



# Grade 4 Curriculum Map

## Art

Month	Theme	Content Areas	Strategies/Best practices use to teach the skills and concepts	How students will demonstrate their understanding	Resources for this Unit	British Columbian Curriculum Standards Learning Outcomes	Expected Student Learning Results
<b>April</b>	Nature Inspires Art	Lines in Landscapes; Shapes in Nature; Color Schemes	Show the differences between actual and implied lines in art; teach them the names of different flowers; explore real life examples of when we see complementary colors.	Draw a landscape; Draw flowers using knowledge of shapes and lines; Draw two teams competing in a game (uniforms are complementary colors)	Printed copies of landscapes, printed copies of various types of flowers, Large Art text book to demonstrate, colored pencils, student sketchbooks	A1, A2, A3, B2, C1, D1, D2,	1a, 1c, 1d, 2b, 3b, 4a
<b>May</b>	Nature Inspires Art	Color and Mood; Overlapping Shapes	Show examples of how warm and cool colors create different moods; show examples of different types of collage	Draw a seascape or desert landscape; create a collage	Large Art textbook, photos of flower arrangements, colored pencils, colored paper, scissors, glue, student sketchbooks	A1, B3, D1, D2,	1a, 1c, 1d, 2b, 3b, 4a
<b>June</b>	Moments in Time	Color and Value; Light and Color	Talk about how to make darker or lighter versions of a color and let them work in groups to do this; show examples of impressionist art and discuss the techniques and philosophy of this style. Let students go outside to draw.	Create a Monochrome Painting; Draw an Outdoor scene	Large Art textbook, examples of color variety, colored pencils, paint, paintbrushes, palets, student sketchbooks	A1, B3, D1, D2,	1a, 1c, 1d 2a, 2b, 3b, 4a, 4b
<b>July</b>	Moments in Time	Values of Black and White; Matisse "The Trapeze Artists"	Show examples of black and white photography and discuss the gray scale. Talk briefly about the history and impact of famous photographs;	Use charcoal pencils to sketch a copy of a famous photograph and research the historical significance of the photograph/write a	Large Art Textbook, printed copies of famous photographs, students will benefit access to the internet at home or at school, teacher-made example, charcoal pencils,	A2, A5, B3, C1, C2, C3, D1, D2,	1a, 1b, 1c, 1d, 2b, 3a, 3b, 4a, 4b

			discuss how Matisse's art changed from paintings to collages as a result of his illness. Show a teacher-made replica of one of his works and have the class decide which order the paper scraps should be placed on the collage for appropriate overlapping.	short summary of research findings; Re-create a Matisse	colored paper, glue, scissors, student sketchbooks		
<b>September</b>	People in Art/Art Reflects Culture	Proportion in Portraits; Figures in Motion; Relief Sculpture	Show them examples of different portraits discuss how they communicate different messages; brainstorm different activities that would make good panel drawings; show them my example sculpture and discuss how I used positive and negative space	Draw a portrait of a classmate; create a panel drawing; create a relief sculpture of the school mascot	Large Art textbook, clay, sculpting tools, pictures of the school mascot, colored pencils, student sketchbooks	A1, A2, B1, B3, C1,C2, D1, D2	1a, 1c, 1d, 2b, 3b, 4a
<b>October</b>	Art Reflects Culture	Sculpture in History; Fiber Art; Balance in Masks	Teach the class about the terra-cotta warriors found in China; show examples of weavings and demonstrate weaving techniques; show examples of masks from various cultures and discuss symmetrical balance	Carve a soap sculpture of a fish; Make a weaved tapestry using burlap and yarn; create a paper Halloween mask	Large art book, soap, sculpting tools, yarn, threading "needle", stiff paper, colored paper, colored pencils, scissors, glue, student sketchbooks	A1, A5, B3, C1, C2, D1, D2	1a, 1b, 1c, 1d, 2b, 3b, 4a
<b>November</b>	Art Reflects Culture	Symbols in art; Folk Art	Show the students flags from various countries and help them identify them; tell students the story of the first thanksgiving	Draw and color a country's flag, Create a Folk Art image of the First Thanksgiving	Colored pencils, student sketchbooks, printed copies of flags from many countries, large art textbook	A1, A2, A5, C1, C2, D1, D2	1a, 1c, 1d, 2b, 3b, 4b
<b>December</b>	Art Reflects	Paper Art; Perspective	Teach the concept of	Make paper	White paper, scissors,	A1, A5, B3, C1, C2, D1,	1a, 1c, 1d, 2b, 3b, 4b

	Culture/The Artist's Environment	Techniques	radial balance using textbook examples; Teach the concepts of perspective, horizon line, and vanishing points, space, depth, etc. using textbook examples and discussion	snowflakes, Draw a street scene of a street in a foreign place	printed copies of street scenes, student sketchbooks, colored pencils, large art textbook	D2	
<b>January</b>	The Artist's Environment	Garden Design; Architectural Balance	Show examples of landscape architecture and discuss them as a class, show examples of famous architecture and discuss what an architect is.	Design a park, draw a building	Student sketchbooks, colored pencils, large art textbook, printed examples of world famous architecture,	A1, A5, C1, C2, D1, D2	1a, 1c, 1d, 2b, 3b, 4b,
<b>February</b>	The Artist's Environment/Sketch your Imagination	Outdoor Murals; Abstract Expressionism	Teach what a mural is/it's storytelling purpose, and show examples of murals using the textbook; Teach what is meant by action painting—particular emphasis on Jackson Pollock	Class creates a school mural on butcherpaper; each student creates an "action painting"	White butcher paper, colored pencils, large art textbook, paint, palets, paintbrushes, white paper, newspaper and smocks for "protection"	A1, A2, A5, B3, B4, C1, C2, D1, D2	1a, 1b, 1c, 1d, 2a, 2b, 3b, 4a
<b>March</b>	Sketch Your Imagination	Surrealism; Pop Art	Teach what surrealism is and show examples from the textbook, Teach what pop art is and show examples from the textbook	Re-create "Melting Clocks" by Dali; Re-create a Lichtenstein	Printed copies of "Melting Clocks" and an easy Lichtenstein piece, colored pencils, student sketchbooks, large art textbook,	C1, C2, C3, D1, D2	1a, 1c, 1d, 2b, 3b, 4a

### Overall aims for the Grade Four Art Program of Study

Pupils should be able to;

- Create sketches (in books) to record their observations and use them to review and revisit ideas.
- Draw, paint and sculpt with a range of materials, having improved their mastery of art and design techniques.
- Highlight examples of great artists, architects and designers in history.

\*Please note that Art is related to the theme studied in English using various mediums and styles of art.

Over the course of the school year Art classes will be directed by the following ESLRS;

1. AIS is preparing 'global minded' students that:

c. Develop and understanding and open minded approach towards other cultures and histories.

d. Enjoy learning, have a good attitude towards learning in all subjects and who demonstrates a desire to learn and understand.

2. AIS students develop a respect for themselves and others by;

a. Co-operating and working together on academic and non-academic group projects.

b. Demonstrating a positive attitude, enthusiasm and active participation.

4. At AIS students develop a healthy self-confidence;

a. By showing they are prepared to risk take and challenge themselves by trying new things.

b. Being motivated learners with a curiosity about the working universe around them.