



Fourth Grade



NUMI
FOUNDATION
Celebrating People, Planet & Possibility

Fourth grade uses art for age appropriate exploration of art as a form expression with a focus on family and feeling, while also exploring the link between art, nature, and their community.

Students will explore techniques such as Southeast Asian Batik dyeing, European illuminated calligraphy, and Native American dream catchers to inspire their own creativity. Students will learn about using sources such as music, story, and feelings to inspire the creation of art. Students will attend museum field trips to gain appreciation for various artists and find inspiration for their own work.

The cumulative project is an age appropriate discussion of artists such as Grandma Moses, and an exploration of the works of John Muir as a vehicle for discussion of nature and environmentalism. Students will also explore cultural arts from Easter Island and Sweden, using these art forms to enhance their understanding of other cultures.

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Week 1: Lesson 1

GRADE 4

Sketchbooks

My drawings

STANDARDS

CCSS 4.SL 1.b

OBJECTIVES

- To meet and introduce each other
- To discuss that this class will allow them to draw, paint and create art
- To create sketchbooks for each child

MATERIALS

- 2 pieces of cardboard, each at 8.5" x 5.5" - for each student
- Piece of thick canvas material at 8.5" x 11" in dimension – for each student
- Pieces of colored paper or decorative paper- this is to create book covers that are more fanciful. If need be, they can have white label on the fancier paper to identify the author of the book
- Elmer's glue –2 large bottles for class
- Rubber matt used for cutting into (can find these in art stores – 2 for class)

- Poker to punch holes into paper (not sure what these are called but something whereby they can lay their pieces of paper onto the rubber matt and poke holes through) – 2 for class
- Ruler – 2 for class
- Needles with large eyes
- Rolls of yarn of various colors

Preparation:

Teacher should review procedure for creating sketchbooks, gather materials and extra help for the class.

Procedure:

Teacher sets up an assembly line of the different stages and demonstrates. To keep things simple, I think all ages can be the same type of book.

Stage 1:

- Lay colored paper or decorative paper down. Apply glue.
- Lay cardboard piece on top and glue down. (If it's a colored paper and it's 8.5" x 11", flip your piece of cardboard so when it lays on top there is color paper all around it. This will become clearer as you finish the directions in this stage.)
- After gluing down one side, wrap other side of cardboard piece with decorative paper, applying it in gift fashion wrap style. Don't worry if it doesn't cover the whole cardboard. Glue down.
- Repeat with other piece of cardboard.

Stage 2:

- Lay 2 pieces of cardboard next to each other, leaving about 1" gap between them.
- Apply glue to cardboard pieces.
- Lay piece of canvas on top of cardboard and gap. Paste.

Stage 3:

- Fold sheets of paper in half.
- Place them all together and open them up so you are laying out middle of book.
- With ruler measure and mark the following 4 points on inside open fold of book: 1.25" from bottom; 2 " increments. There will be 4 points marked.
- Using poker, poke holes all the way through at these points.
- Depending on thickness of the book, this may need to be done a few times.
- Laying out the inside of your open book cover, mark the middle of the canvas strip at the same points.
- Younger children will need assistance with this stage.

Stage 4:

- Place pages onto inside open layout of book cover.
- Measure enough yarn from top to bottom of book with extra for knotting.
- Thread yarn through needle and knot end.
- Holding the cover and pages together, starting at inside of book pages at bottom point, thread needle and yarn through all pages and through canvas strip.
- Thread through canvas strip and into next point.
- Continue to sew book back and forth through points until end at 4th point (inside of book). Knot.
- This is a critical phase to make sure string is tight, pages are aligned, the book is.

Stage 5:

- Decorate cover of book with design, name of author, name of book, dates.
- Can use glitter, stencils, stickers, magazine cutouts, collage, etc.
- Can also decorate inside cover if want to leave outside as is.

Wrap up:

Introduce your clean-up routine to the children.

Notes/Feedback:



Week 1: Lesson 2

GRADE 4

Rock Sculpture Installation

Seeing Myself Through Nature

STANDARDS

CCSS 4.SL 1.b, 1.c, 1.d

Visual Arts Content Standards 4. 1.5

OBJECTIVES

- To create small group rock sculptures for an installation
- To discuss what qualities of themselves they see in the rocks and finished sculptures
- To discuss the four elements and which they feel most like
- To draw pictures of the sculptures in their sketchbooks

MATERIALS

- Rocks of many sizes
- Natural materials such as mosses, ferns, grasses
- Sketchbooks with pencils or crayons

Preparation:

Gather natural materials from outdoors. Pick a site outdoors for the rock sculpture installation.

Procedure:

- Ask the students to create a collage or sculpture that shows something about themselves. Use simile and metaphor for comparisons in their descriptions, for example, they may say they run like the wind. Or if they smile a lot, the project might show something about their smile. Discuss the four elements: earth, air, fire and water and ask which of these elements they believe they are most like.
- Discuss rocks in nature.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

If possible, leave the installation up outdoors or inside. Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about working with children by creating sculptures, try this book:



Loose Parts: Inspiring Play in Young Children- By Lisa Daly, Miriam Beloglovsky



Week 2: Lesson 1

GRADE 4

Nature Sculptures

Seeing Myself Through Nature

STANDARDS

CCSS SL.4.1.a, 1.b, 1.c, 1.d

Visual Arts Content Standards 4.1.5

OBJECTIVES

- To create lasting nature sculptures
- To see qualities in natural materials
- To draw natural materials in their sketchbooks

MATERIALS

- Rocks, sticks, flower blossoms, mosses, grasses and other natural materials
- Cardboard on which to place sculpture
- Wire or glue to glue sculpture pieces together
- Sketchbooks with pencils or crayons

Preparation:

Gather materials.

Procedure:

- Have students pick the materials they wish to sculpt.
- Allow time to create the sculptures.
- Discuss the qualities of the natural materials used in the sculptures.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For more ideas about nature sculpture with children try:

<http://www.learninglandscapesdesign.com/nature-sculpture-with-kids/>



Week 2: Lesson 2

GRADE 5

Nature As We See It: Large Mural Collage Creation

Seeing Myself Through Nature

STANDARDS

CCSS SL.5.1.a, 1.b, 1.c, 1.d

Visual Arts Content Standards 5 1.1, 1.2, 1.3,

OBJECTIVES

- To create a large mural collage for display
- To discuss which qualities of human beings are similar to some found in nature
- To draw these in sketchbooks

MATERIALS

- Large mural paper any color
- Various bits of fabric, paper and small natural materials
- Scissors
- Glue
- Crayons
- Sketchbooks

Procedure:

- Discuss that the mural made today will have creatures and objects of the natural world.
- Using scraps of fabric and paper, the children will create the living beings to fill this forest.
- When the mural is finished, it should be hung for all to see.
- After cleaning up, the students should have time to draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement**

The following article talks about the importance of having students work together collaboratively.

<http://artsedge.kennedy-center.org/educators/how-to/working-together>



Week 3: Lesson 1

GRADE 4

The Tree of Life

Seeing Myself Through Nature

STANDARDS:

CCSS.SL.4.1.a, 1.b, 1.c, 1.d

Visual Arts Content Standards 4.1.1, 1.2, 1.5

OBJECTIVES

- To create individual Trees of Life
- To discuss how everything in Nature comes in different colors, shapes and sizes, and that all living things are connected to Nature
- To draw in sketchbooks

MATERIALS

- Small Leaves collected from outdoors
- Watercolor paints in jars, brushes, water
- Paint brushes
- White fabric or paper for each student at least 12" by 24" or larger
- Sketchbooks and pencils or crayons

Background Information:

Children relate to the natural world. When they can see themselves as part of nature, they will respect and care for the natural world.

