



Grade 4 Art

Course Number: 4AR Art - 04

Course Level: Academic

Grade: 4th

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Central Bucks School District
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Doylestown, PA 18901

Table of Contents

K-12 Art Program Learning Principles	3
K-12 Art Program Enduring Understandings	4
K-12 Art Program Essential Questions	5
Grade 6 ART – Course of Study Overview	6
Instructional Time/Pacing Guide Timeline	7
Unit 1 – Social & Emotional Learning	9
Unit 2 – Color – Tertiary	13
Unit 3 – Space & Balance	16
Unit 4 – 3-D Form & Sculpture	19
Unit 5 – Line	22
Unit 6 – Art History & Cultures	25

**Central Bucks School District
Teaching and Learning Principles**

K – 12 Art Program Learning Principles

1. All learners are capable of complex and high-quality work if the right learning conditions are established.
2. Students of art learn when modeling of products and processes are demonstrated that address appropriate learning criteria.
3. Students learn when they are focused on the objectives and actively engaged in the learning experience.
4. Students of art learn when a connection is made to prior learning and personal interests.
5. Students learn when they are provided with a safe environment where they can experiment and take creative risks.
6. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.
7. Learners succeed when they believe the task is attainable with reasonable effort.
8. Students learn when they see and demonstrate links between new learning, possibilities for future learning, and its multi-disciplinary applications.
9. Greater learning depends upon repeated performance to increase fluency and accuracy.
10. Students learn when they reflect upon and summarize the learning experience.
11. Successful learning requires the ability to reflect, self-assess and use feedback to self-adjust.
12. Various visual arts processes can foster creative thinking, providing students with an essential real-world skill.
13. Students can use the creative process to problem solve and generate new concepts for learning.
14. Students of art can use appropriate technology to enhance creative growth and creative process.

Central Bucks School District – Grade 3 Art

Enduring Understandings

Students will understand that:

Creating (NCAS Create) — PA Visual Arts: 9.1 Production, Performance & Exhibition (Visual Arts)

- Self-expression is central to creativity. Artists use visual elements—such as color, line, and form—to communicate emotions, identity, and personal stories.
- Color is a powerful tool for communication. Understanding color theory, including tertiary colors, helps artists express mood, emotion, and meaning in their work.
- Space and balance enhance visual impact. Artists organize space using foreground, middleground, background, and positive/negative space to create depth and harmony.
- Three-dimensional form conveys structure and story. Sculptural techniques like pinching, coiling, and slab-building allow artists to create expressive, tactile works that reflect personal and cultural narratives.
- Line creates movement and rhythm. Varied line styles and repetition guide the viewer's eye, unify compositions, and express energy or emotion.

Connecting (NCAS Connect) — PA Visual Arts: 9.2 Historical & Cultural Contexts (Visual Arts)

- Art builds community. Collaborative artmaking allows individuals to express shared ideas, celebrate diversity, and foster a sense of belonging.
- Art reflects history and culture. Historical and folk art traditions use motifs, symbols, and techniques to communicate beliefs, values, and everyday life across time and place.
- Art connects disciplines and supports lifelong skills. Visual arts foster problem-solving, collaboration, and creative thinking applicable across academic and real-world contexts.

Responding (NCAS Respond) — PA Visual Arts: 9.3 Critical Response (Visual Arts)

- Artmaking involves thoughtful choices and reflection. Artists plan, revise, and assess their work to improve craftsmanship and communicate ideas effectively.

Presenting (NCAS Present) — PA Visual Arts: 9.1 Production, Performance & Exhibition (Visual Arts)

- Art builds community. Collaborative artmaking allows individuals to express shared ideas, celebrate diversity, and foster a sense of belonging.

Central Bucks School District
Grade 4 Art
Essential Questions

Creating (NCAS Create) — PA Visual Arts: 9.1 Production, Performance & Exhibition (Visual Arts)

- How can artists use color to show emotion or express who they are?
- What are tertiary colors, and how are they created?
- How can color choices help communicate ideas in art?
- How do artists use space and balance to organize their artwork?
- What is the difference between positive and negative space?
- How do foreground, middleground, and background help create depth?
- How can artists use symmetry, repetition, or contrast to create visual balance?
- How can artists transform clay into three-dimensional forms?
- What are the different hand-building techniques and when are they used?
- How do artists use texture, pattern, and relief to enhance sculptures?
- How can artists use different types and weights of line to create movement and energy in artwork?
- In what ways does repetition and pattern contribute to visual rhythm and balance?
- How can details and embellishments enhance the meaning or mood of an artwork?
- How do artists use line to guide the viewer's eye and communicate ideas or emotion?

Connecting (NCAS Connect) — PA Visual Arts: 9.2 Historical & Cultural Contexts (Visual Arts)

- How can art bring people together to create a sense of community?
- In what ways can our individual artwork express who we are within a group?
- In what ways can color connect to our feelings and relationships with others?
- How can three-dimensional artwork communicate personal or cultural stories?
- How did people in the past use art to tell stories and communicate ideas?
- What can art from different historical periods teach us about culture and everyday life?
- How do motifs and symbols convey meaning in art?
- How can we use historical styles to inspire our own creative expression?

Responding (NCAS Respond) — PA Visual Arts: 9.3 Critical Response (Visual Arts)

- What responsibilities do artists have when working together on a shared project?
- How do routines and studio habits help artists work safely and creatively?

Presenting (NCAS Present) — PA Visual Arts: 9.1 Production, Performance & Exhibition (Visual Arts)

- How can art bring people together to create a sense of community?

Central Bucks School District – Course of Study Overview

Grade 4 Art

Desired Results

Course Description:

Students develop creative thinking and artistic skills through hands-on exploration of color theory, spatial design, sculpture, and art history. Projects emphasize self-expression, collaboration, and cultural awareness, including studies of Renaissance, Middle Ages, and Pennsylvanian Folk Art. The course fosters confidence, craftsmanship, and community through both individual and group artworks.

