

Unit Overview

Content Area:

Art

Unit Title:

Storytelling in art

Grade Level:

4

Unit Summary:

This unit is intended to be taught throughout the year as a unifying theme for the year's lessons. In fourth grade, students will explore art's connection with language and storytelling. They will investigate different art forms that tell stories with and without words. Students will tell their own stories in a variety of ways using a variety of media.

Learning Targets

Common Core Standards:

- 1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
- 1.1.5.D.2 The elements of art and principles of design are universal.
- 1.2.5.A.1 Art and culture reflect and affect each other.
- 1.2.5.A.2 Characteristic approaches to content, form, style, and design define art genres.
- 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- 1.3.5.D.2 Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
- 1.3.5.D.3 Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
- 1.3.5.D.4 The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
- 1.3.5.D.5 There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.
 - 1.4.5.A.1 Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes)
 - 1.4.5.A2 Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
 - 1.4.5.A.3 Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
 - 1.4.5. B.1 Identifying criteria for evaluating performances results in deeper understanding of art and art-making.

1.4.5.B.2 Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

1.4.5.B.3, While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.

1.4.5.B.4 Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.

1.4.5.B.5 Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

Unit Essential Questions:

How does art tell stories?

Does art always need words to tell a story?

Where can stories and art be seen together?

Unit Enduring Understandings:

Art tells stories by giving visual clues to the plot, setting, and characters or through symbolism.

Art can tell a story without words or with words.

Art can be seen with stories in book illustrations, comics, story quilts, visual symbols, cave paintings, and other places.

Unit Learning Targets:

SWBAT discuss the element of stories (plot, setting, characters) as it relates to art.

SWBAT identify symbolism in artistic storytelling

SWBAT explain some of the ways that stories are told using art.

SWBAT create their own stories using art.

Evidence of Learning

Assessments: grading rubric, class discussion, group critique, testing, concept checks

Lesson Plans

Lesson	Suggested projects
Character, Plot, Setting	Games, Story telling, writing
Conventional story telling	Book illustration, comics, photography
Symbolism	Illustrating stories, discussion, project with symbols
Non conventional storytelling	Non-western stories that are out of order, African-American Story Quilts, Cave painting

Additional Resources

Student Resources:

Teacher Resources:

Unit Overview	
Content Area: Art	
Unit Title: Line	
Grade Level: 4	
Unit Summary: In fourth grade, students will explore how line can tell stories. They will use line for pattern, motion, and to depict texture and value. They will continue to develop their use of contour line, as they are introduced to what it means to be expressive with line.	
Learning Targets	
Common Core Standards: 1.1.2 .D.1 The basic <u>elements of art</u> and <u>principles of design</u> govern art creation and composition. 1.1.2 .D.2 Recognizing the <u>elements of art</u> and <u>principles of design</u> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods 1.3.2.D3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	
Unit Essential Questions: What is a line? What are the different kinds of line? How can line show action? How can line be used as a descriptive element? What is a contour line? What does it mean for a line to be expressive?	Unit Enduring Understandings: Lines are marks made in art to create shapes, mark outlines, denote value, and show motion Lines have width, direction and length. Lines and repeated lines can indicate that something has moved or in which direction it has moved. Lines can be used to depict textures, contours, and value by representing what we see. A contour line denotes a change in tone or is an outline of a shape. A line can show emotion or lack of emotion by its direction, weight, and it can show the “hand” of the artist in how it is applied.
Unit Learning Targets:	

SWBAT Categorize different types of lines
SWBAT Create patterns through the use of different lines
SWBAT Illustrate how line can show action
SWBAT utilize line to depict textures, values, and shading
SWBAT depict an object they see using contour line
SWBAT assess the quality of a line to be expressive

Evidence of Learning

Assessments: grading rubric, class discussion, group critique, testing, concept checks

Lesson Plans

Concept	Suggested Activity
Line variety	Line design in comics
Lines showing motion	Cave art
Creating Pattern	Benday Dots
Contour line	Observed objects
Expressive line	Assessment of the story being told by the kind of line that exists

Additional Resources

Student Resources:

Teacher Resources:

Unit Overview	
Content Area: Art	
Unit Title: Color	
Grade Level: 4	
Unit Summary: Fourth graders will develop their sense of color while studying how color can tell stories. Students will be proficient using the color wheel to discuss many color schemes. They will become more proficient in discussing complements, analogous and tertiary/intermediate colors. Students will continue advanced color mixing, while beginning to recognize that colors can be affected by the colors around them.	
Learning Targets	
Common Core Standards: 1.1.2 .D.1 The basic <u>elements of art</u> and <u>principles of design</u> govern art creation and composition. 1.1.2 .D.2 Recognizing the <u>elements of art</u> and <u>principles of design</u> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods 1.3.2.D3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	
Unit Essential Questions: What are primary colors? What are secondary colors? What makes primary colors special? What is the color wheel? What are tints and shades? What is a gradation? What are warm colors? What are cool colors? What are neutrals?	Unit Enduring Understandings: Primary colors are red, yellow, and blue. Secondary colors are green, orange, and violet. Primary colors cannot be mixed. The color wheel is a way of organizing colors and their relationships. Tints are created by mixing white, Shades, by mixing black. A gradation is when colors fade from one tone to another. Warm colors are red, orange, and yellow. Cool colors are green, blue, and violet. Neutrals are brown, gray, black, brown, and

