



Stockton Unified School District  
**Curriculum Map**

**Visual Art**

**Grade 4**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<p><b>First Six Weeks</b></p> <p>4. Basic understandings</p> <ol style="list-style-type: none"> <li>basic shapes in objects or combination of shapes</li> <li>ellipse shapes</li> <li>contour lines</li> <li>line weights</li> <li>axis lines</li> <li>symmetry</li> <li>shading</li> <li>overlapping</li> <li>placement</li> <li>vertical/horizontal formats</li> <li>size and proportion</li> <li>linear perspective</li> </ol> <p>B. Geometric Form Drawings</p> <ol style="list-style-type: none"> <li>Gradation of values</li> <li>Axis lines/cylinders</li> <li>Axis lines/cones</li> <li>Contour lines               <ol style="list-style-type: none"> <li>Shape-to-form</li> <li>Shape-within-shapes</li> </ol> </li> <li>One-point perspective/cubic forms               <ol style="list-style-type: none"> <li>converging lines, horizon/eye level and vanishing points</li> <li>curvature of the human eye</li> <li>camera lens</li> </ol> </li> </ol> <p>C. Compositions</p> <ol style="list-style-type: none"> <li>Grouped object drawing</li> <li>Overlapping and placement</li> <li>Shading techniques</li> <li>Light source</li> </ol>	<p>Drawing of single objects illustrating shapes-within-shapes (lamp, person, animal, etc) utilizing understandings listed in II A: 4</p> <p>Contour line drawing of hand in different poses simple still life rendering of cylindrical and conical objects illustrating alignment of axis lines to the vertical edges of the paper and shading technique</p> <p>Simple still life by first blocking in the basic shapes of grouped objects</p> <p>One-point perspective of three boxes on, below and above eye level</p> <p>Cubic object rendering illustrating use of one-point perspective and selected eye level</p>	<p><i>Rancho's Church, Georgia O'Keefe</i></p>	<p><u>Science</u>: problem solving skills relate to scientific understandings</p> <p><u>Language Arts</u>: parts-to-whole aspects in visual arts are similar to those in literary structures</p> <p><u>Social Studies</u>: art prints depict images that represent specific historical time periods and cultures</p>

RESOURCE KEY

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	<p><b>Third Six Weeks</b></p> <p>B. Principles of Design</p> <ol style="list-style-type: none"> <li>1. Emphasis               <ol style="list-style-type: none"> <li>a. unusual color, shape, size</li> <li>b. contrasting values, colors, lines, shapes</li> </ol> </li> <li>2. Balance - reflected in:               <ol style="list-style-type: none"> <li>a. symmetrical</li> <li>b. asymmetrical</li> <li>c. radial</li> </ol> </li> <li>3. Rhythm               <ol style="list-style-type: none"> <li>a. repetition</li> <li>b. ordered/random pattern</li> </ol> </li> </ol>	<p>Insect drawing illustrating symmetrical balance; or Stained-glass window design illustrating understanding of radial balance</p> <p>Stencil print for wallpaper/ wrapping paper illustrating ordered or random pattern; or single object composition illustrating visual rhythm by altering sizes, overlapping, and touching/escaping paper edges on four sides</p>	<p><i>The Brooklyn Bridge</i>, Stella  <i>Sunflowers #2</i>, Van Gogh</p> <p><i>Marilyn Monroe</i>, Warhol  <i>Tiger Attacking A Buffalo</i>, Rousseau  <i>Women in the Garden</i>, Monet</p>	<p><u>Science</u>: drawing of insects reinforces parts –to–whole aspects taught in biology and life sciences</p> <p><u>Social Studies</u>: art prints reflect images from different time periods and cultures</p> <p><u>Language Arts</u>: design terms in visual arts relate to those used in literary structures</p>
	<p><b>Third Six Weeks</b></p>			

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	<ul style="list-style-type: none"> <li>4. Harmony               <ul style="list-style-type: none"> <li>a. similarities in colors</li> <li>b. similarities among all art elements chosen for compositions</li> </ul> </li> <li>5. Contrast and variety</li> <li>6. Unity</li>   <li>C. Using Design               <ul style="list-style-type: none"> <li>1. Pattern design</li> <li>2. 2-D designs</li> </ul> </li> </ul>	<p>Animal composition depicting understanding of complementary colors; or geometric rug design using complementary color scheme</p> <p>Value scale illustrating understanding of monochromatic colors</p> <p>Pastel flower garden painting by creating tints of analogous colors (white mixed with hues)</p>	<p>MCS: 5-18  <i>Family #1</i>, Alston  <i>Tiger Attacking A Buffalo</i> [Rousseau]</p>	<p><u>Science</u>: color theory in art is similar to Newton's color spectrum, and physical science</p> <p><u>Math</u>: color mixing requires understanding of accurate measurements</p> <p><u>Language Arts</u>: design is universal concept that also relates to literary compositions</p>