Prerequisite: N/A

Committee Members: CBSD Elementary Art team

Acceptable Evidence.

Completed Art Projects

- Final artworks demonstrating thoughtful use of color, shape, line, pattern, and 3D form.
- Sculptures showcasing craftsmanship and hand-building techniques.

Sketchbook Entries

- Planning sketches, color studies, and practice exercises that show creative exploration.
- Reflections on technique, process, and personal artistic choices.

Student Reflections

- Written or verbal reflections on materials, outcomes, and cultural or historical influences.
- Comparisons between 2D and 3D work, emphasizing self-expression and growth.

Peer Feedback

- Active participation in critique sessions.
- Thoughtful and constructive comments that support collaborative learning.

Vocabulary Use

- Accurate and purposeful use of art vocabulary in discussions and written reflections.

Artist Connections

- Responses to studied artists (e.g., Henry Moore, Alma Thomas) that show understanding of style and context.
- Artworks inspired by Renaissance, Middle Ages, and Pennsylvanian Folk Art traditions.

Collaborative Work

- Group projects that foster classroom community and shared artistic goals.

Process Documentation

- Photos, notes, or digital records showing stages of project development and decision-making.

Course Grading: CBSD Art Department Common Language Rubric

Central Bucks School District

Grade 4 Art – Pacing Guide

UNITS of Study	Unit 1- Social & Emotional Learning	Unit 2 – Color	Unit 3 Space & Balance	Unit 4 – 3-D Form & Sculpture	Unit 5– Line	Unit 6 – Art History & Cultures
DAYS	2	7	7	7	7	5

NOTE:

All units of study align with the PA Visual Arts Standards and National Standards. Each unit will employ the creative process, with specific, daily, and ongoing formative feedback. This creative cycle is a progression that will repeat until a point of completion is determined:

1. Inspire & Research
2. Plan, Sketch and Practice
3. Envision, Create & Revise
4. Share, Reflect and Assess

Units of study may need to be combined & overlapped to account for studio space, equipment/materials, and the teacher’s professional judgment based on differentiated student needs.

Content	Days
Unit 1 - Social & Emotional Learning	
Inspire & Research	2
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Employ Summative Assessment (RUBRIC)	
Unit 2 - Color	
Inspire & Research	7
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Employ Summative Assessment (RUBRIC)	
Unit 3 – Space & Balance	
Inspire & Research	7
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	

Formative Assessment Throughout Learning Cycle	
Employ Summative Assessment (RUBRIC)	
Unit 4 – 3-D Form & Sculpture	
Inspire & Research	7
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Employ Summative Assessment (RUBRIC)	
Unit 5 - Line	
Inspire & Research	7
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Employ Summative Assessment (RUBRIC)	
Unit 6 art History & Culture Threaded throughout units	
Inspire & Research	6
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Employ Summative Assessment (RUBRIC)	

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Central Bucks School District – Course of Study – Grade 4 Art

Unit 1 – Social and Emotional Learning

Desired Results:

Students will explore a variety of art materials and themes through the creation of a collaborative class or school wide art display. Students will become familiar with art room expectations and routine through direct instruction and practice. Students will understand the value of self-expression as part of a community display and how to be an active member of a school community.

Essential Questions:

- How can art bring people together to create a sense of community?
- In what ways can our individual artwork express who we are within a group?
- What responsibilities do artists have when working together on a shared project?
- How do routines and studio habits help artists work safely and creatively?

Enduring Understandings:

Students will understand that...

- Artists can use collaboration to express shared ideas and build community.
- Every artist's voice and vision adds to the beauty and meaning of a collective artwork.
- Successful artmaking involves respect for materials, space, and one another.
- Art class routines and studio habits support creativity, safety, and positive artistic explorations

Knowledge

Students will know...

- The routines, procedures, and expectations that help the art room function safely and respectfully.
- The value of self-expression in sharing ideas, emotions, and identity through art.
- How to be an active and positive member of a creative community.
- That artists can work together to create collaborative art that communicates shared messages and builds connections.
- That murals and large-scale displays can express ideas about identity, belonging, and community pride.

Vocabulary

- **Growth Mindset** – Believing that persistence and effort help me improve.
- **Collaborate** – Working together with others to create something as a team.
- **Community** – A group of people who share a space, purpose, or goal while celebrating similarities and differences.
- **Mural** – A large artwork painted or created directly on a wall or public surface.
- **Self-Expression** – Sharing ideas, thoughts, and feelings through creative choices in art.

Suggested Artists (*not limited to*)

- **Kelsey Montague** – A contemporary artist based in Nashville, known for large wall murals filled with doodles or Zentangle-style patterns. Her *#WhatLiftsYou* project invites people to interact with her murals by taking photos and reflecting on what brings them joy.
- **Greg Mike** – A contemporary muralist from Atlanta, Georgia, known for his colorful, cartoon-like characters and vibrant street art. Originally influenced by graffiti, his work now appears in cities around the world.

- **Peter H. Reynolds** – Author and illustrator of *The Dot*, a children’s book that celebrates creativity, courage, and individuality. His work has inspired *International Dot Day*, where people around the world create art starting with just a dot.
- **Diego Rivera** – A Mexican muralist whose large frescoes depict scenes of Mexican life, culture, and history. His murals helped inspire public art movements around the world.

Skills

Students will be able to...

- Follow classroom routines and use art materials safely and responsibly.
- Contribute ideas and artwork to a collaborative group project.
- Use visual elements (line, shape, color, repetition) to express personal identity and feelings.
- Demonstrate teamwork, respect, and encouragement while creating with others.
- Reflect on their role in the classroom community and how art can bring people together.
- Describe how artists use murals and public art to share messages and celebrate community.