Procedure:

- Have the children look at the leaves spread out on table or floor. Ask them to describe the leaves. They may speak about colors, shapes, and sizes. Discuss that everyone on Earth and everything in Nature comes in different colors, shapes and sizes.
- Some students may recognize leaves from trees they can name, such as Oak.
- Instruct the children to choose several leaves that remind them of themselves or someone they love.
- Give each student a piece of painting paper.
- Set up paint in at least red, yellow and blue.
- Have the children paint a centered tree trunk with long limbs fanning out to the edge of the paper. Then they should add painted leaves.
- When finished, display the paintings for the children to see.
- In their sketchbooks, they should draw their trees of life.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 3: Lesson 2

GRADE 4

Bright Sky

Seeing Myself Through Nature

STANDARDS

CCSS 4.SL.1.a, 1.b, 1.c, 1.d

CCSS 4.L.5a, 5b, 5c

Visual Arts Content Standards 4.1.1, 1.2, 1.5

OBJECTIVES

- To look at the sky and describe it
- To draw the sky
- To draw the sky in sketchbooks

MATERIALS

- Large sheet of drawing paper for each child
- Crayons
- Cotton balls
- Glue
- Sketchbooks with pencils or crayons

Procedure:

- Read the poem to the class or print it out and have the children read it.

Bright Night

The stars are shiny and they are bright and they shine right through the darkest night.

They burn like a forest that has burnt to the ground and new life appears all around,

The stars glow like embers in the sky and if they went out darkness would encircle us all,

They are far away and they might be dim but they represent hope to all around,
The stars have been there since the start of time and will illuminate the sky for times to come,

Their beauty is unrivaled except for the sun which gives us life all year long.

Source:

Bright Night, Sky Poems

<http://www.poetryinnature.com/nature/poetry.asp?poem=1837#ixzz3HH0xdnk9>
www.PoetryInNature.com

- Then ask the children what they see in the sky. If possible, have them watch clouds until they transform from one shape to another.
- Then, have them create a sky scene on paper.
- After clean-up, have the children draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 4: Lesson 1

GRADE 4

Sand Paintings of Nature

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 4.1.5, 2.7

OBJECTIVES

- To paint a nature scene with sand
- To draw in sketchbooks

MATERIALS

- Clean Sand
- Powdered Tempera Paints
- Small, empty containers with lids
- Craft Glue
- Pencil
- Plastic knife and spoons
- Sketchbooks with pencils or crayons

Procedure:

- Mix sand and tempera paints (one spoon at a time) in containers and shake.

- On paper, sketch nature scene of your choice.
- One section at a time, spread glue on area and then spread colored sand on that area.
- Continue filling each area, one at a time with the sand color of your choice until finished.
- When finished, children may draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Watch the following YouTube segment to answer questions from your students about sand.

What is sand made of? - YouTube ▶ 2:46

www.youtube.com/watch?v=PzZOAY06WRU



Week 4: Lesson 2

GRADE 4

Large Group Mural Creation

Seeing Myself Through Nature

STANDARDS

CCSS.SL.4.1.a, 1.b, 1.c, 1.d

Visual Arts Content Standards 4.1.1, 1.5

OBJECTIVES

- To create a mural of scenes in nature with crayons, pencils and glued objects from nature

MATERIALS

- Large mural paper any color
- Crayons, pencils, leaves, small sticks, flower blossoms, sand, small shells, cotton balls, small pinecones, sand—any materials that would help to create a scene of sky, earth and ocean. These might be left over from past projects or collected anew with a walk outdoors.
- Glue
- Sketchbooks and pencils and crayons

Preparation:

Think of this as a review of the first four weeks of the children seeing themselves in nature. Try to think of a place where the mural might hang for the school to see.

Procedure:

- Discuss the fun the children have had creating art and seeing themselves in nature.
- Tell the class that they are going to create a large group mural of nature.
- Assign or have the children choose if they will work on the sky, earth or ocean.
- Distribute materials and let the children create the mural.
- When finished, have the students draw their ideas of nature in their sketchbooks.

Wrap up:

Have the students clean up using your routine.

Teacher Supplement:

For information about how working together on projects helps students.

<http://www.worldwidelearn.com/education-articles/group-projects.htm>



Week 5: Lesson 1

GRADE 4

Blended Color Wheel

Seeing Myself Through Color

STANDARDS

Visual Arts Content Standards 4.1.3, 1.5

OBJECTIVES

- To review blending colors—first and secondary colors
- To create a color wheel by blending colors
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks and pencils

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Background Information:

Two versions of the color wheel are presented here. Please choose the one that works best for your students.

**Procedure:**

- Begin with creating a circle on paper divided into six wedges.
- Paint the first wedge red, third wedge yellow and then blend the two for orange in between.

- Paint the fifth wedge blue, then blend with yellow to form green.
- Paint the sixth wedge by blending blue with red.
- Discuss the creation of each color.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 5: Lesson 2

GRADE 4

Color My World

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 5.1.1, 1.2

OBJECTIVES

- To discuss how colors help us to express our feelings
- To paint the feelings the students have about their world
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- Ask the students to say how colors express their feelings.
- Ask the students to think of a story they know or create a new one in their minds about something in the world.
- The students create an original painting of this story.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 1

GRADE 4

The Most Beautiful Place

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 4.1.1, 1.3, 1.5

OBJECTIVES

- To create a painting of the most beautiful place I have seen
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The teacher asks the students to remember the most beautiful place they have ever seen either in person or in a story.
- The students will paint these places and then talk about them.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 2

GRADE 4

Crayon Resist

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 4.1.1, 1.5

OBJECTIVES

- To review the paintings of the past few lessons
- To create a crayon resist with a crayon underlayer topped by paint

MATERIALS

- Dry Water color painting paper of at least 18" by 24"
- Pale Yellow water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Painting Boards on which to place the wet paper
- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Procedure:

- The children should draw a happy scene they remember.
- When finished, the children should paint over the drawing until the page is covered.
- When finished, children may draw in their sketchbooks.

Wrap up:

The children should clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This YouTube video is a great introduction to working with pastels. The beginning cartoon drawing may be fast forwarded to come to drawing landscapes.

https://www.youtube.com/watch?v=dpF_zAiLpvU



Week 7: Lesson 1

GRADE 4

Batik Color Design

Expressing Myself Through Color

STANDARDS

CCSS SL.4.1b, 1.c, 1.d

Visual Arts Content Standards 4.3.1, 4.2, 4.4

OBJECTIVES

- To discuss the Indonesian Art of Batik
- To create a batik design on white drawing paper

MATERIALS

- Dry Water color painting paper of at least 18" by 24"
- Blue water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width or narrower, if available
- Painting Boards on which to place the paper
- White glue in glue bottle with narrow, open point
- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Background Information:

Batik is an ancient art form where cloth is drawn on with a tool called a canting, which is a thin container, like a pen, filled with melted wax. Then, the fabric is dyed, traditionally with brown or blue dye.

**Procedure:**

- The class may create a sketch for batik designs before beginning to work on the paper. Traditional designs use nature as influence, such as flowers or birds, alongside geometric patterns and lines.
- Then they may replicate that sketch onto a fresh sheet of white paper, using a glue bottle as a canting.
- After the glue has dried, they should paint between the lines of glue using blue paint.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 7: Lesson 2

GRADE 4

Tissue Paper Stained Glass

Expressing Myself Through Color

STANDARDS

CCSS SL.4.1b, 1c, 1d

Visual Arts Content Standards 1.3, 1.4, 1.5

OBJECTIVES

- To create tissue paper stained glass
- To draw in sketchbooks

MATERIALS

- 9" x 12" black paper (two pieces)
- Tissue paper
- Pencils
- Scissors

Background Information:**Stained Glass Tissue Paper****Procedure:**

- With both pieces of black paper together, the children draw a design on one and cut through both papers.
- Then with one black paper on the desk, the children should cut pieces of tissue paper to fit into the cut out areas and glue down on black frame.
- Finally, both sheets of black paper should be glued together.
- When finished, students should draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 1

GRADE 4

Portrait Painting of My Friend

Expressing Myself Through Color

STANDARDS

CCSS SL.4.1a, 1.b, 1.c, 1.d

Visual Arts Content Standards 1.1, 1.3, 1.5

OBJECTIVES

- To paint a portrait of a classmate
- To paint from observation of my classmate
- To draw in sketchbooks

MATERIALS

- Dry Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow, and Blue water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Procedure:

- Observe my classmate and draw their facial portrait in my sketchbook.
- Once that is done, begin painting of the portrait.
- After painting, the class may draw in sketchbooks.