**Fourth Six Weeks**

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<p>3, 4, 5</p> <p>1, 2, 3, 4, 5</p>	<p><b>I. VALUING/EVALUATING</b></p> <p>A. Historical/ Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Exemplary painters/artworks</li> <li>2. Media, tools and processes</li> <li>3. Influences</li> <li>4. Themes and styles</li> </ol> <p>B. Critique</p> <ol style="list-style-type: none"> <li>1. Knowledge-based decisions</li> <li>2. Personal preferences</li> </ol> <p>C. Critique Process</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Analysis</li> <li>3. Interpretation</li> <li>4. Judgment</li> </ol> <p><b>II. PRODUCING ART - PAINTING</b></p> <p>A. Color Spectrum</p> <ol style="list-style-type: none"> <li>1. Mixing colors for the color wheel</li> <li>2. Placement</li> <li>3. Understanding color theory</li> </ol>	<p>Critique of painting/art prints to identify themes, styles, media, and use of design principles</p> <p>Critique of Paintings/art prints demonstrating understanding of theme, style, and media</p> <p>Critique of paintings illustrating understanding of critique process in IC: 1-4</p> <p>Critique of watercolor paintings to discuss color mixing</p> <p>Using small containers of water, eye droppers &amp; primary colors, create the color wheel illustrating mixing of hues</p> <p>Still life of fruit illustrating mixing procedures/color theory</p>	<p><i>Woman of Tahiti</i>, Gauguin</p> <p>Atmospheric watercolor paintings by Joseph Turner</p>	<p><u>Social Studies</u>: painters throughout time have always used local events and people as subjects/themes revealing aspects of time periods and cultures</p> <p><u>Math</u>: measurements in art reinforce those taught in math</p> <p><u>Social Studies</u>: landscapes differ according to geographical locations</p> <p><u>Language Arts</u>: imagery in painting often relates to word imagery of a story</p>
<p><b>Fourth Six Weeks</b></p>				

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3, 4, 5	<p>B. Media, Tools and Processes</p> <ol style="list-style-type: none"> <li>1. Brush strokes</li> <li>2. Watercolor techniques               <ol style="list-style-type: none"> <li>a. dry brush</li> <li>b. wet-on-wet</li> <li>c. wet-on-dry</li> <li>d. washes</li> </ol> </li> <li>3. Color mixing for landscape painting</li> <li>4. Dark/light in watercolor</li> </ol> <p>C. Water Color Painting</p> <ol style="list-style-type: none"> <li>1. Color modulation</li> <li>2. Techniques</li> </ol> <p><b>Fifth Six Weeks</b></p> <p><b>I. VALUING/EVALUATING</b></p> <p>A. Historical/ Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Exemplary artists/artworks</li> <li>2. Media, tools and processes</li> <li>3. Influences</li> <li>4. Themes and styles</li> </ol> <p>B. Critique</p> <ol style="list-style-type: none"> <li>1. Knowledge-based decisions</li> <li>2. Personal preferences</li> </ol> <p>C. Critique Process</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Analysis</li> <li>3. Interpretation</li> <li>4. Judgment</li> </ol>	<p>Critique of paintings/art prints to discuss differences between mixed color or pure</p> <p>Watercolor landscape illustrating use of color mixing and techniques</p> <p>Critique of art prints that include buildings and other cubic forms in order to trace converging lines, identify vanishing points and location of objects on the eye level</p> <p>Critique art prints to determine use of diminishing shapes, intensities and values to create illusion of space</p>	<p><i>Yacht Approaching the Coast, Joseph Turner</i></p>	<p>Math: painting requires mixing/measuring of pigment</p> <p><u>Language Arts</u>: creating illusions in visual art is possible in literature with words</p>
	<p><b>Fifth Six Weeks</b></p>			

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1, 2, 3, 4, 5	<p><b>II. PRODUCING ART – SPATIAL RELATIONSHIPS</b></p> <p>A. Format and Placement</p> <ol style="list-style-type: none"> <li>1. Horizontal/vertical</li> <li>2. Foreground, middle ground, &amp; background</li> <li>3. Alignment of axis lines to vertical/horizontal edges</li> </ol> <p>B. Horizon Line/Eye Level</p> <ol style="list-style-type: none"> <li>1. Objects below, on and above eye level</li> <li>2. Vanishing points, converging lines, and horizon line/eye level</li> <li>3. Linear perspective               <ol style="list-style-type: none"> <li>a. one-point</li> <li>b. two-point</li> <li>c. simple objects</li> </ol> </li> </ol> <p>C. Illusion of Depth is Created by</p> <ol style="list-style-type: none"> <li>1. Overlapping</li> <li>2. Diminishing sizes</li> <li>3. Diminishing intensities and values</li> <li>4. Placement on picture plane</li> </ol>	<p>Underwater watercolor painting/crayon resist that illustrates understanding of IIA</p> <p>3 Boxes drawn on, above and below eye level using two-point perspective</p> <p>Innovative alphabet block design drawn as box below eye level showing right, left and top of block</p> <p>Watercolor landscape illustrating illusion of depth/space by placement in format, overlapping, diminishing sizes and values</p>	<p><i>Sun River War Party</i>, Russell</p> <p>MCS: 4-21: watercolor</p> <p><i>Winter Landscape with Bird Trap</i>, Brueghel</p>	<p><u>Math</u>: accurate proportions in perspective drawing relies on problem solving aspects taught in math and science</p> <p><u>Language Arts</u>: seasonal images portrayed in artworks can be described in literary works with words</p>

**Sixth Six Weeks**

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<div style="border: 2px solid black; padding: 5px; display: inline-block;">Sixth Six Weeks</div>				

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	<ul style="list-style-type: none"><li>D. Scale Drawings<ul style="list-style-type: none"><li>1. Layout</li><li>2. Landscape</li><li>3. House plan</li></ul></li><li>E. Scale Models<ul style="list-style-type: none"><li>1. House model</li></ul></li></ul>			

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