Standards Alignment

PA Visual Arts Standards

Priority Standards:

- 9.1.5.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.5.B – Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works.
- 9.1.5.C – Identify and use comprehensive vocabulary within the arts.
- 9.1.5.H – Handle materials, equipment, and tools safely at work and performance spaces.
- 9.4.5.A – Identify uses of expressive symbols that show empathy, community, and connection through the arts.

Supporting Standards:

- 9.2.5.A – Explain the historical, cultural, and social context of an individual work in the arts.
- 9.3.5.A – Identify critical processes used in the examination of works in the arts and humanities.
- 9.4.5.B – Describe why the arts are important in daily life and within a community.

National Core Arts Standards

Priority Standards:

- VA:Cr1.1.4a – Brainstorm multiple approaches to a creative art or design problem.
- VA:Cr2.1.4a – Explore and invent art-making techniques and approaches.
- VA:Cr2.2.4a – Collaboratively set goals and create artwork that is meaningful and has personal or community relevance.
- VA:Pr6.1.4a – Analyze how art exhibited inside and outside of schools (in museums or community settings) contributes to communities.

Supporting Standards:

- VA:Re7.1.4a – Compare responses to a work of art before and after experiencing it in different ways.
- VA:Cn10.1.4a – Create works of art that reflect community cultural traditions.
- VA:Cn11.1.4a – Recognize that people use art to communicate experiences and ideas.

Acceptable Evidence:

Performance Tasks:

- Students collaboratively design and create a class or school-wide mural or community art display that communicates a shared theme (e.g., belonging, kindness, or creativity).
- Each student contributes an individual artwork or section that expresses personal identity or ideas, demonstrating understanding of self-expression within a group project.
- Students participate in a class reflection or artist statement, describing how their work contributes to the overall meaning of the collaborative piece.
- Students demonstrate safe and respectful artroom practices while using materials and working with peers.

Acceptable Evidence of Learning Other Than Performance Tasks:

Formative Assessment:

- Teacher observation of student engagement, cooperation, and adherence to artroom routines.
- Quick sketch or journal entry illustrating what “community” means in art.
- Group brainstorming and planning sketches for the class mural.
- Vocabulary and concept checks (oral discussion or visual matching).
- Exit ticket: “One way I helped my art community today...”

Summative Assessment:

- Completed collaborative mural or class display evaluated on creativity, teamwork, craftsmanship, and communication of theme.
- Individual reflection or self-assessment rubric addressing effort, collaboration, and understanding of self-expression.
- Peer feedback discussion: students identify how the artwork represents shared ideas and community.
- Teacher evaluation of participation, safe material use, and adherence to expectations during the creative process.

Suggested Learning Experiences and Instruction

Learning Experiences:

- **Community Brainstorm:** Begin with a class discussion on what “community” means. Create a visual web or anchor chart with student ideas about belonging, helping others, and expressing identity through art.
- **Artist Exploration:** Introduce selected artists (Kelsey Montague, Greg Mike, Peter H. Reynolds, Diego Rivera). Show visuals and guide students in noticing colors, symbols, and messages that connect to community and self-expression.
- **Mini Practice Activities:**
 - Draw or paint a symbol that represents “what lifts you.”
 - Create a “dot” inspired by *The Dot* to express individuality.
 - Experiment with color, pattern, and line to create a personal motif or emblem.
- **Collaborative Design Planning:** In groups or as a class, sketch ideas for a mural or community display. Decide on a shared theme or message that represents the class.
- **Final Collaborative Artwork:** Students contribute individual sections or panels to a class mural or installation. Combine pieces into one display to represent unity and diversity within the classroom community.
- **Reflection and Sharing:** Hold a class gallery walk or presentation where students explain how their section expresses who they are and how the final artwork builds community.

Instructional Strategies:

- **Modeling and Guided Practice:** Demonstrate artroom routines, safe material use, and collaborative decision-making.
- **Think-Alouds:** Verbalize how artists plan, experiment, and problem-solve during creation.
- **Visual Supports:** Use step-by-step visuals, anchor charts, and exemplar artworks to clarify expectations.
- **Collaborative Learning:** Encourage students to share materials, exchange feedback, and make creative choices together.
- **Reflection and Discussion:** Facilitate short group reflections after each work session to reinforce community values and studio habits.
- **Integrating Art Vocabulary:** Embed key terms (collaboration, mural, community) in instructions and class dialogue.

Differentiation / Intervention / Enrichment Options:

- **For Diverse Learners:**
 - Provide visual instructions and checklists for students who benefit from structure.
 - Offer pre-cut shapes or guided templates for students needing fine motor support.
 - Allow alternative media choices (collage, drawing, digital art) for varied comfort levels.
 - Assign supportive peer partners or “art buddies” to model teamwork.
- **For Enrichment:**
 - Challenge advanced learners to design layout plans for the mural or lead color palette selection.
 - Encourage independent research on a chosen mural artist and a short presentation or digital slide.
 - Offer opportunities to add 3D or mixed-media elements to the mural for texture and depth.
- **For Intervention:**
 - Break the project into smaller, sequential goals with visual progress tracking.
 - Provide guided sentence stems for reflections (e.g., “My artwork shows...”).
 - Use small group instruction to reteach concepts or routines as needed.

For Language Development:

- Pre-teach key vocabulary with visuals, gestures, and real examples (e.g., photos of murals, community art).
- Use sentence frames to support oral and written expression (e.g., “Our class mural shows...” or “I worked with my group by...”).
- Incorporate multilingual labels or translations of core terms (community, mural, collaborate).
- Encourage partner talk before whole-group sharing to build confidence and fluency.
- Connect vocabulary to personal experiences (“Where have you seen art in your community?”).
- Display anchor charts and bilingual visuals that stay up for reference throughout the unit.

