

# Art, Grade 4

**Time on Task:** 45 minutes per week

## Course Philosophy

Fine arts demonstrate the creative aspects of created man that directly reflect that characteristic of the Creator. The study of fine arts develops in the student the ability to speak life into that which does not yet exist. The ultimate outcome is the development of the student's ability to bring glory to God as He observes His creative nature returning to Him from His creation.

## Course Description

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

<p><b>Goals and Objectives</b>  <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§117.14. Art, Grade 4.</b>  <b>(a) Introduction.</b></p> <p>(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.</p> <p>(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</p>	<p><b>Scope and Sequence</b></p> <p><b>Elements of Art</b></p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Color</li> <li>• Value</li> <li>• Shape</li> <li>• Texture</li> <li>• Form</li> <li>• Space</li> </ul> <p><b>Principles of Design</b></p> <ul style="list-style-type: none"> <li>• Unity</li> <li>• Variety</li> <li>• Emphasis</li> <li>• Balance</li> <li>• Proportion</li> <li>• Pattern</li> <li>• Rhythm</li> </ul> <p><b>Media and Methods</b></p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Collage, Mosaic, and Mixed Media</li> </ul>	<p><b>Spiritual Goals</b></p> <p><b>God's intended purpose for art:</b></p> <ol style="list-style-type: none"> <li>1. To teach the child to work with others sharing a common goal.</li> <li>2. To encourage love and praise of God through art.</li> <li>3. To foster the child's desire to worship and celebrate God's goodness through art.</li> <li>4. To appreciate art as God's gift to us for refreshing and encouragement and to provide enjoyment for others.</li> <li>5. To encourage the use of knowledge and skills in service to God.</li> <li>6. To communicate to the children as well as to all who see, the abundance of God's grace in the gift of His Son.</li> </ol> <p><b>Biblical Integration Truth Statements</b></p> <ol style="list-style-type: none"> <li>1. <i>What is prime reality, the really</i></li> </ol>
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<p><b>(b) Knowledge and skills.</b>  <b>(1) Perception.</b> The student develops and organizes ideas from the environment.</p>	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Printmaking</li> <li>• Sculpture</li> <li>• Textiles and Fibers</li> <li>• Technology and Photographic Imagery</li> <li>• Simple Architectural Structures and Environmental Art</li> </ul> <p><b>Sketchbook and Portfolio</b></p> <ul style="list-style-type: none"> <li>• Keep a sketchbook to:</li> <li>• Keep a portfolio to:</li> </ul> <p><b>Safety in the Creative Art Process</b></p> <ul style="list-style-type: none"> <li>• Safety</li> </ul> <p><b>Artistic Traditions, Past and Present</b></p> <ul style="list-style-type: none"> <li>• Art in the Environment and Community</li> <li>• Art Careers</li> </ul> <p><b>Explore and Examine Artworks</b></p> <ul style="list-style-type: none"> <li>• Focus on Contextual Clues</li> <li>• Develop a Knowledge of the Process of Art Criticism</li> </ul> <p><b>Correlation with TEKS</b>  <u><b>Art Grade 4</b></u>  Scott Foreman  Student ISBN not available  Teacher ISBN  0-328-08052-7</p> <p>All Lessons are Teacher-generated activities from the following:</p>	<p><b><i>real?</i></b>  God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> <li>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</li> <li>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</li> <li>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</li> <li>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</li> <li>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</li> </ol> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <ol style="list-style-type: none"> <li>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</li> <li>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</li> <li>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</li> <li>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</li> </ol> <p><b>3. <i>What is a human being?</i></b></p> <ol style="list-style-type: none"> <li>a. God created humans to know Him intimately and to have a</li> </ol>