Wrap up:

Have the class clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 2

GRADE 4

Colorful Wall Mural

Expressing Myself Through Color

STANDARDS

CCSS 4.1.b, 1.c, 1.d

Visual Arts Content Standards 4.1.1, 1.2, 1.3, 1.5

OBJECTIVES

- To create a colorful wall mural to display

MATERIALS

- Large paper for a mural
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Procedure:

- Organize the students in groups to paint a colorful scene discussed and planned by the class based on a current study they are doing in history, literature, nature, or mythology.
- Once the scene is painted, display it for the school to see.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 1

GRADE 4

Feeling Feathery

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL 4.1.b, 1.c, 1.d

Visual Arts Content Standards 1.5

OBJECTIVES

- To feel and describe feathers with words
- To use the feathers to paint feathery strokes and designs
- To use a stick to draw with ink
- To draw in sketchbooks

MATERIALS

- Large turkey feathers
- Small sticks
- Watercolor paper of at least 18" by 24"
- Water in which to soak the paper
- Red, yellow and blue watercolor paint
- Water jars
- Ink

- Sketchbooks and pencils and crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- Give each child a feather. Tell them that the feathers came from birds and should be treated with respect.
- Tell the children that they will paint soft, feathery strokes on their paper.
- When finished, have the children discuss the look of the strokes.
- They can look at their pictures and may see something in it—bird, face, landscape scene, etc. They then bring it out, i.e., trace it, add more colors or marks to enhance that part of the picture.
- Then have the children use small sticks and ink to draw strokes on their paper.
- When finished, have the children compare the strokes of the feather with the strokes of the sticks.
- The children will then draw feathers and sticks in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 2

GRADE 4

Wheat Weaving Decoration

Revealing Myself Through Design and Texture

STANDARDS

VACS 4.1.2, 2.4, 3.2, 3.4

OBJECTIVES

- To create a Swedish woven wheat design

MATERIALS

- 12 pieces of wheat straw for each child
- A plastic bucket with water to soak the wheat for one hour before using
- Scissors
- Thread to tie around wheat
- Thin, brightly colored ribbon to tie on wheat

Preparation:

Two useful Youtube videos include:

<https://www.youtube.com/watch?v=tvYEZvgSpXM> basic craft tips and

<https://www.youtube.com/watch?v=QIKQ38pFYtM> with specific instructions for the Easy Harvest Braid.

Procedure:

- Soak the wheat in water for one hour before beginning.
- Holding the seed heads together, tie thread tightly around joined stems just below heads.
- Braid or plait the stems to the end of the stems in a straight braid. The videos show how to handle stems that are shorter than the others.
- Tie both ends together to form circle.
- You may keep heads on or trim off.
- Decorate with small dried flowers and ribbon.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 10: Lesson 1

GRADE 4

Mandalas With Beans and Grains

Revealing Myself Through Design and Texture

STANDARDS

VACS 5.1.2, 2.4, 3.2, 3.4

OBJECTIVES

- To discuss the art form of mandala
- To draw a simple mandala large enough to glue on bean, grains
- To display and share finished mandala

MATERIALS

- Square Paper at least 12" by 12" and small point black marker
- Assortment of beans and grains in various sizes and colors
- Glue

Preparation:

YouTube video: <https://www.youtube.com/watch?v=BJ3r23ywkEo>

Background Information:

Mandala (Sanskrit: मण्डलMandala, 'circle') is a spiritual and ritual symbol in Hinduism and Buddhism, representing the Universe. The basic form of most **mandalas** is a square with four gates containing a circle with a center point. Loosely translated to mean "circle," a *mandala* is far more than a simple shape. It represents wholeness, and can be seen as a model for the organizational structure of life itself--a cosmic diagram that reminds us of our relation to the infinite, the world that extends both beyond and within our bodies and minds.

Procedure:

- Discuss mandalas.
- Show children finished mandala or Youtube of drawing mandala.
- Have children draw mandalas with spaces large enough for beans or grains to fit.
- Have children glue beans and grains to finish mandalas.
- Display and discuss.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 10: Lesson 2

GRADE 4

Museum Visit

What art can we find at the museum?

STANDARDS

VACS 4.1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.2

OBJECTIVES

- To visit the Oakland Museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit in front of a particular drawing and sketch it.

Wrap up:

Remind children to pick up any materials they have used while in the museum.

Notes/Feedback:



Week 11: Lesson 1

GRADE 4

Mosaic Tile Designs

Revealing Myself Through Design and Texture

STANDARDS

VACS 4.1.1, 2.4, 2.7, 3.2, 4.1, 4.2, 4.4

OBJECTIVES

- To discuss things that are made with tiles
- To discuss how ancient cultures used tiles to create artistic mosaic designs
- To plan the design for each project by laying tiles on the base without adhesive
- To use adhesive to attach the tiles to the base
- To display the finished tile designs
- To draw in sketchbooks

MATERIALS

- Square base of heavy cardboard or light wood (4" x 4" max)
- Small mosaic tiles
- Adhesive
- Leftover felt, if any, to glue to the bottom of the project
- Sketchbooks and pencils

Background Information:

Mosaic -- which involves sticking small tile fragments into an adhesive surface to form a design -- is an ancient form of artwork commonly used to decorate floors, walls, tables and tiles. The ancient Greeks, Romans and Byzantines were famous for their complex mosaic work.

Procedure:

- Discuss where students have seen tiles.
- Discuss the ancient cultures that used mosaic tiles for art and practical household items.
- Distribute bases and have students create designs until they are happy with one which they will use adhesive to attach to the base.
- Display tile designs.
- Draw in sketchbooks.

Wrap up: Have class clean-up using your routine.

Have class clean-up using your routine.

Notes/Feedback:



Week 11: Lesson 2

GRADE 4

Orchestral Instruments

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL.

4.1b, c, d

OBJECTIVES

- To discuss the different instruments of the orchestra
- To listen and to and watch Carnival of the Animals by Saint-Saens
- To discuss how each instrument is used in the piece
- To draw the instruments
- To compare instruments with the feel of things the children know such as hard metal, soft fabric, stretched fabric for a drum head and so on.
- To draw in sketchbooks

MATERIALS

- Music on YouTube or choice of machine for audio and visual presentation
- Narrated by Gary Burgdoff 27 minutes-nice cartoon drawings—
<https://www.youtube.com/watch?v=uerDXMMGrS0>
- Fabric from prior lessons, silk, wool, burlap, fake fur
- Sketchbooks and pencils or crayons

Procedure:

- Discuss how music makes everyone feel.
- Play music video.
- If 27 minutes is too long for the class to watch this video, take a stretch break in the middle.
- Discuss the story and how the instruments portrayed the characters in the story.
- Draw the instruments and characters they represent on large drawing paper to display.
- Draw in sketchbooks.

Wrap up: Have class clean-up using your routine.

If there is a clean-up procedure or any other closing activity, include it here.

Notes/Feedback:



Week 12: Lesson 1

GRADE 4

Movie Music

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL.4.1b, c, d, 5.5

OBJECTIVES

- To listen to movie themes from Indiana Jones, 2001 A Space Odyssey and Harry Potter
- To discuss how these themes make you feel
- To identify by sound some of the instruments used
- To create a collage of cloth scraps to represent the music theme you like

MATERIALS

- YouTube access or other music device
- Paper for collage
- Glue
- Fabric scraps of various textures

Preparation:

YouTube Harry Potter Theme: www.youtube.com/watch?v=zCNHVMIYqiA

YouTube 2001 A Space Odyssey Theme: www.youtube.com/watch?v=QwxYiVXYyVs

YouTube Indian Jones Theme: www.youtube.com/watch?v=-bTpp8PQSog

Procedure:

- Play each music theme for the class and ask how each makes them feel.
- Play again and have students arrange papers on larger paper and finish by the time a musical piece ends. (A race to the finish!)
- Glue pieces down to create collages of music.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 12: Lesson 2

GRADE 4

Voice and Percussion Jam

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL.4.1b, c, d

OBJECTIVES

- To watch and listen to youtube—10-11-2009, Make Music with Bonjour Afrique in Dakar (Senegal) 4 minutes
- To play drums and use voice to jam
- To discuss how making music with percussion and voice makes students feel
- To explain how music makes us feel
- To discuss how texture can mean things that we touch but also the different layers understanding of the things we hear, read and see.
- To draw in sketchbooks

MATERIALS

- YouTube access
- Drums and any percussive instruments
- Sketchbooks and pencils

Procedure:

- Play Bonjour Afrique for students on YouTube.
- Have students create a jam similar to Bonjour Afrique but include voices as percussive sounds.
- Have student explain layers of the sounds they heard using adjectives.
- Have students draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 13: Lesson 1

GRADE 4

My Family in Nature

Seeing My Family Through Nature

STANDARDS

CCSS SL4.1b, c, d

VACS 4. 2.7. 4.1, 5.2

OBJECTIVES

- To discuss what family means to the children
- To discuss who the people are in our families
- To discuss times when our family has been in nature
- To read the poem, *Nature Is*, by Jack Prelutsky
- To write poems in free verse about families in nature
- To create a group collage of families in nature using natural materials plus markers, crayons and pencils
- To draw in sketchbooks

MATERIALS

- Large paper for group murals
- Natural objects: shells, leaves, sticks, pebbles, small pinecones, etc)
- Glue
- Markers, crayons and pencils

- Poem
- Sketchbooks with pencils or crayons

Preparation:

Read the poem below to yourself before you read it to the class.