Central Bucks School District – Course of Study – Grade 4 Art

Unit 2 – Color: Tertiary

Desired Results:

In this unit, students will deepen their understanding of color theory by exploring tertiary colors—created by mixing primary and secondary colors. Students will apply this knowledge to create expressive artworks that communicate emotion and individuality through color choices. Building upon the collaborative and community themes from Unit 1, students will reflect on how color can express feelings, moods, and relationships, enhancing both their technical skills and their social-emotional awareness.

Essential Questions:

- How can artists use color to show emotion or express who they are?
- What are tertiary colors, and how are they created?
- How can color choices help communicate ideas in art?
- In what ways can color connect to our feelings and relationships with others?

Enduring Understandings:

Students will understand that...

- Artists use color intentionally to express emotions, ideas, and identity.
- Tertiary colors are created by mixing primary and secondary colors.
- Knowledge of the color wheel helps artists make creative choices that strengthen their artwork.
- Color can be a powerful tool for communication and self-expression.

Knowledge

Students will know...

- How primary and secondary colors mix to form tertiary colors.
- The placement and relationship of colors on the color wheel.
- That color choices can express emotions or ideas in artwork.
- The terms hue, saturation, and value as ways to describe color.
- How to use color intentionally to create visual balance and harmony.

Vocabulary

- **Primary Colors** – Red, yellow, and blue; colors that cannot be made by mixing others.
- **Secondary Colors** – Orange, green, and purple; created by mixing two primary colors.
- **Tertiary Colors** – Colors made by mixing a primary and a secondary color next to each other on the color wheel (e.g., red-orange, blue-green).
- **Hue** – Another word for color.
- **Saturation** – The intensity or brightness of a color.
- **Color Wheel** – A circular diagram that shows relationships between colors.

Suggested Artists (not limited to)

- Wassily Kandinsky – Used abstract shapes and colors to express emotions and music.
- Henri Matisse – Known for his use of vibrant color and expressive cut-paper collages.
- Alma Thomas – African American painter celebrated for her joyful, rhythmic use of color and brushstrokes.
- Peter H. Reynolds – Author and illustrator of *Sky Color*, emphasizing creativity and seeing color in new ways.

Skills

Students will be able to...

- Identify and mix tertiary colors accurately using paint or digital tools.
- Arrange and label colors on a color wheel.
- Use color purposefully to express emotion or mood in a composition.
- Apply understanding of color relationships to improve visual balance.
- Reflect on how their color choices communicate feelings or ideas.

Standards Alignment

PA Visual Arts Standards

Priority:

- 9.1.5.A – Know and use the elements and principles of art to create works in the arts.
- 9.1.5.B – Demonstrate use of arts elements to produce, review, and revise works.
- 9.1.5.C – Identify and use comprehensive arts vocabulary.
- 9.1.5.H – Handle materials, equipment, and tools safely.

Supporting:

- 9.2.5.A – Explain cultural and social context of an artwork.
- 9.3.5.A – Identify critical processes used in the examination of works in the arts.
- 9.4.5.A – Identify uses of expressive symbols that show emotion and connection through the arts.

National Core Arts Standards

Priority:

- VA:Cr1.1.4a – Brainstorm multiple approaches to a creative art problem.
- VA:Cr2.1.4a – Explore and invent art-making techniques and approaches.
- VA:Cr2.2.4a – Collaboratively set goals and create meaningful artwork.

Supporting:

- VA:Re7.1.4a – Compare responses to a work of art before and after experiencing it in different ways.
- VA: Cn11.1.4a – Recognize that people use art to communicate experiences and ideas.

Acceptable Evidence:

Performance Tasks:

- Create an expressive artwork using tertiary colors to communicate a specific emotion or mood.
- Label and present a personal color wheel showing primary, secondary, and tertiary colors.
- Participate in a class critique, identifying how color affects emotion and meaning in peers' work.

Formative:

- Observation and feedback during color-mixing activities.
- Sketchbook planning pages demonstrating correct color relationships.

Summative:

- Final artwork assessed on technical accuracy (color mixing) and expressive quality.
- Written or verbal reflection on how color communicates emotion.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Demonstrate color mixing to review primary and secondary colors.
- Introduce tertiary colors and model mixing techniques.
- Guide students in creating a personal color wheel with labeled sections.
- Explore how colors can represent feelings using abstract painting or design.
- Students create an expressive composition that uses tertiary colors to convey a chosen emotion (e.g., joy, calm, excitement).
- Display finished works with artist statements describing their emotional color choices.

Instructional Strategies:

- Direct demonstration and guided practice.
- Visual references and anchor charts for vocabulary and process.
- Think-alouds to explain expressive color decisions.
- Peer discussion and critique circles focused on mood and color.
- Integration of social-emotional check-ins (“How do colors make you feel today?”).

Differentiation / Intervention / Enrichment Options:

- **Differentiation:** Provide pre-mixed color examples or color recipe cards for additional support.
- **Intervention:** Scaffold with color-mixing worksheets and one-on-one guided practice.
- **Enrichment:** Challenge students to design complementary or analogous color schemes; introduce digital art tools for color exploration.
- **Collaboration:** Pair students strategically for peer modeling or language support.

For Language Development:

- Use labeled color charts and visuals to reinforce vocabulary.
- Provide sentence frames such as “This color makes me feel...” or “I mixed ____ and ____ to make...”.
- Encourage partner talk and collaborative critique using accessible language.
- Connect color terms to real-life objects (e.g., “orange like a sunset,” “blue like the sky”).
- Offer multilingual color vocabulary references for multilingual learners.

Central Bucks School District – Course of Study – Grade 4 Arts

Unit 3: Space and Balance

Desired Results:

In this unit, students will explore how artists use space and balance to create visually engaging and well-organized compositions. They will learn to identify and use positive and negative space, as well as foreground, middleground, and background, to show depth and create interest. Students will apply these concepts in both two-dimensional and paper-cut artworks inspired by global art traditions such as Polish Wycinanki, Japanese Notan, and the optical designs of M.C. Escher. Through observation, discussion, and hands-on practice, students will develop an understanding of how thoughtful use of space contributes to the overall balance and success of an artwork.

