Lesson Title	WASHINGTON ARTS ESSENTIAL LEARNINGS							Common Core Standards:	Fine Art Resources
	1.1.1 Concepts: Elements	1.1.2 Principles of Organization	1.2 Skills and techniques	1.3 Applies art styles	2. Applies an artistic process	3. Communicates through the arts	4. Makes connections across arts, other disciplines	Language Arts Math	
FOURTH GRADE									
Line Character	Line, character-ization	Proportion	Drawing	Describes		Visually describes character		*4.NF.3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole	Fay Jones *Reading Aloud,* 4C
								*Key Ideas and Details 3. Describe in depth a character, setting or event in a story or a drama, drawing on specific details in the text.	Henry Raschen *Old Man with Locket,* Frye
Modeling with Color	Color: tertiary colors Value 2D to 3D		Painting: blending		Responding: describes		Science: observation		Karen Yurkovich *Seeing,* 4C

Levels of Space	Foreground, middle ground, background, detail		Drawing: Scratchboard		Creative: gathers information, develops ideas and techniques, organizes arts elements, reflects, refines			**Research to Build and Present Knowledge 8. Recall relevant information from experiences or gather relevant information from print or digital sources; take notes and categorize information and provide a list of sources.	Rudolph Petuel *Steam in Winter,* Frye
A Symbol of Yourself	Symbolic objects and shapes, color		Drawing: oil pastel layering		Responding: describes, analyzes, interprets	Symbols and metaphors for self		Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning	David Franklin *Upper Willapa Valley,* WSAC
Making a Range of Values	Color: intensity, value		Watercolor wash	Describes differences in works of art		Shows time and place		Key Ideas and Details 3. Describe in depth a character, setting or event in a story or a drama, drawing on specific details in the text.	Johann B. Jongkind *Moonlight Scene,* Frye

Figures in a Setting	Line, pose		Gesture drawing			Shows activity n a setting	Dance: Shape, levels	** Key Ideas and Details 3. Describe in depth a character, setting or event in a story or a drama, drawing on specific details in the text.	Vanessa Helder *Jack Hammer Crew*, MAC; Douglas Cooper, *From These Hills*, 4C
Line Direction and Assemblage	Line direction, relief	Movement radial, vertical, horizontal Balance	assemblage				Math: Line, symmetry	***4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Harold Balasz *Museum Piece*, MAC Adriene Cruz *Going through the Motions*, 4C
Multiple Viewpoints for Sculpture	Shape, form 2-D to 3-D	Balance, unity, repetition	Paper Sculpture: cutting, notching and joining				Math: 2-D, 3-D	***4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.	Scott Fife *Leroy the Big Pup*, TAM Tom Otterness *Wild Life*, WSAC

Collaboration: Printing in Multiples	Shape, space	Emphasis	Printmaking: collagraph		Creative: presents		Architecture	*4.G.2. Can be adapted to address attributes of shapes *Comprehen-sion and Collaboration b. Follow agreed upon rules for discussions and carry out assigned roles	Vanessa Helder *Neighbors*, MAC Armin Landek *City Lane*, TAM
Narrative Response to Art	Character, narrative				Responding: analyzes, interprets			Text Types and Purposes 3. Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	Velino Shije Herrera *Buffalo Dance,* MAC

*Indicates that lesson focus encompasses both math and literacy concepts.

** Indicates that lesson represents gathering information in sketchbook studies as visual research.

***Indicates lesson can be adapted to encompass math concepts/standard.

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