Nature Is by Jack Prelutsky

Nature is the endless sky,
The sun of golden light,
A cloud that floats serenely by,
The silver moon of night.

Nature is a sandy dune,
A tall and stately tree,
The waters of a clear lagoon,
The billows on the sea.

Nature is a gentle rain
And winds that howl and blow,
A thunderstorm, a hurricane,
A silent filed of snow.

Nature is a tranquil breeze
And pebbles on a shore.
Nature's each and all of these
And infinitely more.

Procedure:

- Discuss what family means and who is in our families.
- Teacher reads the poem which the class discusses.
- Each child writes a poem in free verse (no exact rules) about their family.
- Each group creates a mural of natural objects of their families in nature.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 13: Lesson 2

GRADE 4

Birds Are Us!

Seeing My Family Through Nature

STANDARDS

CCSS SL. 4.1b, c, d

VACS 4.2

OBJECTIVES

- To discuss birds and their families who live in nature
- To create a bird feeder in a geometric shape with as many points as family members who live with me (or more for small families)
- To hang bird feeder outside at home or at school
- To draw in sketchbooks

MATERIALS

- Corrugated cardboard
- Pencils
- Scissors
- Peanut Butter and spreader
- Wild Bird Seed
- String or yarn to hang the feeder

- Drawings or pictures of geometric shapes

**Procedure:**

- Discuss bird nests where baby birds are born and where they learn to take care of themselves from their mother bird.
- Ask each child to choose a geometric shape that represents the number of family members who live in their home.
- Have each child draw the geometric shape for their family and cut it out of cardboard.
- Let each child spread peanut butter over the shape and then spread bird seed on that.
- Let each child cut a piece of yarn or string and tie it on the feeder to hang it.
- Have children take the feeder home to hang or hang them outside at school.

Wrap up:

Have class clean up using your routine.

Notes/Feedback:



Week 14: Lesson 1

GRADE 4

Dream Catchers

Seeing my Family Through Nature

STANDARDS

CCSS SL.4.1b, c, d

VACS 1.1, 1.2, 1.3, 3.2, 3.3, 3.4

OBJECTIVES

- To discuss how Native American mothers and grandmothers protected children from bad dreams by hanging dream catchers near sleeping children
- To make a dream catcher for each child
- To display dream catchers
- To draw in sketchbooks

MATERIALS

- Bracelet or small hoop for each child
- Twine
- Colorful yarn
- Large eye needle
- Beads and/or feathers

Preparation:

Useful YouTube video www.youtube.com/watch?v=XSmjHVh-xLM

Procedure:

- Discuss how mothers and grandmothers protect children.
- Discuss Native American tradition of using dream catchers.
- Discuss how Native American families use natural objects to protect and decorate for their families.
- Wind twine around hoop as shown in YouTube video.
- Weave colorful yarn through circle until it meets the center.
- Tie knot with bead.
- Decorate with beads and feathers.
- Display dream catchers.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 14: Lesson 2

GRADE 4

Family Nature Poster

Seeing My Family Through Nature

STANDARDS

CCSS SL 4.1b, c, d
VACS 4.2.7,

OBJECTIVES

- To discuss what a poster about families in nature might have
- To create individual posters about their family enjoying nature
- To add a headline, title or slogan to the poster
- To display and discuss finished posters
- To draw in sketchbooks

MATERIALS

- Large poster paper (at least 18" x 24") for each child
- Crayons, markers and pencils
- Sketchbooks and pencils

Procedure:

- Discuss how posters are used as art and advertisements for places and things.
- This poster could be art or an advertisement for families to play in nature.

- Have each child draw a poster showing their family enjoying being outside in nature, real or imagined and then add a headline, title or slogan onto the poster.
- Display each poster and discuss reminding children that only positive comments about the work of others will be allowed.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 15: Lesson 1

GRADE 4

Symmetry in Butterfly Wings

Seeing My Family Through Nature

STANDARDS

CCSS SL.4.1b, c, d

VACS 4.1.1, 1.2, 3.4

OBJECTIVES

- To discuss symmetry in butterfly wings and in families
- To discuss artistic symmetry and family habit symmetry
- To discuss how families reflect nature in their habit symmetry
- To discuss the Japanese tradition of paper folding called origami
- To create butterflies with symmetry in wings through origami
- To display butterflies and discuss their symmetry
- To draw in sketchbooks

MATERIALS

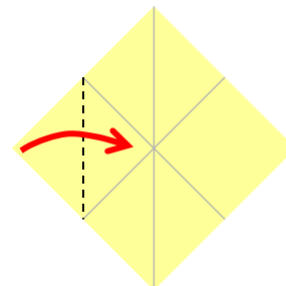
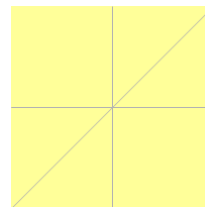
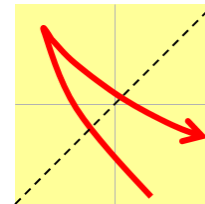
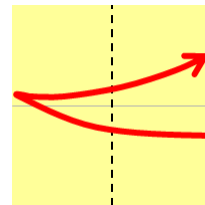
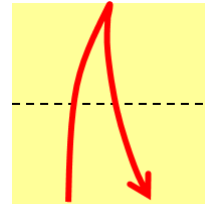
- Origami paper for each child
- Tape
- Sketchbooks and pencils

Background Information:

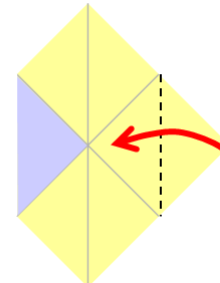


Procedure:

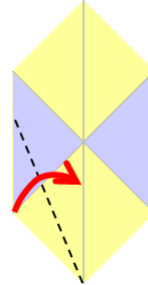
- Valley fold paper from edge to edge , making a rectangle. Crease well and then unfold.
- Valley fold the triangle from the other edge to edge, crease and unfold. You'll now have a square with a creased plus sign splitting it into 4 quarters.
- Valley fold paper from corner to corner , making a triangle. Crease well and then unfold.
- And you end up with a square of paper with creases like this.
- Rotate your paper so one of the creased points is facing you.
- Valley fold the left hand point to the center of the paper (where the creases cross).
- Crease well!



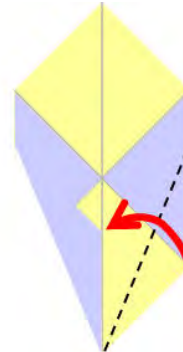
- Valley fold the right hand point to the center of the paper (where the creases cross).
- Crease well!



- Valley fold bottom left side point to touch the center crease.
- Crease well!



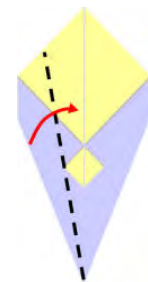
- Valley fold bottom right side point to touch the center crease.
- Crease well!



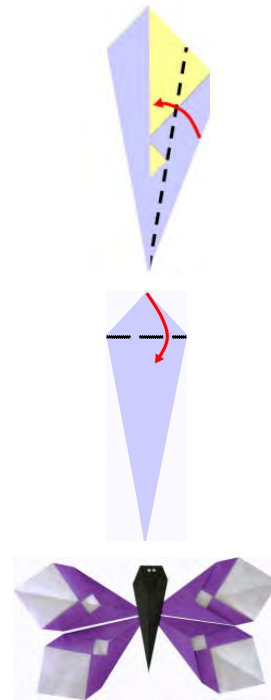
- And you have a petal! You can see that if you're using double sided paper, you get a cute pattern with the two colors.