Essential Questions:

- How do artists use space and balance to organize their artwork?
- What is the difference between positive and negative space?
- How do foreground, middleground, and background help create depth?
- How can artists use symmetry, repetition, or contrast to create visual balance?

Enduring Understandings:

Students will understand that...

- Artists organize space to create balance, depth, and visual interest.
- Positive and negative space work together to define form and composition.
- Foreground, middleground, and background help show distance and perspective.
- Art from different cultures demonstrates creative ways to use space and balance.

Knowledge:

Students will know...

- The definitions and visual differences between positive and negative space.
- How to identify foreground, middleground, and background in an image.
- That balance in art can be achieved through symmetry, contrast, and repetition.
- That artists use composition to organize visual elements effectively.
- Examples of cultural art forms that emphasize space and balance, such as Wycinanki (Polish paper cutting) and Japanese Notan art.

Vocabulary:

- **Positive Space** – The areas of an artwork that contain the main subjects or forms.
- **Negative Space** – The empty or open areas surrounding the main subjects; the “space around and between.”
- **Foreground** – The part of a picture that appears closest to the viewer.
- **Middleground** – The area between the foreground and background.
- **Background** – The part of a picture that appears farthest away.
- **Balance** – The way elements are arranged to create a sense of stability or harmony.
- **Composition** – The placement or organization of elements within an artwork.

Suggested Artists (not limited to)

- **Danuta Wojda** – Polish artist known for traditional *Wycinanki* paper-cut designs using positive/negative space.

- **Janet Brooke** – Contemporary artist inspired by Japanese *Notan* light–dark balance.
- **M.C. Escher** – Dutch artist known for tessellations and optical illusions.
- **Polish Wycinanki** – Symmetrical paper-cut folk art.
- **Japanese Notan** – Design concept exploring contrast of light and dark shapes.

Skills

Students will be able to...

- Identify and describe positive and negative space in works of art.
- Recognize and label foreground, middleground, and background within a composition.
- Create balanced compositions using symmetry, repetition, and contrast.
- Apply understanding of space to create depth in two-dimensional artwork.
- Use cutting and arrangement techniques to explore balance and visual rhythm.
- Reflect on how artists use space to guide the viewer's eye and communicate ideas.

Standards Alignment

PA Visual Arts Standards

Priority:

- 9.1.5.A – Know and use the elements and principles of art to create works in the arts.
- 9.1.5.B – Demonstrate use of arts elements to produce, review, and revise original works.
- 9.1.5.C – Identify and use comprehensive vocabulary within the arts.
- 9.1.5.H – Handle materials, equipment, and tools safely.

Supporting:

- 9.2.5.A – Explain historical, cultural, and social context of individual works in the arts.
- 9.3.5.A – Identify critical processes used in the examination of works in the arts.
- 9.4.5.A – Identify uses of expressive symbols that show connection and meaning through the arts.

National Core Arts Standards

Priority:

- VA:Cr1.1.4a – Brainstorm multiple approaches to a creative art or design problem.
- VA:Cr2.1.4a – Explore and invent art-making techniques and approaches.
- VA:Cr2.3.4a – Document, describe, and evaluate choices made during the creative process.

Supporting:

- VA:Re7.1.4a – Compare responses to works of art before and after describing visual elements.
- VA:Cn10.1.4a – Create works of art reflecting community and cultural traditions.
- VA:Cn11.1.4a – Recognize that people use art to communicate ideas and experiences.

Acceptable Evidence:

Performance Tasks:

- Create a paper-cut design inspired by Wycinanki or Notan traditions that demonstrates balance and contrast between positive and negative space.
- Produce a drawing or collage showing foreground, middleground, and background to illustrate spatial depth.
- Reflect verbally or in writing on how the arrangement of shapes or layers creates balance and interest.

Other Evidence of Learning:

Formative:

- Teacher observation of planning sketches and discussions about space.
- Exit ticket: “How can I use space to make my art more balanced?”

Summative:

- Final artwork scored on understanding of spatial organization, balance, and craftsmanship.
- Student self-assessment using checklist of spatial vocabulary and design principles.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Class discussion: Examine examples of positive and negative space in cultural and contemporary art.
- Demonstration: Show how to create contrast and balance using black and white paper (Notan).
- Practice Activity: Label and sketch examples of foreground, middleground, and background from reference images.
- Studio Project: Design and create a *Wycinanki* or *Notan*-inspired paper-cut composition.
- Reflection: Compare how different cultures use space and symmetry in artmaking.

Instructional Strategies:

- Direct instruction and modeling of paper-cutting and compositional layout.
- Visual exemplars and anchor charts for key concepts.
- Guided practice followed by independent work time.
- Peer critique to discuss balance and depth.
- Integration of art history and cultural appreciation.

Differentiation / Intervention / Enrichment Options:

- **Differentiation:** Provide templates or simplified patterns for students who need extra support.
- **Intervention:** Offer pre-drawn shapes for cutting and assembling compositions; use tracing options to reduce fine motor challenges.
- **Enrichment:** Challenge advanced learners to design a tessellation or multi-layered paper composition inspired by M.C. Escher.
- **Collaboration:** Pair students for partner cutting, folding, and layout critique.

For Language Development:

- Use labeled visuals of space-related vocabulary (foreground, negative space, balance).
- Provide sentence frames: “My positive space shows...” or “The background helps create...”
- Encourage partner discussions describing space and balance in their own and others’ work.
- Incorporate multilingual vocabulary posters and picture references.
- Connect visual language to emotion (“Balanced art feels calm; unbalanced art feels exciting.”).