What are the tertiary colors?	white.
How do you create a neutral?	Tertiary colors are ones between primary and secondaries, such as: yellow green and blue violet. Neutrals can be created by mixing two complements.
How are colors affected by colors around it?	Colors can change intensity, appear brighter or darker, or affect the way that the viewer sees a composition, depending on the colors in its area.

Unit Learning Targets:

SWBAT Identify primary and secondary colors

SWBAT identify that primary colors cannot be mixed

SWBAT create secondary colors by mixing primary colors

SWBAT identify colors and relationships on the color wheel

SWBAT create tints and shades using black and white

SWBAT identify that colors can fade from light to dark

SWBAT demonstrate that warm colors are red, yellow and blue, and cool colors are blue, green, and violet

SWBAT use the color wheel to discuss color relationships and theories on the color wheel

SWBAT combine intermediate colors by mixing two primary colors and one secondary color that is analogous.

SWBAT identify complementary colors as those that are opposite on the color wheel.

SWBAT categorize black, white, and gray as neutral colors.

SWBAT create brown by mixing complements or three primary colors.

SWBAT recognize that a color is affected by colors around it

Evidence of Learning

Assessments: grading rubric, class discussion, group critique, testing, concept checks

Lesson Plans

Lesson	Timeframe
Primary colors	Experimentation with color, color mixing
Secondary colors	Experimentation with color, color mixing
Neutral colors	Color mixing, tints and shades
Tints and Shades	Creating colors, color mixing, gradations
Warm/Cool	Paper cutting, coloring, paint mixing
Color wheel	Class discussion
Opposites	Color experiments
Neutrals	Color mixing
Colors affecting other colors	Experiments with color

Additional Resources

Student Resources:

Teacher Resources:

Unit Overview	
Content Area: Art	
Unit Title: Space	
Grade Level: 4	
Unit Summary: Fourth graders will experiment with the ways that composition and space can tell a story. They will examine different kinds of stories to see the way that composition affects a story. Students will continue to develop the way that they can discuss composition and space, both three dimensional and two dimensional.	
Learning Targets	
Common Core Standards: 1.1.2 .D.1 The basic <u>elements of art</u> and <u>principles of design</u> govern art creation and composition. 1.1.2 .D.2 Recognizing the <u>elements of art</u> and <u>principles of design</u> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods 1.3.2.D3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	
Unit Essential Questions: What is space? How are pictures divided? What is the difference between 2D and 3d? What are some ways to talk about space? What separates positive and negative space?	Unit Enduring Understandings: Space is the way that environments and objects are represented in art. Compositions can be divided using the elements of art. 2d Objects don't occupy real space. 3D ones do. We can use the words "foreground," "middleground," and "background" to talk about the way things are arranged in a composition. Positive space is occupied by a form, while negative is not.
Unit Learning Targets: <i>SWBAT demonstrate that space is the area inside and around shapes</i> <i>SWBAT identify that space in a composition can be divided by the elements of art.</i> <i>SWBAT recognize that 3D objects occupy real space</i>	

SWBAT create objects with length and width
SWBAT discuss the arrangement of elements in a composition
SWBAT demonstrate that space can be divided into foreground, middle ground, and background
SWBAT identify areas of space that are positive and areas of space that are negative.

Evidence of Learning

Assessments: grading rubric, class discussion, group critique, testing, concept checks

Lesson Plans

Concept	Suggested Activity
Composition	Discussing the way that different stories are told using composition
2d/3d	Sculpture
Foreground, Middleground, Background	Work of art that shows depth, works of art that tell stories using depth
Positive and Negative space	Paper cutting

Additional Resources

Student Resources:

Teacher Resources:

