Fourth Grade Curriculum Map *for Bemidji District Visual Arts K-12 Scope and Sequence:* 2016

Semester 1	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
	On-going: *See k-third grade* and add use of: digital cameras, drawing, figurative, non=objective, gesture, contour, brushes (such as fan, stippling, liners) palette knives, idea development, pre-planning components **Focus is on:** • **Line:** contour, repeated lines to show movement, contour lines-thick and thin to create perspective, use of line in other cultures • **Shape:** repeated shapes to show movement • **Value:** blending and shading and light source • **Techniques:** Stippling • **Color:** complementary, intensities, neutrals • **Form:** subtractive sculpture, masks • **Space:** foreground, middle ground, background, rendering-the illusion of depth • **Rhythm:** flowing lines and organic repeated shapes • **Principles of Art:** Unity, balance, contrast	**Artistic Foundations:** **1.1** **1.2** **2.1** **3.2** **Create/Make:** **1.1** **1.2** **Perform/Present:** **Respond/Critique:**	Design and create an original mixed media (i.e. marker, crayon) poster that conveys a message about a social issue. Carefully consider your use of the elements of line, shape, and space along with principles of emphasis, contrast, and balance in your poster and be ready to describe your use of these elements and principles using the correct vocabulary. You will be asked to complete a reflection sheet about your poster which will include: 1. An explanation of all revisions made after the first plan for the design. 2. A description of the materials, tools, and techniques used in the poster. 3. 3. A description of how successful the poster is in communicating the social issue message	**(a, b, c,d)** **Learning Goals:** The student will: 1. Design and create an original mixed media (i.e. marker, crayon) poster that conveys a message about a social issue. 2. Revise poster based on feedback of others and/or the teacher and explain how revisions were done based on the feedback in a written reflection 3. complete a reflection sheet about your poster which will include: -An explanation of all revisions made after the first plan for the design. -A description of the materials, tools, and techniques used in the poster. -A description of how successful the poster is in communicating the social issue message **The Poster:**

	• **Point of View:** bird's eye, worm's eye, eye-to-eye, far away, close-up **Materials:** Charcoal, modeling clay, glue, heavy weight paper, paper mache, oil pastel, clay **Possible Projects:** Weather drawings Drawing: contour, blind contour, gesture Claymation Brush techniques found in Western and Eastern genre One-point perspective Collage Paper nacho masks **Tools:** Computer **Artist(s):**			• Includes effective use of line, shape, space, emphasis, contrast and balance • Clearly communicates a message about a social issue **The Reflection:** • Descriptions of the use of elements and principles includes accurate use of vocabulary Explanation of all revisions is complete • Description of materials, tools and techniques used in the poster are complete and accurate • Description of poster's success in communicating the social issue is supported with examples from the poster

Fourth Grade Curriculum Map *For Bemidji District Visual Arts K-12 Scope and Sequence:* **2016**

Semester 2	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
	On-going: *See fourth grade first semester and add:* Subtractive clay sculpture **Focus is on:** • **Line:** visual art and dance • **Balance:** radial • **Harmony** • **Unity** • **Movement** • **Form:** Subtractive/additive clay masks • **Shape:** Repeated lines and shapes • **Rhythm:** Make choices about color, line, and shape to create rhythm **Materials:** **Possible Projects:** **Tools:** **Artist(s):**	**Foundations:** 1.1 (line, value, color) 1.2 (pattern, contrast) 2.1 (techniques of drawing) **Create/Make:** 1.1 1.2 **Perform/Present:** **Respond/Critique:**	**Learning Goals:** 1. create an original realistic observational drawing of teacher selected subject that uses line, value, and color, pattern and contrast 2. use techniques, tools and materials of drawing in realistic observational drawing 3. revise observational drawing based on the feedback of others and self-reflection **Assessment Activity:** The teacher will select subject for an observation drawing. This could include object from nature (squash), tennis shoe, self-portrait, etc. The assessment activity can be a traditional drawing from observation or be modified to be a traditional observational drawing that is transformed from realism to surrealism. (metamorphous) Emphasis will be on point of view, use of space, creating an illusion of depth (shading/blending values) and/or creating color values for depth. Student will choose to use	

			cray-pas, colored, pencil, paste, or charcoal as the drawing medium. The student will also keep a record of the revisions that were used to transform a realistic drawing into a drawing that uses surrealistic qualities. A written or oral reflection will be completed that answers the following prompts: 1. Describe techniques such as "What is blending. Shading, and layering color in a drawing. 2. Describe how is depth created with the elements of line, value, color. 3. Describe how pattern and color are used in a realistic observational drawing 4. Describe what makes a drawing realistic? 5. Describe materials and tools did you use in your drawing?	

Curriculum Map *Visual Arts K-12 Scope and Sequence:*

12 weeks	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Unit 1:	On-going: Focus is on: Project: Elements: Principles: Technique: Artist(s):	Artistic Foundations: Create/Make: Perform/Present: Respond/Critique:		

Curriculum Map *Visual Arts K-12 Scope and Sequence:*

12 weeks	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Unit 1:	**On-going:** **Focus is on:** **Project:** **Elements:** **Principles:** **Technique:** **Artist(s):**	**Artistic Foundations:** **Create/Make:** **Perform/Present:** **Respond/Critique:**		

Curriculum Map *Visual Arts K-12 Scope and Sequence:*

12 weeks	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Unit 1:	**On-going:** **Focus is on:** **Project:** **Elements:** **Principles:** **Technique:** **Artist(s):**	**Artistic Foundations:** **Create/Make:** **Perform/Present:** **Respond/Critique:**		

Curriculum Map *Visual Arts K-12 Scope and Sequence:*

12 weeks	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Unit 1:	**On-going:** **Focus is on:** **Project:** **Elements:** **Principles:** **Technique:** **Artist(s):**	**Artistic Foundations:** **Create/Make:** **Perform/Present:** **Respond/Critique:**		

Curriculum Map *Visual Arts K-12 Scope and Sequence:*

12 weeks	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Unit 1:	On-going: Focus is on: Project: Elements: Principles: Technique: Artist(s):	Artistic Foundations: Create/Make: Perform/Present: Respond/Critique:		

Curriculum Map *Visual Arts K-12 Scope and Sequence:*

12 weeks	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Unit 1:	**On-going:** **Focus is on:** **Project:** **Elements:** **Principles:** **Technique:** **Artist(s):**	**Artistic Foundations:** **Create/Make:** **Perform/Present:** **Respond/Critique:**		

Curriculum Map *Visual Arts K-12 Scope and Sequence:*

12 weeks	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Unit 1:	On-going: Focus is on: Project: Elements: Principles: Technique: Artist(s):	Artistic Foundations: Create/Make: Perform/Present: Respond/Critique:		

	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
	On-going: **Focus is on:**		**Benchmarks:** **Learning Goal:** **Assessment Activity :** **Benchmarks:** **Learning Goal:** **Assessment Activity :**	