Central Bucks School District – Course of Study – Grade 4 Art

Unit 4: 3D Sculpture and Form – Hand-Building Techniques

Desired Results:

In this unit, students will explore three-dimensional art by learning basic hand-building techniques such as pinching, coiling, and slab construction to create original clay sculptures. Through guided instruction and experimentation, students will develop an understanding of form, structure, and spatial awareness, while expressing their own ideas and creativity. This unit also introduces students to local and historical ceramic artists, connecting cultural and artistic traditions to personal work.

Essential Questions:

- How can artists transform clay into three-dimensional forms?
- What are the different hand-building techniques and when are they used?
- How do artists use texture, pattern, and relief to enhance sculptures?
- How can three-dimensional artwork communicate personal or cultural stories?

Enduring Understandings:

Students will understand that...

- Artists manipulate clay using hand-building techniques such as pinching, coiling, and slab construction to create functional or decorative forms.
- Scoring and slipping are essential for joining clay pieces securely.
- Texture, pattern, and relief add interest and meaning to three-dimensional art.
- Three-dimensional artworks can express personal creativity, tell a story, or reflect cultural traditions.
- Observing and studying other artists inspires new techniques and ideas in their own work.

Knowledge

Students will know...

- Key hand-building techniques: **pinch, coil, slab**.
- How to use **slip** and **score** to attach clay pieces.
- How to create **relief, texture, and patterned surfaces** on clay forms.
- How to handle clay safely and follow studio procedures.
- Examples of local and historical ceramic artists, including **Henry Chapman Mercer** and **Helen Weisz**.

Vocabulary

- **Pinch** – Shaping clay by squeezing it between fingers and thumb.
- **Coil** – A rolled, snake-like piece of clay used to build walls.
- **Slab** – A flat sheet of clay used for building shapes or tiles.
- **Slip** – Wet clay mixture used as glue to attach pieces.
- **Score** – Scratching lines into clay before joining pieces.
- **Hand-Building** – Creating clay art with hands and simple tools, without a pottery wheel.
- **Relief** – Raised or recessed elements on the surface of a sculpture or tile.
- **Texture** – The tactile or visual surface quality of an artwork.

Suggested Artists (not limited to)

- **Henry Chapman Mercer** – Bucks County artist and founder of Moravian Pottery and Tile Works; his tile designs draw on medieval, folk, Biblical, and historical motifs.

- **Helen Weisz** – Bucks County artist producing low-fired, colored clay tiles and sculptures; works in bas-relief and textured clay forms.
- **Peter Voulkos** – American ceramicist known for abstract, expressive sculptures using slabs and coils.
- **Beatrice Wood** – American sculptor and ceramicist noted for her experimental hand-built forms.
- **Margaret Boozer** – Contemporary artist exploring texture, relief, and narrative in clay sculpture.

Skills

Students will be able to...

- Identify and demonstrate hand-building techniques: pinch, coil, and slab.
- Use score and slip to attach clay pieces securely.
- Create three-dimensional forms with attention to structure and stability.
- Add texture, pattern, or relief to enhance visual interest in clay pieces.
- Reflect on their creative choices and how they communicate meaning in 3D forms.
- Analyze and discuss the techniques and styles of professional ceramic artists.

Standards

PA Visual Arts Standards

Priority:

- 9.1.5.A – Know and use the elements and principles of art to create works in the arts.
- 9.1.5.B – Demonstrate use of arts elements to produce, review, and revise works.
- 9.1.5.H – Handle materials, equipment, and tools safely.

Supporting:

- 9.1.5.C – Identify and use comprehensive arts vocabulary.
- 9.2.5.A – Explain historical, cultural, and social context of individual works in the arts.
- 9.3.5.A – Identify critical processes in the examination of works in the arts.

National Visual Arts Standards

Priority:

- VA:Cr1.1.4a – Brainstorm multiple approaches to a creative art problem.
- VA:Cr2.1.4a – Explore and invent art-making techniques and approaches.
- VA:Cr2.2.4a – Apply artistic techniques to create meaningful works.

Supporting:

- VA:Re7.1.4a – Compare responses to works of art before and after discussing visual elements.
- VA:Cn10.1.4a – Create works of art reflecting community, culture, or personal interests.

Acceptable Evidence:

Performance Tasks:

- Create a clay sculpture or tile using hand-building techniques, demonstrating proper use of pinch, coil, and slab methods.
- Incorporate texture, relief, and decorative details to enhance the design.
- Reflect verbally or in writing on how the form communicates meaning or personal expression.

Formative Assessment:

- Observation of technique practice during studio time.

- Sketchbook planning of forms and textures.
- Exit ticket: "One thing I tried today with clay and what I learned."

Summative Assessment:

- Completed sculpture or tile graded on craftsmanship, use of techniques, creativity, and attention to detail.
- Self-assessment or peer critique on effectiveness of form, texture, and structure.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Demonstration and practice of pinch, coil, and slab methods.
- Explore texture techniques using simple tools (stamps, combs, or found objects).
- Study tiles and sculptures by Mercer and Weisz for inspiration and discussion.
- Create an original clay sculpture or tile incorporating hand-building techniques and textural detail.
- Gallery walk and reflection: students discuss form, balance, and narrative in their work and others'.

Instructional Strategies:

- Teacher modeling and step-by-step demonstration.
- Guided practice with scaffolded instruction for complex forms.
- Think-alouds to verbalize the reasoning behind technique choices.
- Peer discussion and feedback circles for reflective learning.

Differentiation / Intervention / Enrichment Options:

- **Differentiation:** Provide pre-rolled coils or slab templates for students needing extra support.
- **Intervention:** Work in small groups or 1:1 to reinforce hand-building skills.
- **Enrichment:** Encourage advanced students to create multi-part sculptures or explore mixed media combinations.

For Language Development:

- Vocabulary charts with images of pinch, coil, slab, score, and slip.
- Sentence frames: "I used ____ technique to create ____ because ____."
- Partner discussions and reflective writing connecting clay work to personal ideas or local artists.
- Multilingual visual aids showing steps for each hand-building technique.

