

Fourth Grade Art



Course Overview

Following the time line of the K¹² History program, fourth grade Art lessons introduce students to the artists, cultures, and great works of art and architecture from French and American Revolutions through modern times. Students will:

- Study and create artworks in various media, including portraits, quilts, sculpture, collage, and more
- Investigate the arts of the United States, Europe, Japan, Mexico, and Africa
- Learn about Impressionism, Cubism, Art Nouveau, Regionalism, and more

- Create artworks inspired by works they learn about, using many materials and techniques—after studying sculptures and paintings of ballerinas by Edgar Degas, students create their own clay sculptures of a figure in action, and, inspired by works of Grandma Moses, they create winter landscapes demonstrating the illusion of space

Course Outline

The Building Blocks of Art

- Classify artworks as portrait, self-portrait, landscape, still life, genre, painting, sculpture, or architecture
- Express one's reasons for preferring one work of art over another
- Identify and describe the difference between representational, abstract, and non-representational artworks
- Describe the purpose of an artist's sketchbook
- Identify colors or color schemes as primary, secondary, intermediate, complementary, warm, cool, or monochromatic

Making History

- Describe characteristics of or facts about early American art and architecture, such as *George Washington* by Charles Willson Peale, Thomas Jefferson's Monticello, and *The Oregon Trail* by Albert Bierstadt
- Describe events in the life of Charles Willson Peale and characteristics of his art
- Identify features of early American architecture, such as pediments, cupolas, or columns
- Identify sources for an artist's inspiration, such as a historical event or the work of another artist

The Romantics and the Realists

- Describe characteristics of or facts about artwork by Romantic and Realist artists, such as *Liberty Leading the People* by Eugène Delacroix, *Snap the Whip* by Winslow Homer, and *The Old Violin* by William Harnett
- Identify symbols in artworks, such as the American flag

Making a Good Impression

- Describe characteristics of or facts about Impressionist and Post-Impressionist artworks, such as *Artist's Garden at Giverny* by Claude Monet, *The Little Fourteen-Year-Old Dancer* by Edgar Degas, *Sunflowers* by Vincent van

Gogh, and *Mont Saint-Victoire* by Paul Cézanne

- Describe events in the life of Vincent van Gogh and characteristics of his art
- Identify ways in which Impressionist and Post-Impressionist artists were influenced by Japanese prints

Breaking the Mold

- Describe characteristics of or facts about early modern art, such as *The Red Room (Harmony in Red)* by Henri Matisse, *Guitar on a Table* by Juan Gris, *Two Cats* by Franz Marc, and *Cubi XIX* by David Smith
- Identify ways African art influenced Cubist artists

Modern Views of the Man-Made World

- Describe characteristics of or facts about works of modern art and architecture dealing with the man-made world, such as the Wainwright Building by Louis Sullivan, *The Brooklyn Bridge: Variation on an Old Theme* by Joseph Stella, and a Louis Comfort Tiffany lamp
- Describe events in the life of Louis Sullivan and characteristics of his architecture
- Describe characteristics of abstract art, such as *Silver Bridge* by Robert Indiana

Modern Views of the Natural World

- Describe characteristics of or facts about works of modern art dealing with the natural world, such as *Stone City, Iowa* by Grant Wood; *Jitterbugs I* by William H. Johnson; *Melon Season* by Romare Bearden; *Hoosick River, Summer* by Grandma Moses; and *The Flower Vendor (Girl with Lilies)* by Diego Rivera
- Describe events in the life of William H. Johnson and characteristics of his art

What's New?

- Describe characteristics of or facts about modern art since the 1950s, such as *Seated Woman* by Joan Miró,

Fourth Grade Art



Buzzard's Bay by Helen Frankenthaler, *Ragga II* by Frank Stella, and *Untitled (Ice Cream Dessert)* by Andy Warhol

Lesson Time and Scheduling

Total lessons: 72 If you teach Art twice a week, you can comfortably complete the program within a typical school year.

Lesson Time: 45 minutes. You might choose to split the lessons into smaller segments (for example, 20 to 25 minutes). The online lesson tracking system will allow you to pick up wherever you left off in any given lesson.

Standard Curriculum Items

Come Look with Me: The Artist at Work by R. Sarah Richardson

Come Look with Me: Exploring Modern Art by Jessica Noelani Wright
Art Print Kit, Grade 4

Additional Curriculum Items

Some lessons require additional resources, including common household items, and books that are readily available online or in your local library:

Tempera paint set
Paintbrush, tempera, flat bristle, 1"
Paintbrush, tempera, small, size 1
Paintbrush, tempera, medium, size 4
Paintbrush, tempera, large, size 8
Burlap (green)

NOTE: List subject to change.