

PETERS TOWNSHIP SCHOOL DISTRICT

CORE BODY OF KNOWLEDGE

VISUAL ART GRADE 4

For each of the sections that follow, students may be required to analyze, recall, explain, interpret, apply, or evaluate the particular concepts being taught.

COURSE DESCRIPTION:

An inquiry based approach will be used to facilitate student exploration in solving creative and functional problems. Broad goals and objectives will be provided for students to allow flexibility for the incorporation and development and creation of their own unique, creative vision. Activities will also incorporate aspects of art history and critical and aesthetic response with a strong emphasis on creativity and personal expression.

STUDY SKILLS

- Meet all classroom expectations: Be respectful, be responsible, and be creative.
- Adequately prepare for class including bringing in all necessary class materials when requested.
- Take full advantage of in-class instruction and practice time.

MAJOR UNIT THEMES:

1. TWO-DIMENSIONAL ART

- Elements/principles- complex pattern, organic shapes, contour lines, proportion, depth, foreground, middle ground, background, diminishing overlapping and atmospheric perspective, emphasis, contrast, shapes, lines, spaces and color schemes(complementary and analogous)
- Drawing- facial proportions, shading, blending layering(color pencils), life drawing and sight observation skills, spatial thinking
- Painting- washes
- Printmaking and papermaking process will be explored by students in a choice rotation system.

2. THREE-DIMENSIONAL ARTWORK

- Elements/principles -texture, color, form, line, space. contrast
- Clay techniques-slab rolling, modeling, attaching, relief

- Fiber arts and sculpture assemblage processes will be explored by students in a choice rotation system.

3. ART HISTORY

- Artist/Art style- A wide variety of artists chosen for research according to student interest and project relevance.
- Art theory and research- Who is an artist? What did they create? What does art mean? When did art begin? Where can you find art? How is art created? Why is art created? Why do we study art? Credit line information. Follow a web quest for research

4. CRITICAL AND AESTHETIC RESPONSE

- Critical response-steps of art criticism,
- Aesthetic response- Artist statement, formal and informal critiques, reflection questions, self and peer evaluations.

5. CREATIVITY AND PERSONAL EXPRESSION

- Personal Expression-Create meaning in art and make it relevant to their world. Create and use personal symbols.
- Creativity/ Innovation- Create unique visions and solutions to aesthetic and functional problems. Innovations in visual communication to express their content and meaning.

MATERIALS (and Supplemental materials used in course)

- A variety of new and recycled materials
- Technology resources
- Visual resources

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