- Make 4 more petals. One of them can be a different color (this will be the body).
- Take the body petal and fold it three more times -- first valley fold the left hand edge to the center crease.



- Second, valley fold the right hand edge to the center crease.
- Last, valley fold the top point down about 1/4 of the way to make the head.
- Crease well or put a drop of glue so it stays down.
- Tape the full sized petals, two per side onto the body to complete your butterfly!

**Wrap up:**

Have class clean-up using your routine.

Notes/Feedback:



Week 15: Lesson 2

GRADE 4

Beach Day

Seeing My Family Through Nature

STANDARDS

VACS 4.1.3, 214.4

OBJECTIVES

- To create individual stories about trips to the beach
- To discuss the fun things to do at the beach
- To discuss what a family could do together at the beach
- To create a seascape beach picture in sand on cardboard
- To display, discuss projects, and tell the story of the trip to the beach
- To sketch in sketchbooks

MATERIALS

- Cardboard 11 ½" by 14"
- Colored sand
- White glue
- Paint or markers
- Writing paper and pencils
- Sketchbooks with pencils or crayons

Procedure:

- Discuss a trip to the beach, real or imagined.
- Discuss fun things to do at the beach. (Play with a beach ball).
- Create a beach scene with sand and paint or markers on cardboard.



- Have each child write a short story about a family trip to the beach.
- Display and discuss projects.
- Sketch in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Wrap up:

If there is a clean-up procedure or any other closing activity, include it here.

Notes/Feedback:



Week 16: Lesson 1

GRADE 4

A Story of My Family!

Expressing My Family Through Color

STANDARDS.

CCSS 4.W 3, SL a,b,c,d

OBJECTIVES

- To work in groups of four to tell a story of a place, time or feeling the children remember in their family
- To draw that memory
- To briefly write the story
- To act out the stories for the class
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Crayons and markers
- Costume pieces for storytelling

Procedure:

- Working in groups of four, the children will discuss a place, time or feeling the children remember in their family. Perhaps begin with a story of your own—a trip to the fair, on public transportation, when the ice cream truck came around, etc.
- Have the children draw the memory.
- Have children write a brief version of the story.
- Have the children act out the story for the class using costume pieces if they wish.
- Have the children draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 16: Lesson 2

GRADE 4

Tangrams

Expressing My Family Through Color

STANDARDS

CCSS 4.SL1a,b,c,d, L6

VACS 4.1.3, 5

OBJECTIVES

- To discuss tangrams
- To create a tangram of an animal either real or imagined
- To draw in sketchbooks
- Enlarge square from Teacher Supplement for each child
- Scissors
- Glue
- Drawing Paper
- Sketchbooks and pencils

MATERIALS

- Enlarge square from Teacher Supplement for each child
- Scissors

- Glue
- Drawing Paper
- Sketchbooks and pencils

Preparation:

Enlarge the square in the Teacher Supplement for the children to cut.

Procedure:

- Introduce the idea of tangrams. See the Teacher Supplement.
- Discuss animals they might create that are real or imagined.
- Show the children the samples of tangram animals in the Teacher Supplement.
- Have children create their own animal tangrams.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:



A Tangram is a traditional Chinese puzzle made of a square divided into seven pieces (one parallelogram, one square and five triangles) that can be arranged to match particular designs.



Week 17: Lesson 1

GRADE 4

My Family!

Expressing My Family Through Color

STANDARDS

CCSS 4.SL 1a,b,c,d,L6

VACS 4.1.5

OBJECTIVES

- To create a torn paper layered collage about family
- To practice layering in collage
- To draw in sketchbooks

MATERIALS

- Variety of color construction paper
- Glue
- Sketchbooks and pencils

Procedure:

- Discuss using layered color paper to create a collage about family.
- Have each child tear color paper to create the shapes needed for picture.
- Paper will be glued in layers into a collage picture.

- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 17: Lesson 2

GRADE 4

A Gift for My Family and Me!

Expressing My Family Through Color

STANDARDS

CCSS 4.SL1a,b,c,d, L6

VACS 4.1.5

OBJECTIVES

- To discuss the gifts each family has given to each child that cannot be bought
- To discuss the gifts each child may give their family that cannot be bought
- To choose a color for the box that means something to the student or family
- To make origami gift boxes
- To draw in sketchbooks

MATERIALS

- 6 inch Origami paper for each child
- Sketchbooks and pencils

Procedure:

- Discuss gifts that families have given the children that cannot be bought.
- Discuss gifts that each child may give their family that cannot be bought.

- Choose a color origami paper that means something to the student or family.
- Make origami gift boxes.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Instructions for making a gift box with cover:

<http://www.origami-instructions.com/origami-box-with-cover.html>



Week 18: Lesson 1

GRADE 4

My Illuminated Initial

Expressing My Family Through Color

STANDARDS

CSS 4.SL1a,b,c,d,L6

VACS 4.1.2, 1.5

OBJECTIVES

- To discuss illuminated manuscript letters
- To examine examples of illuminated letters
- To create a page with an illuminated letter of the child's family name
- To draw in sketchbooks

MATERIALS

- Printed sheet of Gothic Calligraphy Letters (See Teacher Supplement)
- Drawing Paper
- Ruler and pencils
- Color Markers including gold
- Sketchbooks

Background Information:

The practice of illumination — decoration of pages with ornate lettering, luminous color and precious metals, was developed during the middle ages when literacy was rare and books were even more so.

Procedure:

- Discuss illuminated manuscript letters.
- Examine examples of illuminated letters.
- Have each child design a page with an illuminated letter and designs such as vines, using Gothic type in the Teacher Supplement.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://www.britannica.com/topic/illuminated-manuscript>





Week 18: Lesson 2

GRADE 4

Playlist About My Family!

Expressing My Family Through Color

STANDARDS

CCSS 4.SL1a, b, c, d, W8

VACS 4.5.3

OBJECTIVES!

- To create a Music Web Design for a recording about my family
- To develop a list of song titles (playlist) for the Website
- To write song lyrics for a song about my family
- To draw in sketchbooks
- To draw in sketchbooks

MATERIALS

- Music website to use as a demonstration model
- Drawing paper
- Markers
- Pencils
- Sketchbooks

Procedure:

- Have each student examine a Music website.
- Discuss possible titles for the playlist and songs to be listed on the website.
- Have each student design their Music website page including playlist title and song titles.
- Have each student write lyrics for a song about their family.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 19: Lesson 1

GRADE 4

My Family Traditions

Expressing My Family Through Color

STANDARDS

CCSS 4.SL1a,b,c,d, W8

VACS 4.5.3

OBJECTIVES

- To discuss things the traditions each family may have or things they do for fun
- To have each child create a collage of their family traditions or fun things they like to do
- To display and discuss the collages
- To write a haiku poem about their traditions or fun things they do
- To draw in sketchbooks

MATERIALS:

- Magazines with photos for collages
- Drawing Paper for collages
- Scissors
- Glue
- Sketchbooks and pencils

Procedure:

- Discuss the traditions of each family or the things they do for fun.
- Create a collage of these things.
- Display and discuss the collages.
- Write haikus about the traditions each family may have or things they do for fun.
- Share the collages and haikus.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://www.rookiemag.com/2012/03/collaging-for-beginners/>

How To Write a Haiku

<http://www.creative-writing-now.com/how-to-write-a-haiku.html>



Week 19: Lesson 2

GRADE 4

Art in Nature-Installation

Revealing My Family Through Design and Texture

STANDARDS

CCSS 4.1a,b,c,d

VACS 4.1.1,1.5,2.3, 3.1

OBJECTIVES

- Discuss Installation Art (See Teacher Supplement)
- Have children watch the Goldsworthy video
- Have children create an installation art piece about themselves outdoors
- If an outdoor installation is not possible, create an installation site inside school
- Photography and display these
- Draw in sketchbooks

MATERIALS

- Assorted materials from rivers and tides or other natural objects
- YouTube viewing capability
- Sketchbooks and pencils

Procedure:

- Discuss installation art with the children. They may remember an earlier class that had an exhibit that they left up for others to see.
- Play the YouTube video of Andy Goldsworthy (See Teacher Supplement).
- Have children create an outdoor installation piece. If not possible, have them create a piece indoors. The piece should reflect something about themselves.
- Have a discussion about how they showed their family in the installation.
- Photograph the installation and display photographs in the classroom.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website contains information about installation art.

