

4th Grade

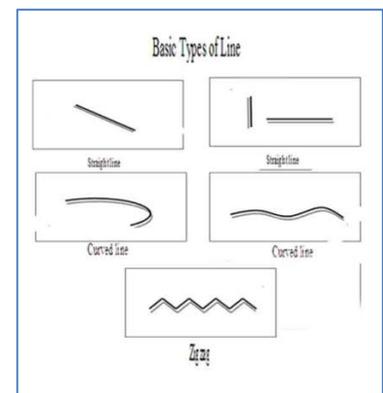
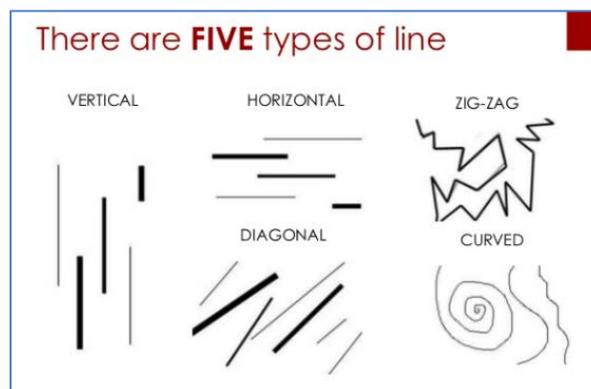
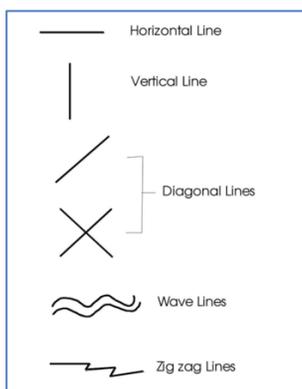
Visual and Performing Arts: Visual Arts Content Standards.

ARTISTIC PERCEPTION

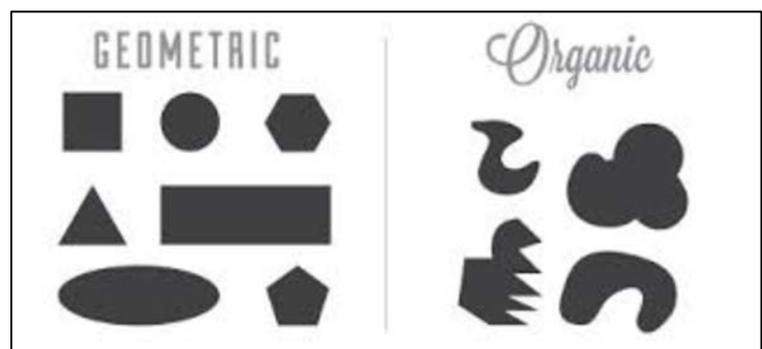
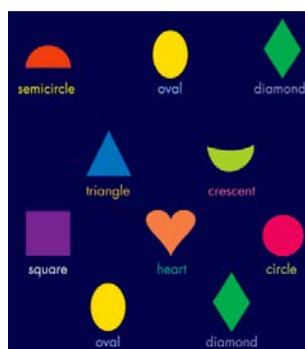
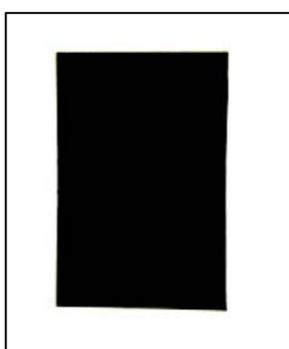
At the fourth grade level, children will perceive and respond to works of art, objects in nature, events, and the environment. They will continue to process, analyze, and respond to sensory information through the language and skills unique to the visual arts. In the fourth grade the students will begin to learn about positive and negative space, and contrast and emphasis in works of arts.

