type: none"> Review: Using a sketchbook to plan an Artwork 	1.1, 1.2, 1.3, 2.1, 3.1	<p>Have kids use their sketchbooks to do some practice drawings of an animal they like. Encourage them to draw the animal in a typical gesture (dog sniffing the air, cat licking it's fur, etc) <u>ZooBooks</u> can provide good visual sources for this lesson. Their drawing can be done on top of the watercolor they did in their last lesson (#16), using felt pens, oil pastel, chalk pastels, colored pencils or paint.</p> <p>Reproductions: Poster: 20 Ohd: 5</p>
15	Lesson 26: Pgs 62-63 Styles of Art: Paintings About	Communication: <ul style="list-style-type: none"> Portrait as a subject in art and portrait views: full-face vs profile Review: 	1.1. 1.2, 1.3, 3.1, 2.1	<p>This project requires several sittings to develop and complete. Have kids use their sketchbooks to develop their image and their composition. They could work from photos, if that is easier. Use tempera paint and have kids plan and paint the</p>

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	People <i>Painting</i>	Expressionistic/Realistic Style Composition: <ul style="list-style-type: none"> Review: Foreground Middle Ground and Background to define space 		background first. In the second sitting, have them add the middle ground and foreground elements. Finish by adding details. Their painting should be allowed to dry completely between sittings. If the painting is poorly done/defines, allow them to use felt markers for the final details, to further define the forms. Reproductions: Posters: 13, 14, 20 Ohds: 1, 7, 8, 16
16	R1: Pgs 38-39 Communicating Through Art <i>Discussion</i>	Communication: <ul style="list-style-type: none"> Use the Art Criticism Process to evaluate artwork (relate this to the ‘reflect’ step of the Creative Process) Develop Criteria for evaluating artwork Identify the art elements and principles (emphasis, repetition/pattern, balance, and proportion) in an artwork 	1.1, 2.1, 3.1, 3.3	This lesson and activities are a preparation for the art show in the following/final activity, R4, on pages 140-141. Review this lesson before proceeding, so you can combine and coordinate these activities. For the discussions, use the ‘Art Criticism Guide’ in the teacher’s text (blue box) to structure your discussions with kids about artwork. Have kids do some writing on which of their works they choose from their portfolios, and why. You can use the related Davis worksheets, ‘Analyzing an Artwork’ and ‘You Can Be an Art Critic’, if desired. If you don’t have these, contact the Curriculum Specialist for copies.
17	R4: Pgs 140-141	Cr Process: <ul style="list-style-type: none"> Presentation of work as part of the 	1.1, 1.2, 2.1 3.1,	See Guidelines for Mounting and Displaying Artwork’ supplement.

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	Planning an Art Show <i>Discussion/Presentation of Work</i>	Creative Process <ul style="list-style-type: none"> Developing criteria for selecting artwork to go into the show Mounting and labeling artwork 	3.2, 3.3, 4.3, 4.6	