Central Bucks School District – Course of Study – Grade 4 Art

Unit 5: Line — Weight, Variety, Repetition, and Movement

Desired Results:

Students will explore how artists use line in a variety of ways to create movement, pattern, and detail. They will experiment with different line weights, directions, and styles to communicate energy and emotion in their artwork. Through observation, practice, and discussion of contemporary and historical artists, students will understand how line can be both expressive and functional in a composition.

Essential Questions:

- How can artists use different types and weights of line to create movement and energy in artwork?
- In what ways does repetition and pattern contribute to visual rhythm and balance?
- How can details and embellishments enhance the meaning or mood of an artwork?
- How do artists use line to guide the viewer's eye and communicate ideas or emotion?

Enduring Understandings:

Students will understand that...

- Lines can be varied in weight, direction, and style to create movement, pattern, and emphasis.
- Repetition and rhythm in lines help unify a composition and guide the viewer's attention.
- Details and embellishments enhance visual interest and communicate meaning.
- Artists intentionally manipulate line to express energy, emotion, and narrative in their artwork.
- Observing how other artists use line can inspire personal creativity and technical growth.

Knowledge

Students will know...

- How to use line to create details and embellishment.
- How to vary line direction, weight, and repetition to create visual movement.
- How to identify and describe repetition and pattern in artwork.

Vocabulary

- **Movement** – A sense of motion created through lines, shapes, or colors that lead the viewer's eye.
- **Details** – Small elements that enhance and complete a composition.
- **Line Weight** – The thickness or thinness of a line.
- **Repetition** – The repeated use of lines, shapes, or colors to create unity
- **Pattern** – A design created through repeated elements.

Suggested Artists (not limited to):

- **Keith Haring** – American artist known for his bold, energetic line drawings and movement-filled figures that express joy and social messages.
- **Bridget Riley** – British Op Art painter who uses repetition and line to create optical illusions and the sense of motion.
- **Sol LeWitt** – Conceptual artist who uses systematic line drawings and geometric repetition to explore visual rhythm and structure.

- **Joan Miró** – Spanish painter who used playful, expressive lines to create movement and imagination in his abstract compositions.
- **Mary Blair** – American illustrator and designer for Disney, known for her bold use of color and whimsical line work that creates visual rhythm and storytelling.

Skills

The students will be able to ...

- Identify and describe different types of lines (straight, curved, wavy, zigzag) and line weights in artworks.
- Experiment with line weight, direction, and style to create visual movement and energy.
- Use repetition and pattern to create rhythm and unify a composition.
- Add details and embellishments to enhance the meaning, mood, or focus of an artwork.
- Analyze and discuss how other artists use line to convey emotion, movement, and ideas.
- Apply line intentionally in their own artwork to guide the viewer's eye and communicate visual messages.
- Reflect on how their use of line contributes to the overall composition and effectiveness of their artwork.

Standards

PA Visual Arts Standards

Priority:

- 9.1.5.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.5.B – Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works.

Supporting:

- 9.1.5.C – Identify and use comprehensive vocabulary within the arts.
- 9.3.5.A – Identify critical processes in the examination of works in the arts and humanities.

National Visual Arts Standards

Priority:

- VA:Cr1.1.4a – Brainstorm multiple approaches to a creative art or design problem.
- VA:Cr2.1.4a – Explore and invent art-making techniques and approaches.

Supporting:

- VA:Re7.2.4a – Analyze components in visual imagery that convey messages.
- VA:Cn10.1.4a – Create works of art that reflect community, culture, or personal interests.

Acceptable Evidence:

Performance Tasks:

- Create an artwork that demonstrates movement and rhythm through line.
- Experiment with different line weights and repetition to design a unified pattern.
- Participate in a gallery walk to discuss how line affects movement and mood in compositions.

Formative Assessment:

- Sketchbook explorations of varied lines and patterns.
- Vocabulary and visual matching activities.
- Exit slip: "One way I used line to create movement today..."

Assessment:

- Completed line artwork graded on creativity, craftsmanship, and demonstration of line variety and movement.
- Self-assessment or reflection on how line communicates energy or emotion in their work

Suggested Learning Experiences and Instruction

Learning Experiences:

- Line variety exercises using markers, pens, or digital tools.
- Create an abstract drawing using repetition and overlapping lines to suggest motion.
- Study artworks by Haring, Riley, and LeWitt to identify how artists use pattern and line weight.
- Group challenge: design a collaborative mural or border design emphasizing movement through line.

Instructional Strategies:

- Teacher modeling and guided drawing warm-ups.
- Think-alouds to analyze artist examples and discuss use of line.
- Peer feedback circles focusing on how effectively movement is conveyed.
- Integrate music or rhythm activities to inspire movement-based line drawings.

Differentiation/Intervention/Enrichment Options:

- **Differentiation:** Provide pre-drawn outlines for students needing fine motor support; use adaptive drawing tools.
- **Intervention:** Use tracing and repetition drills to strengthen control and understanding of line direction.
- **Enrichment:** Encourage advanced students to explore abstract composition, optical art, or layered media to emphasize movement.

For Language Development:

- Use labeled visual aids to reinforce vocabulary (e.g., “line weight,” “repetition,” “pattern”).
- Sentence frames for art discussion:
 - “I used [type of line] to show [movement/feeling].”
 - “The artist’s lines make the picture feel...”
- Encourage multilingual learners to create a visual glossary of line types with examples.
- Integrate short writing reflections comparing how different artists use line to express energy and rhythm.

Central Bucks School District – Course of Study – Grade 4 Art

Unit 6: Art History and Culture Middle Ages, Renaissance, and Pennsylvanian Folk Art

Desired Results:

Students will explore how people in the past used art to tell stories, decorate their surroundings, and communicate beliefs. This unit focuses on art from the Middle Ages, the Renaissance, and Pennsylvanian folk traditions, including colorful tiles, illuminated manuscripts, and stained glass. Through hands-on projects inspired by these historical and cultural artworks, students will learn how motifs, symbols, and patterns reflect cultural values and everyday life.