Ideas for what to do:

Begin the lesson by reviewing types of lines, drawing examples of straight lines, curved lines, and zig zag lines. You can search for examples online, and show the class examples such as these:



You can then go on to show how a shape or form is created by connecting lines. A shape is created if the lines create an enclosed space. If the lines do not all connect, it is not a shape. You can again either draw or search on line for examples of shapes, such as the following.



The first one is a simple black rectangle, made by connecting four straight lines. The second example shows many different shapes, all made by connecting different types of lines. The last example shows the difference between geometric and organic shapes.

The next stage of the lesson is to introduce the idea of positive and negative space. These concepts are abstract, so it is best to begin with black and white images. If you look back to the images above, the shapes are the positive space, as they are what pops out. The blue or white background is the negative space.

In the examples below, which were also found by simple online searches for images of positive and negative space, you can see that positive space is not always black, and even within the same work, it can change. In the first image of the cats, the left image is black, and it represents the positive shape, while in the right, the cat is white, and it is the positive shape. So, color is not what identifies positive and negative space, but rather the image that pops, or is the focal point, is what constitutes positive space.

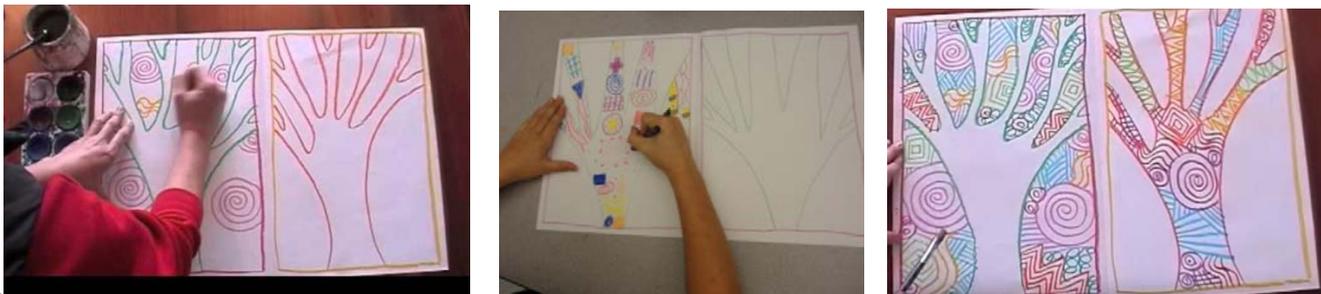


To make it even more confusing, the same shape in an image can be both positive and negative, depending on how you are viewing it. Show the class an image such as the one on the right above. Ask the students if they see the two profiles facing each other. Have them focus on the profiles of the people and ask whether the people represent positive or negative space. Next, ask if they see any other images in the picture. The space between the faces can also be create the image of a vase. If we focus on the vase, it becomes the positive space, while the black become the negative space of the background. Have the students alternate focusing on the profiles or the vase, and pay attention to how the space they're focusing on will pop, and the other fades a bit to the background.

As can be seen, concepts get a bit more involved as we move into higher grades, so a bit more background needs to be built into the lessons to give the students a solid foundation and understanding. Now that the students have this background on lines, shapes, and positive and negative space, the class can do many different types of projects to practice and demonstrate their understanding.

Example:

One common project that many art teachers do as students are learning positive and negative space is the mirrored tree diptych. A wonderful you tube video is available here that will give a great tutorial on how to do one version of this lesson: <https://www.youtube.com/watch?v=2vy9Rrvqlsc>



Give the students a large white paper and have them fold it in half. Then have them draw an enclosed frame on either side(see first image above). Next have them use a crayon to draw the base of the tree, start at the bottom of the page, making one slightly curved line out to the left, and one to the right. Next you can show them how to small V's and big V's. If you look at the first image above, you'll see that starting on left there is a small v, then a bigger v, then a smaller v, and so on. This gives the feeling of bigger branches that start below, closer to the trunk, and then smaller branches that splinter off further up. This is not a must, but it is one technique. As can be seen in the middle image above, all of the branches are the same, mostly made with big V's.