<http://dictionary.reference.com/browse/installation+art>

This YouTube video called, “Rivers and Tides” has information from Andy Goldsworthy, an installation artist about his work.

https://www.youtube.com/watch?v=f7sZv4_0Fvg



Week 20: Lesson 1

GRADE 4

Our Homes

Revealing My Family Through Design and Texture

STANDARDS

CCSS 4.SL1a,b,c,d

VACS 4.1.5

OBJECTIVES

- To discuss different types of homes
- To create a clay or plasticene model of each child's home
- To put the models together to create a community
- To draw in sketchbooks

MATERIALS

- Clay or plasticene
- Clay boards to model on
- Large board to place homes together in community
- YouTube capability
- Sketchbooks and pencils

Procedure:

- Discuss different types of homes the children know about.
- Show the YouTube video in the Teacher Supplement.
- Discuss the types of homes in their community and the ones in which they live.
- Have each student create a model of the home in which they live.
- Place each home on a large board in community adding other buildings, roads, etc.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Show this YouTube video of homes around the world.

<https://www.youtube.com/watch?v=mVoLH7DLqal>



Week 20: Lesson 2

GRADE 4

Museum Visit

STANDARDS

VACS 4.1.1,1.2,1.3,1.4,1.5

OBJECTIVES

- To visit the Oakland Museum or other museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit where permitted and sketch their favorite painting.

Wrap up:

Have children pick up all of their materials when leaving the museum.

Notes/Feedback:**Teacher Supplement:**

This website has information about taking children to art museums:
<http://arts.gov/art-works/2014/preparing-children-art-museums>



Week 21: Lesson 1

GRADE 4

Where We Like to Be!

Revealing My Family Through Design and Texture

STANDARDS

CCSS 4.SL1a,b,c,d, L6

VACS 4.1.5

OBJECTIVES

- To discuss where their family loves to spend time
- To discuss crayon resist technique
- To create a crayon resist of a place their family loves to spend time
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Crayons
- Watercolor paint
- Color tempera or watercolor paints
- Sponges
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width

- Sketchbooks and pencils

Procedure:

- Discuss the favorite places for each child to spend time with their family.
- Ask each child to draw a crayon drawing of their favorite family place.
- Then, have each child paint over the crayon drawing using different paint colors for different emphasis.
- Display and discuss the resists.
- Ask each child to write a narrative description of this place using many descriptive words (adverbs) and descriptive phrases.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 21: Lesson 2

GRADE 4

Autobiography of My Family and Me!

Revealing My Family Through Design and Texture

STANDARDS

CCSS 4.SL1a,b,c,d

VACS 4.2.6,2.7,2.8

OBJECTIVES

- Discuss the idea of autobiographies
- Discuss book jackets
- Have the children create an autobiographical book jacket collage
- Draw in sketchbooks

MATERIALS

- Large drawing paper
- Magazines
- Scissors
- Glue
- Markers
- Sketchbooks and pencils

Background Information:

An autobiography is an account of a person's life written by that person.

Procedure:

- Discuss what autobiographies are and what autobiographies the children have read.
- If possible, have some autobiographies available for the children to see.
- Discuss book jackets and what information they contain about the book and the author.
- Have children create a title for their autobiography that hints to the reader something about the author's life.
- Have each child create a book jacket of their own and of their family's autobiography using magazine cut-outs and other collage materials.
- When finished, display and discuss the book jackets.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about book jackets, check this website:

https://en.wikipedia.org/wiki/Dust_jacket



Week 22: Lesson 1

GRADE 4

Recycled Plastic Picture Vases

Seeing My Community Through Nature

STANDARDS

CCSS 4.SL1a,b,c,d,L6

VACS 4.2.3

OBJECTIVES

- To discuss how recycling helps nature in our community
- To create plastic picture vases
- To draw in sketchbooks

MATERIALS

- Used plastic containers
- Scissors
- Tissue paper in various colors
- Glue water mix or polymer gloss medium and water
- Paint, if desired
- Sketchbooks and pencils

Procedure:

- Discuss recycling and how it helps nature in our community.
- Pre-cut or have children cut the top off recycled plastic bottles.
- On drawing paper, children should plan the drawing of their community for the vase.
- With tissue paper layers on bottles, students should “paint” over tissue with a glue or polymer liquid to keep tissue in place.
- Students should make vase pictures 3-D for using layers of tissue to create thickness.
- Vases should be left to dry when finished.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 22: Lesson 2

GRADE 4

Shoes in Nature

Seeing My Community Through Nature

STANDARDS

CCSS4.SL1a,b,c,d

VACS4.1.1,1.2,2.7

OBJECTIVES

- To discuss how shoes walk through nature in the community
- To observe a shoe and draw it
- To create a story about the shoe walking through nature in the community
- To draw in sketchbooks

MATERIALS

- A shoe to use as a model for drawing
- Drawing Paper
- Pencils
- Writing Paper
- Sketchbooks and pencils

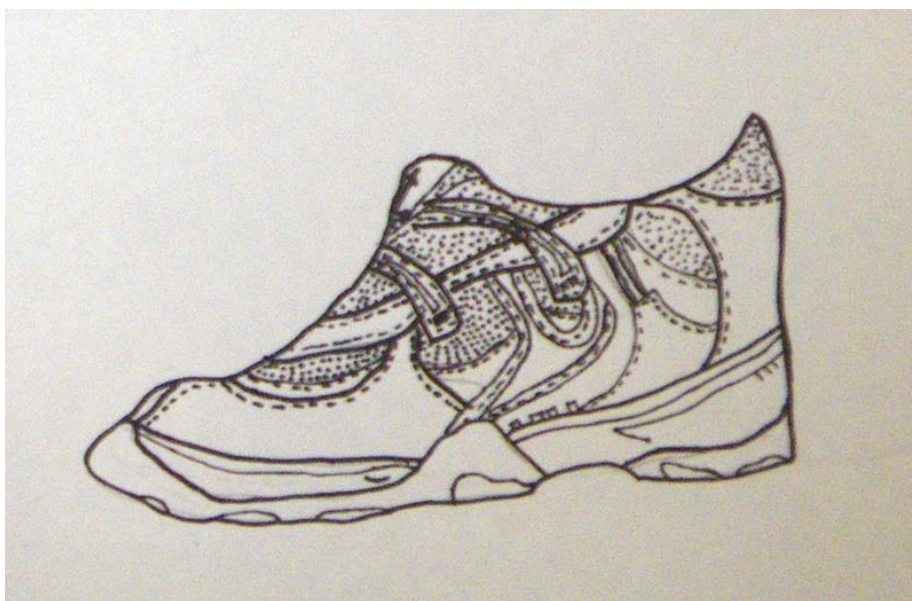
Procedure:

- Discuss what shoes might see walking through nature in the community.

- Position a shoe where all students may see it to sketch it on paper.
- Once the shoe is sketched, the students may add things in the community that the shoe might see.
- Then, each student should write a story about the shoe's journey through nature.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 1

GRADE 4

The Colors of My Community

Expressing My Community Through Color

STANDARDS

CCSS 4, SL1a,b,c,d

VACS 4.1.3,1.5

OBJECTIVES

- To have everyone close their eyes and see the colors of their community
- To discuss what colors did everyone see when they closed their eyes
- To use pastels to create a drawing of the colors of the community
- To discuss the drawings
- To draw in sketchbooks

MATERIALS

- Pastels
- Paper
- Sketchbooks and pencils

Procedure:

- Have everyone close their eyes and see the colors of the community.
- Discuss what colors everyone saw.

- Using pastels, create a drawing of the colors of the community.
- Discuss the drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 2

GRADE 4

Detailed Map of My Community

Expressing My Community Through Color

OBJECTIVES

- To discuss community and what it means
- To think of things in the community like parks, buildings, stores, roads, which should all be included in the final map
- To draw individual maps of the community
- To have students write words on the map to name places, buildings, roads, and geographic direction (North, South, East, West)
- Draw in sketchbooks

MATERIALS

- Large drawing paper to create a map
- A printed map of the community for reference
- Crayons and markers
- Black board white board or easel paper
- Sketchbooks

Preparation:

Know the community around the school in order to help the children name the sights.