Essential Questions:

- How did people in the past use art to tell stories and communicate ideas?
- What can art from different historical periods teach us about culture and everyday life?
- How do motifs and symbols convey meaning in art?
- How can we use historical styles to inspire our own creative expression?

Enduring Understandings:

Students will understand that...

- Art has been used throughout history to communicate stories, beliefs, and cultural values.
- Motifs, patterns, and symbols are important tools artists use to convey meaning.
- Historical artworks from different regions and time periods show distinct styles, materials, and techniques.
- Creating artwork inspired by historical and cultural traditions helps us understand and connect with the past.
- Observing and analyzing historical art informs personal creativity and artistic decision-making.

Knowledge

Students will know...

- Key characteristics of **Middle Ages, Renaissance, and Pennsylvania German folk art**.
- Common artistic techniques such as **relief, stained glass, illuminated manuscripts, and tile decoration**.
- Notable artists including **Leonardo da Vinci** (Renaissance) and **Henry Chapman Mercer** (PA German Folk Art).
- How to identify **motifs, patterns, and symbols** in historical and folk artworks.
- How cultural and historical context influences artistic choices.

Vocabulary:

- **Motif** – A repeated design, pattern, or symbol in artwork.
- **Folk Art** – Art created by people in a culture, often reflecting traditions and everyday life.
- **Relief** – A sculptural technique where shapes project from a flat surface.
- **Tile** – A flat piece of fired clay used for decoration or functional purposes.
- **Illuminated Manuscript** – A decorated hand-written book, often with gold or colorful designs.
- **Stained Glass** – Colored glass arranged in patterns or images, often used in windows.
- **Medieval Art** – Art produced in Europe from roughly the 5th to the late 15th century.
- **Renaissance Art** – European art from the 14th–17th centuries emphasizing realism, perspective, and human emotion.

Suggested Artists (not limited to)

- **Leonardo da Vinci** – Renaissance artist known for portraits, drawings, and inventive techniques.
- **Henry Chapman Mercer** – Bucks County artist; created Moravian tiles incorporating medieval, folk, and historical motifs.
- **Anonymous PA German Folk Artists** – Craftspeople who produced redware tiles, decorative motifs, and colorful folk designs.
- **Klimt** – For pattern, motif, and gold leaf inspiration in cross-disciplinary discussion.
- **Local Historical Collections** – Artifacts from Fonthill Castle, Mercer Museum, and regional folk art exhibitions.

Skills

Students will be able to...

- Identify key artistic features of Medieval, Renaissance, and Pennsylvania German folk art.
- Recognize and create motifs, patterns, and symbols in their own artwork.
- Apply hand-building or drawing techniques to create tiles, reliefs, or manuscript-style designs.
- Analyze and discuss how historical context influenced the purpose and style of artworks.
- Connect personal artistic choices to cultural inspiration and historical examples.
- Reflect on how art from the past continues to influence contemporary art and design.

Standards

PA Visual Arts Standards

Priority:

- 9.1.5.A – Know and use the elements and principles of art to create works in the arts.
- 9.2.5.A – Explain historical, cultural, and social context of individual works in the arts.
- 9.1.5.C – Identify and use comprehensive arts vocabulary.

Supporting:

- 9.3.5.A – Identify critical processes in the examination of works in the arts.
- 9.4.5.A – Identify uses of expressive symbols that show meaning through art.

National Visual Arts Standards

Priority:

- VA:Re7.1.4a – Compare responses to works of art from different historical and cultural contexts.
- VA:Cr2.1.4a – Explore and invent art-making techniques inspired by historical and cultural examples.

Supporting:

- VA:Cn10.1.4a – Create works reflecting cultural and historical traditions.
- VA:Cn11.1.4a – Recognize that people use art to communicate ideas, stories, and beliefs.

Acceptable Evidence:

Performance Tasks:

- Create a tile, relief, or manuscript-inspired artwork using motifs and patterns learned from historical examples.
- Reflect on how their artwork demonstrates understanding of cultural or historical influences.
- Participate in a discussion comparing Medieval, Renaissance, and PA Folk artworks.

Formative Assessment:

- Sketchbook exercises identifying motifs, symbols, or patterns.
- Observation of in-progress artworks and discussion of techniques.

- Quick labeling exercises: match artwork to period/style or identify motifs.

Summative Assessment:

- Completed artwork assessed on craftsmanship, use of motifs, and cultural/historical relevance.
- Written or verbal reflection connecting their creative choices to the historical and cultural examples studied.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Examine images of Medieval, Renaissance, and PA German Folk Art to identify motifs, patterns, and relief.
- Hands-on project: create a tile, relief, or manuscript-style design inspired by historical examples.
- Guided discussion on cultural symbolism in art.
- Compare and contrast techniques across historical periods.
- Optional field trip or virtual tour of Mercer Museum or local collections.

Instructional Strategies:

- Teacher-led demonstrations and step-by-step project modeling.
- Visual references and anchor charts to reinforce vocabulary.
- Peer discussion and critique focusing on motifs, symbols, and historical accuracy.
- Integrate social studies and cultural context to strengthen cross-curricular connections.

Differentiation / Intervention / Enrichment Options:

- Differentiation: Provide templates or guided motifs for students needing extra support.
- Intervention: Use simplified patterns and small-scale projects to reinforce techniques.
- Enrichment: Challenge students to design multi-tile installations or combine historical styles in one composition.

For Language Development:

- Use labeled visuals for motifs, relief, and historical terms.
- Sentence frames: "My motif represents ____ because ____."
- Partner discussion to describe how their artwork connects to historical examples.
- Multilingual glossary of key terms with images.