Unit Overview	
Content Area: Art	
Unit Title: Shape and Form	
Grade Level: 4	
Unit Summary: Fourth grade will discuss the use of shape as it relates to the way it can tell stories. They will continue to work with both realistic and abstract subjects, while demonstrating the ways that shapes can show depth. Students will discuss the ways that shape can show motion, be expressive, and be used as a symbol.	
Learning Targets	
Common Core Standards: 1.1.2 .D.1 The basic <u>elements of art</u> and <u>principles of design</u> govern art creation and composition. 1.1.2 .D.2 Recognizing the <u>elements of art</u> and <u>principles of design</u> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods 1.3.2.D3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	
Unit Essential Questions: What is a shape? What are the different kinds of shapes? Are all shapes the same? What is a pattern? What is overlapping? Why is overlapping important? Why is the size of shapes important? Do shapes always represent reality? How do shapes trick the eye? What is symmetry and asymmetry?	Unit Enduring Understandings: Shapes are created by areas of color or intersecting lines. Shapes can be categorized as organic or geometric. Shapes can vary in size. Pattern is the repetition of shapes. Overlapping is when one shape covers another. Overlapping can show how objects are arranged in space. The size of shapes can show how they arranged in space. Shapes can represent reality, or be abstract The placement of shapes in a composition can create illusions, or move the eye around a picture. Symmetry exists when a shape is the same on both

How can shapes show movement?	sides. When it is different, that shape is asymmetrical.
How can shape be used as a symbol?	Shapes can appear to move through change in position or size in a composition.
How can shape be expressive?	Shapes can stand for ideas. Shapes position, size, and overall appearance can show emotion and the “hand” of the artist.

Unit Learning Targets:

- SWBAT recognize that squares, circles, rectangles, triangles and ovals are geometric shapes.*
- SWBAT recognize that freeform or organic shapes have no names and definitive outlines but still are shapes.*
- SWBAT demonstrate that shapes and forms can vary in size.*
- SWBAT recognize that shapes are 2 dimensional.*
- SWBAT demonstrate that shapes can be created by lines and or color*
- SWBAT deduce that repetition of shapes or forms creates a pattern.*
- SWBAT illustrate that shapes can overlap.*
- SWBAT distinguish between representational and abstract shapes and forms*
- SWBAT recognize positive forms and negative shapes*
- SWBAT illustrate that symmetry is created when a space is the same on both sides when divided in half.*
- SWBAT recognize that asymmetry exists when a shape is not the same on both sides when divided in half.*
- SWBAT illustrate that forms and shapes can combine to create other forms and shapes that are more complex.*
- SWBAT recognize that a shape’s placement can depict motion in a composition*
- SWBAT depict ideas using shapes*
- SWBAT recognize that shape can be an expressive element in a composition*

Evidence of Learning

Assessments: grading rubric, class discussion, group critique, testing, concept checks

Lesson Plans

Lesson	Suggested Activity
Organic vs. Geometric shapes	Differences in mood or tone
Pattern	Pattern in storybooks
Varying size/ Scale	Depictions of hierarchy of scale
Overlapping	Depictions of space
Creating Depth	Depictions of perspective in various cultures and times
Symmetry/asymmetry	Discussion of what symmetry can do for a story
Complex shapes and forms	Sculpting or paper cutting
Motion using shapes	Discussion of story progression
Shapes as expressive	Discussion of illustration
Shapes as symbols	Use of shapes to tell a story

Additional Resources

Student Resources:

Teacher Resources:

Unit Overview	
Content Area: Art	
Unit Title: Texture	
Grade Level: 4th	
Unit Summary: Fourth graders will discuss the use of texture and its relation to storytelling. Students will continue to grow in their ability to discuss simulated and actual texture, and as it relates to the other elements of art.	
Learning Targets	
Common Core Standards: 1.1.2 .D.1 The basic <u>elements of art</u> and <u>principles of design</u> govern art creation and composition. 1.1.2 .D.2 Recognizing the <u>elements of art</u> and <u>principles of design</u> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods 1.3.2.D3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	
Unit Essential Questions: What is texture? How is texture created? How can we simulate textures on a flat surface? What is the difference between simulated and actual texture? How does texture rely on the other elements of art?	Unit Enduring Understandings: Texture is how something feels. Texture can be shown through various marks on 2d surfaces or by creating differences in materials on 3d surfaces. Textures can be simulated using line and shape. Simulated texture looks like it feels a certain way. Actual texture can be felt with our senses. Texture can be created by repeating line, shape, or color.
Unit Learning Targets: <i>SWBAT recognize that they way something feels can be represented on a flat surface.(Simulated texture)</i> <i>SWBAT create a variety of textures in 3 dimensions. (Actual texture)</i> <i>SWBAT identify a variety of textures in real life</i> <i>SWBAT develop texture using line and shape</i> <i>SWBAT increase interest in a composition by using texture</i> <i>SWBAT conclude that simulated texture is two dimensional.</i>	

<i>SWBAT identify that texture can be created by repeating other elements of art</i>	
Evidence of Learning	
Assessments: grading rubric, class discussion, group critique, testing, concept checks	
Lesson Plans	
Lesson	Suggested Activities
Simulated texture	Still life with observed textures
Actual texture	Pottery, sculpture, mobiles, impasto paint
Differences between kinds of texture	Compare and Contrast two texture projects, creating textures from real life images
Additional Resources	
Student Resources:	
Teacher Resources:	