Procedure:

- Discuss community and what it means.
- List things in the community to put on map.
- In small groups, have the children draw a map of their community.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

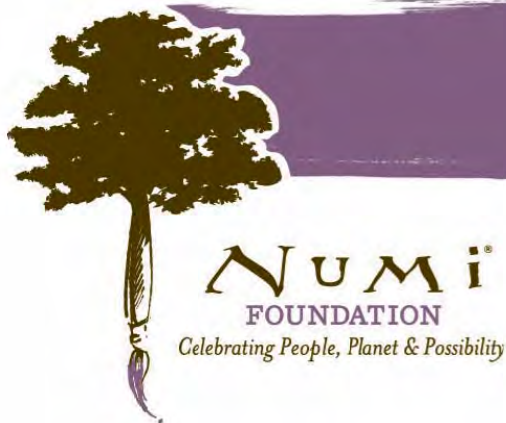
Notes/Feedback:**Teacher Supplement:**

This PowerPoint has information about map making with children:

[ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Map making-%20with%20Children%20ppt.pdf](ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Map%20making-%20with%20Children%20ppt.pdf)

This article has more information about map making:

<http://eelink.net/eetap/info112.pdf>



Week 24: Lesson 1

GRADE 4

My Community of the Future

Revealing My Community Through Design and Texture

STANDARDS

CCSS 4.SL1a,b,c,d,W3,8

VACS 4.1.5,2.3

OBJECTIVES

- To discuss how buildings look in our community
- To tell the children to imagine buildings in the future in different shapes
- To discuss working with clay or plasticine
- To model a futuristic building with unusual shape
- To position the buildings on a board to create community
- To write a description of the building, it's name, and purpose or role in the community
- To draw in sketchbooks

MATERIALS

- Clay or plasticine with boards and wet cloths
- Sketchbooks with crayons or pencils

Preparation:

Discuss how you want the children to work with the clay on the clay board to prevent the clay from falling on the floor. Give the children small balls of clay with which to work. Explain how the wet cloth may be used to moisten the clay or to wipe up pieces that fall. Have the clay boards set up for the class with clay already in a ball on the board.

Procedure:

- Discuss how buildings look in the community.
- Imagine how buildings might look in the future—like a ball, like a tree, like the moon.
- Show the class the photos of futuristic buildings from the Teacher Supplement or other sources.
- Explain how you want the children to work with the clay.
- Model a futuristic building with an unusual shape.
- Position the buildings on a board to create community and add trees and such for color and texture.
- Have each student write a description of the building, its name, and purpose or role in the community.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your new clay/plasticine routine.

Notes/Feedback:**Teacher Supplement:**

The following are images of futuristic buildings already in existence for you to see or share with your class.

<http://www.weather.com/science/news/futuristic-buildings-around-world-photos>
<http://twistedifter.com/2012/05/25-incredible-concert-halls-around-the-world/>



Week 24: Lesson 2

GRADE 4

A Skyscape Silhouette of My Community

Revealing My Community Through Design and Texture

STANDARDS

CCSS 4.SL1a,b,c,d, L6

VACS 4.1.5

OBJECTIVES

- To discuss silhouettes
- To discuss the outline of the community against the sky
- To create a silhouette of the community
- To draw in sketchbooks

MATERIALS

- Charcoal Sticks
- Black construction paper
- Scissors
- Glue
- Pencils
- Sketchbooks

Procedure:

- Discuss silhouettes.
- Discuss what the outline of the community is against the sky. What is the imaginary line created by the tops of the buildings against the sky?
- Have children use charcoal for a night sky.
- Have children cut building shapes from the black paper.
- Have children glue the black building silhouettes on the paper.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 25: Lesson 1

GRADE 4

Seeing Nature From Another Perspective

Seeing My World Through Nature

STANDARDS

CCSS 4.SL1a,b,c,d,,L6

VACS 4.1.5

OBJECTIVES

- To discuss the term, “perspective”
- To show the class photos of nature as seen through a bug’s eye
- To discuss seeing nature through different perspectives
- To create drawings of nature through a bug’s eye
- To draw in sketchbooks

MATERIALS

- Photographs from Teacher Supplement, *American Grasslands: Prairie, Pasture, Crop, and Lawn*, Karen Kitchel, United States, 1997
- Drawing Paper
- Color pencils or markers
- Sketchbooks

Background Information:

To discuss perspective, you may start from this definition: the appearance of things relative to one another as determined by their distance from the viewer. Note: it is too early to discuss one, two and three point perspective in drawing, but not too early to see it in the work of others and thinking of it in bugs might be fun.

Procedure:

- Discuss perspective.
- Discuss what height level crawling bugs see things.
- Have everyone look at the same object and then get on the floor and see it from a crawling bug's perspective.
- Have students look at photos from Teacher Supplement and guess what they are seeing and what bug might be seeing it.
- Have students choose one object in the room or outdoors, lay down and draw it from the bug's perspective.
- Discuss finished drawings.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

American Grasslands: Prairie, Pasture, Crop, and Lawn, Karen Kitchel, United States 1997



Week 25: Lesson 2

GRADE 4

Nature from a Bird's Eye View

Seeing My World Through Nature

STANDARDS

CCSS 4.SL1a,b,c,d,L6

CCSS 4.1,12.6

OBJECTIVES

- Review previous lesson from a bug's eye view
- Discuss how that is different from a bird's-eye view
- Have each child experience looking at something with a bird's-eye view
- Have each child draw something from a birds-eye view
- Discuss finished work
- Draw in sketchbooks

MATERIALS

- Photos from Teacher Supplement
- Drawing paper
- Colored pencils
- Sketchbooks

Background Information:

To discuss perspective, you may start from this definition: The appearance of things relative to one another as determined by their distance from the viewer. Note: it is too early to discuss one, two and three point perspective in drawing, but not too early to see it in the work of others and think of objects seen in a bird's-eye view.

Procedure:

- Review perspective from prior lesson.
- Discuss how in the prior lesson they drew from the perspective of a crawling bug. Ask how that might be different from a bird's-eye view.
- Have students look at photos of nature in a birds-eye view in the Teacher Supplement.
- Have students pick an object in the classroom or outdoors and draw it from a bird's-eye perspective.
- Discuss finished drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:****Photos from a bird's eye perspective:**

<http://www.boredpanda.com/birds-eye-view-aerial-photography/>

<http://www.duskyswondersite.com/nature/birds-eye-view-of-wonders/>

<http://www.instantshift.com/2010/10/20/100-examples-of-mind-blowing-birds-eye-view-photography/>

See Below





Week 26: Lesson 1

GRADE 4

A Place of My Own in the World

Expressing My World Through Color

STANDARDS

CCSS 4.4.SL1a,b,c,d

VACS 4.1.1,1.5

OBJECTIVES

- To discuss a place in the world, real or imagined, that a student would call their own
- To discuss what they see when they imagine the place
- To create a pastel drawing of their own place in the world
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Pastels for each student
- Sketchbook and pencils

Procedure:

- Discuss a place in the world, real or imagined, that a student would call their own.
- What would the student do there?

- Have each student create a colorful pastel drawing of their special place in the world.
- Display and discuss.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 26: Lesson 2

GRADE 4

The World is so full of Amazing Places!

Expressing My World Through Color

STANDARDS

CCSS 4.SL1a,b,c,d

VACS 4.1.5,2.6,2.8

OBJECTIVES

- To discuss the many amazing places in the world
- To create small group murals of the beautiful places in the world
- To draw in sketchbooks

MATERIALS

- Books with photos of the world or printouts from Teacher Supplement
- Large mural paper
- Bright color tempera or watercolor paints
- Sponges
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- Sketchbooks and pencils

Procedure:

- Discuss the many amazing and beautiful places in the world.
- Show photos or printouts of some of these places to the class.
- Breaking into small groups, have the children paint murals of places in the world.
- Display and discuss the places painted.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Fjordlands National Park, New Zealand



Week 27: Lesson 1

GRADE 4

Owl Moon Silhouettes

Revealing My World Through Design and Texture

STANDARDS

CCSS 4.SL1a,b,c,d,L6

VACS 4.1.1,1.2,1.5

OBJECTIVES

- To discuss the idea of silhouettes and full moons they have seen
- To create an owl and full moon
- To work with charcoal
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Charcoal sticks
- Sketchbooks with pencils or crayons

Procedure:

- Discuss trees in the world and their limbs with bends and twists.
- Discuss silhouettes.