Once one tree has been drawn, the second one can be done, either by free-hand, trying to replicate the first as much as possible, or if the first was drawn quite hard and thick, the paper can be folded over, and then the back of the paper rubbed so that a very faint replica will appear on the blank side. If the second method is used, the lines would be reinforced by drawing over them again.

Next have the students start creating patterns on the outside, or background on one side, and within the tree and branches on the other side. See the third image above for an example, or the first image below. If there is time, the students can paint over the patterns drawn, using a dark watercolor, and covering only the parts outside or inside the lines of the tree, depending on where the patterns are. See the second image below for an example of this. As the crayons are waxy, the watercolor will not cover over the patterns.



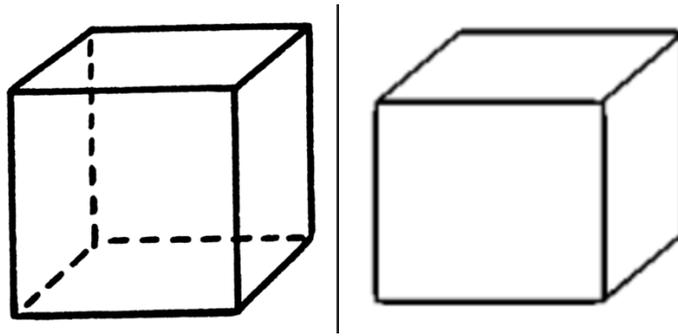
Once the students have completed their works of art, display them all, and have a discussion again about what they see, how they now identify positive and negative space, and what their ideas are for other types of pieces they could create that would show this.

CREATIVE EXPRESSION

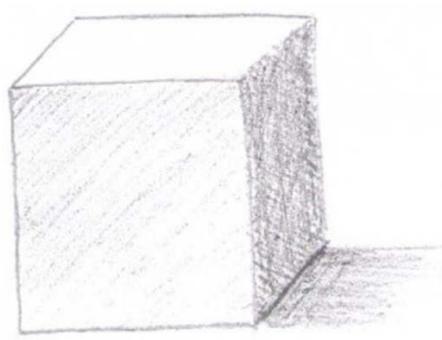
At the fourth grade level, children apply artistic processes and skills, using a variety of media to communicate meaning and intent in a original works of arts. They will use shading to transform a two-dimensional shape into what appears to be a three-dimensional form.

Ideas for what to do:

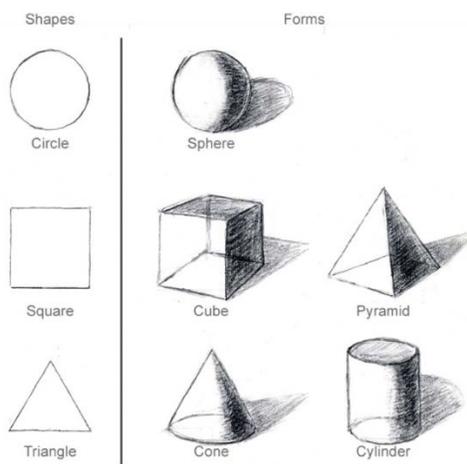
Building on the students prior knowledge on shapes, this lesson will show them how to use shading to create a sense of depth and dimensionality. You will begin with a two-dimensional shape, such as a square, then show how to add one a few angles lines to create the appearance of a three-dimensional cube.