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<p><i>The student is expected to:</i></p> <p>(A) communicate ideas about self, family, school, and community, using sensory knowledge and life experiences; and</p> <p>(B) choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.</p> <p><b>(2) Creative expression/performance.</b> The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p><i>The student is expected to:</i></p> <p>(A) integrate a variety of ideas about self, life events, family, and community in original artworks;</p> <p>(B) design original artworks; and</p>	<p>Pages 6, 15, 20, 21, 41, 50, 58, 59, 60, 61, 65, 85, 102, 104, 105, 108, 110, 118, 119, 124, 128, 140, 141, 154, 160, 167, 168, 170, 174, 175, 178, 179, 181, 187, 206, 207</p> <p>Pages 8, 9, 17, 18, 19, 23, 24, 25, 26, 28, 32, 33, 34, 36, 37, 38, 40, 41, 42, 44, 48, 49, 52, 53, 56, 57, 60, 61, 66, 67, 70, 71, 75, 82, 83, 84, 85, 86, 87, 90, 91, 94, 95, 100, 104, 105, 116, 117, 119, 124, 125, 128, 129, 132, 133, 149, 150, 151, 154, 155, 158, 159, 169, 172, 173, 176, 177, 184, 191, 197, 219</p> <p>Pages 15, 20, 21, 28, 29, 58, 59, 62, 63, 76, 77, 92, 93, 102, 103, 106, 107, 110, 111, 122, 123, 130, 131, 140, 141, 164, 174, 175, 187, 208, 209, 216, 217</p> <p>Pages 20, 21, 24, 25, 28, 29, 34, 35, 38, 39, 42, 43, 46, 47, 54, 55, 58, 59, 62, 63, 68, 69, 72, 73, 76, 77, 80, 88, 89, 92, 93, 96, 97, 102, 103, 106, 107, 110, 111, 114, 122, 123, 126, 127, 130, 131, 136, 137, 140, 141, 144, 145, 148, 156, 157, 160, 161, 164, 165, 170, 171, 174, 175, 178, 179, 182,</p>	<p>loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p>
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<p>(C) invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.</p> <p><b>(3) Historical/cultural heritage.</b> The student demonstrates an understanding of art history and culture as records of human achievement. <i>The student is expected to:</i></p> <p>(A) identify simple main ideas expressed in art;</p> <p>(B) compare and contrast selected artworks from a variety of cultural settings; and</p> <p>(C) identify the roles of art in American society.</p> <p><b>(4) Response/evaluation.</b> The student makes informed judgments about personal artworks and the artworks of others. <i>The student is expected to:</i></p> <p>(A) describe intent and form conclusions about personal artworks; and</p>	<p>190, 191, 194, 195, 198, 199, 204, 205, 208, 209, 212, 213, 216 Pages 20, 21, 24, 25, 28, 29, 34, 35, 38, 39, 42, 43, 46, 54, 55, 58, 59, 62, 63, 68, 69, 72, 73, 76, 77, 80, 88, 89, 92, 93, 96, 97, 102, 103, 106, 107, 110, 111, 114, 122, 123, 126, 127, 129, 130, 131, 136, 137, 140, 141, 144, 145, 148, 156, 157, 161, 161, 164, 165, 170, 171, 174, 175, 178, 179, 182, 190, 191, 194, 195, 198, 199, 204, 205, 208, 209, 212, 213, 216</p> <p>Pages 11, 30, 51, 64, 108, 121, 129, 135, 173, 201</p> <p>Pages 31, 64, 65, 75, 132, 133, 166, 167, 172, 192, 193, 200, 201</p> <p>Pages 37, 39, 44, 45, 61, 94, 95, 100, 109, 113, 134, 146, 158, 162, 163, 168, 169, 196, 202, 206, 215</p> <p>Pages 13, 14, 20, 21, 24, 29, 35, 43, 47, 49, 54, 55, 59, 62, 63, 68, 69, 77, 80, 81, 89, 92, 97, 103, 107, 111, 115, 123, 126, 131, 136, 137, 139, 149, 156, 157, 159, 161, 164, 170,</p>	<p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. Why is it possible to know anything at all?</b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the</p>
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<p>(B) interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.</p>	<p>171, 175, 178, 179, 183, 194, 198, 209, 219  Pages 11, 16, 23, 25, 27, 29, 33, 36, 37, 40, 47, 53, 57, 61, 67, 71, 75, 81, 83, 87, 91, 93, 95, 98, 99, 100, 101, 109, 115, 116, 117, 119, 120, 121, 125, 129, 132, 133, 135, 139, 141, 146, 147, 149, 151, 152, 153, 155, 163, 167, 169, 173, 177, 183, 185, 189, 193, 197, 207, 211, 217, 219</p> <p><b>Student Activities</b>  Individual projects  Participation</p> <p><b>Teaching Strategies</b>  Demonstration  Individual instruction  Art critique</p> <p><b>Evaluation Procedures</b>  Projects  Participation</p> <p><b>Other Resources and Bibliography</b>  None</p>	<p>universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <b><i>How do we know what is right and wrong?</i></b></p> <ul style="list-style-type: none"> <li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li> <li>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</li> </ul>
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		<p>those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><i>What should our response be to God?</i> <i>What were we made for?</i></p> <p><b>We were made to</b> <b>Love</b> – Matthew 22:37, <b>Worship</b> – Romans 12:1, <b>Obey</b> – 2 John 6, and <b>Give Glory</b> – Psalm 96:3.</p>
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