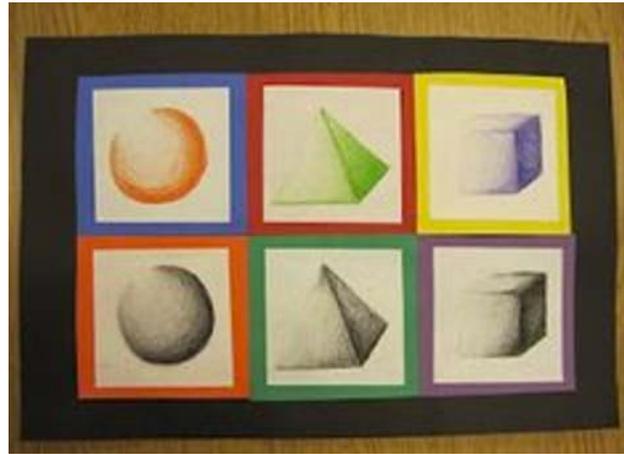
This can be done with any shape, and you search online for pages that show a variety of shapes. The next step is to add shading in order to add to the illusion of space and depth. The lightest surface should be the one that is directly facing, or closest to the imagine light source—this is often the front or top of the shape. Then the other sides get progressively darker. The image below shows the top as white, then the front as slightly shaded, and the side going back, even more shaded. You also see the shadow of the shape on the imagined surface that the shape is sitting on, starting out as darker closer to the shape, and fading to light as it moves away.



Have the students practice with a pencil on white paper with the square, and then branch out and try different shapes.



Once they have become familiar with the technique, they can move on to creating images of three-dimensional shapes in color. In order to create a project that shows as a study of shading for three-dimensional appearance, have the students create four, or six images, in different colors, and then present them together, as in the example below.



AESTHETIC VALUING

Children at the fourth grade level will build on skills from the earlier grades in responding to, analyzing and making judgments about the art that they see around them, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Students will be able to use the language of the visual arts to help clarify personal responses to art.

Ideas for what to do:

Once either of the projects above have been completed and put up for display, have the students discuss and critique the works, using their art vocabulary, and their learned ability to make judgments on what they see, and how they perceive works of art.

The important concept to teach students is that the appreciation of art is individual, and that there is no right or wrong answer regarding if a work is good or bad, pleasing or displeasing. We will each have different perspectives on what we find to be aesthetically pleasing and good. That being said, we can look at different attempts at a specific work of art, such as the three-dimensional images above, and discuss if one is more convincing than another. This may not be as individual. If the shading wasn't done correctly, the shape may not look three-dimensional. This doesn't mean that we don't like it, or that it is bad, but it gives us an opportunity to critique, using our critical eye, and a vocabulary that is informed and helpful.

There are many worksheets that can be found online that help guide the students in the critique process. An example is below, but many more can be found.

name: _____ artist: _____

art critique

Title: _____
Date: _____

Use these steps to help you critique a piece of art, think, look, decide

1. Describe

What things do you see in the art work? Describe the elements of art.
Identify materials used (techniques too).
Identify genre (portrait, still life, landscape, abstract?)
Explain everything you see, even if you don't know what it is.

2. analyze

How are lines, shapes, colors, and textures used in the piece of art?
Find examples of unity through repetition. Look for a center of interest (focal point/ eye grabber) is there one? What is it?

3. interpret

What is going on in the artwork?
What is the purpose of the piece?
What is the artist saying?

4. Decide/Evaluate

Do you like this piece of art-WHY or WHY NOT?
Is this a quality piece of art? Why?
What is the best thing about this piece?
What is the worst thing about this piece?
Is the artist successful? Why?

Most worksheet often follow a four-step process, though again, this can be designed by you, in order to meet the goals of your lesson. The common steps of a critique are to:

1. Describe – Explain everything you see, including what is there, what materials were used
2. Analyze – How are the lines, shapes, color, and texture used. Look for a focal point, and if there is movement, depth, warmth, etc.
3. Interpret – What is the point of the art? What is it? Why was it created? Is the artist making a statement?
4. Evaluate – Do you like it? Was it well-done? Why or why not? What is best, and what is worst?

Using a worksheet is not necessary, though in the beginning, it can help guide the students in the process. The point of the critique is for the students to be thoughtful, reflective, analytical. It is not to bash or put other students' work down. Any comment must be substantiated with examples or specifics. They student cannot simply say, "The does not look like a cube, it's bad." They must go on to explain why they don't feel that it looks like a cube.