- Ask the children if they have seen a full moon and discuss how it looks and how it makes things look on Earth.
- Introduce work with charcoal and have the students create a circle shape of white full moon by blackening the rest of the paper. See sample in Teacher Supplement.
- Have students carefully paint a tree with bent limbs over the charcoal.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Teacher Supplement:

Please note that the sample is reversed in color. You may choose to assign it as shown or in reverse.



Definition of silhouette to help discussion with students

<http://dictionary.reference.com/browse/silhouette>



Week 27: Lesson 2

GRADE 4

We Want to Protect the Environment!

Revealing My World Through Design and Texture

STANDARDS

CCSS 4.SL1a,b,c,d,L6

VACS 4.1.1

OBJECTIVES

- To discuss what it means to protect and conserve the environment
- To discuss what happens if the world's environment is not protected
- To create a poster for the protection of the environment
- To draw in sketchbooks

MATERIALS

- A copy of the painting, Creaming of Arcadia by Thomas Cole
- Poster size drawing paper
- Magazine photos of the environment
- Scissors
- Glue
- Markers

Background Information:

"Environmental conservation" is the broad term for anything that furthers the goal of making life more sustainable for the planet. Ultimately, people want to help the planet survive naturally and with no negative impact from the human race. Helping keep the planet safe and healthy is called "conservation."

Procedure:

- Discuss what it means to protect and conserve the environment of our world.
- Discuss what happens when the world's environment is not protected.
- Create individual posters for the protection of the environment including words or slogans.
- Display and discuss posters.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Dream of Arcadia was created by Thomas Cole around 1838

***Dream of Arcadia* by Thomas Cole, England, About 1838**

Who Made It?

Thomas Cole was born in England (1801), the only boy in a family of seven children. His family moved to America in 1818, where his father started a wallpaper factory. At the age of 18, Cole was given a book on painting and fell in love with the medium: “This book was my companion day and night, nothing could separate us—my usual avocations were neglected—painting was all in all to me. I had made some proficiency in drawing, and had engraved a little in both wood and copper, but not until now had my passion for painting been thoroughly roused—my love for the art exceeded all love—my ambition grew, and in my imagination I pictured the glory of being a great painter.” Cole was a self-taught artist who eventually became a very successful landscape painter. He spent his childhood in an industrial area of England, and upon moving to America, fell in love with the landscape of Pennsylvania and Ohio, and later with the Hudson River valley. He was not content with being, as he said, “a mere leaf painter,” and felt the need to take the field of landscapes to a higher and more sophisticated realm. He sought to bring moral and religious meaning to his landscapes.

What Inspired It?

The theme of Thomas Cole’s *Dream of Arcadia* is man’s relationship to unspoiled nature. Cole felt that the American wilderness was beginning to disappear as a result of the industrialization of the nation. In this painting, Cole harks back to the land of Arcadia, a rustic, secluded area of ancient Greece. The people who lived in Arcadia led simple, happy lives, in harmony with nature. Cole creates an idyllic image of an unblemished landscape—one where people frolic in the trees, sheep roam the hillside, and children play in the gentle river. Cole was greatly inspired by the work of Claude Lorrain, a French landscape artist who painted roughly 200 years before him. “Claude, to me, is the greatest of all landscape painters,” said Cole. Cole used many of the same artistic devices that Claude used in his paintings, such as the luminous distance, the large trees in the foreground that frame the painting, and elements of architecture in the middle ground. Claude often emphasized the effects of light in his paintings—something Cole focused on as well in *Dream of Arcadia*.



Week 28: Lesson 1

GRADE 4

Grandma Moses and Folk Art

Seeing Art History Through Nature

STANDARDS

CCSS 4.1a,b,c,d,L6

VACS 4.5.4,5.2

OBJECTIVES

- To discuss the biography of Grandma Moses
- To discuss Folk Art
- To create a drawing in the style of the folk art of Grandma Moses
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Markers
- Sketchbooks and pencils

Procedure:

- Discuss the biography of Grandma Moses.
- Discuss the style of Folk Art.

- Each child will create a drawing in the style of Grandma Moses' Folk Art.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information on Grandma Moses:

<http://makingartfun.com/htm/f-maf-art-library/grandma-moses-biography.htm>

The work of Grandma Moses:

Garden of Praise

For information about Folk Art:

http://www.education.com/reference/article/Ref_Introducing_Folk_Art/

Other paintings by Grandma Moses



Christmas At Home



Sugaring Off



The Quilting Bee



Apple Butter Making



Week 28: Lesson 2

GRADE 4

The Sculpture of Easter Island

Seeing Art History Through Nature

STANDARDS

CCSS 4.SL1a, b, c, d, L6

VACS 4.4.2, 4.5

OBJECTIVES

- To discuss the sculpture of Easter Island
- To show samples of this sculpture to the class
- To create an Easter Island sculpture in clay or plasticine
- To draw in sketchbooks

MATERIALS

- Photos of statues of Easter Island
- Clay or plasticine
- Clay boards to model on
- Sketchbooks and pencils

Procedure:

- Discuss the sculpture of Easter Island.

- Show samples of the sculpture to the class.
- To create individual Easter Island sculpture.
- To draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://artsmarts4kids.blogspot.com/2007/08/easter-island-moai.html>





Week 29: Lesson 1

GRADE 4

Albert Bierstadt

Expressing Art History Through Color

STANDARDS

CCSS 4.SL1a,b,c,d,L6

VACS 4.4.2, 4.5

OBJECTIVES

- To discuss the biography of Albert Bierstadt
- To show samples of his work to the students
- To paint mountain scenes in a Bierstadt style
- To draw in sketchbooks

MATERIALS

- Samples of Bierstadt's work
- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper

- Sponges
- Sketchbooks and pencils

Procedure:

- Discuss the biography of Bierstadt. Note that many of his paintings were California nature scenes.
- Show samples of his work to the students.
- Paint individual scenes similar to Bierstadt with particular attention to the mountains, which can be difficult for students.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information on Albert Bierstadt:
<http://www.albertbierstadt.org/biography.html>



In The Mountains



The Domes of Yosemite



Long's Peak, Estes Park, Colorado



Week 29: Lesson 2

GRADE 4

John Muir Naturalist

Expressing Art History Through Color

STANDARDS

CCSS 4.SL1a,b,c,d,L6

VACS 4.3.2, 4.2,5.4

OBJECTIVES

- To discuss the biography of John Muir
- To see some of Muir's pencil drawings of nature
- To choose one of his drawings to copy in pencil
- To use cross hatch technique to draw (See Teacher Supplement)
- To draw in sketchbooks as Muir did

MATERIALS

- Copies of Muir's drawings
- Drawing paper
- Black pencils
- Sketchbooks

Preparation:

Read information in Teacher Supplement to find directions for cross hatch drawing.

Procedure:

- Discuss the biography of John Muir with students.
- Show samples of drawings of John Muir.
- Show children the cross hatch technique.
- Have children choose a drawing to copy.
- Have each child complete a cross hatch pencil drawing.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information about John Muir:

<http://www.biography.com/people/john-muir-9417625>

To find instructions on cross hatch drawing for nature studies:

<http://www.johnmuirlaws.com/?s=cross+hatch&x=17&y=4>



**Kings Canyon National Park -
Canyons - South Fork Kings River -
General View Up the Yosemite of
the South Fork of Kings River**



**Alaska - Glaciers - Foot of
Toyatte Glacier**



Week 30: Lesson 1

GRADE 4

Alberto Giacometti

Revealing Art History Through Design and Texture

STANDARDS

CCSS 4 SL1a,b,c,d,L6

VACS 4.2.3,3.1,5.4

OBJECTIVES

- To discuss the biography of Alberto Giacometti
- To look at some sculpture of Alberto Giacometti
- To create a Walking Man (L'Homme qui marche) of aluminum foil
- To draw in sketchbooks

MATERIALS

- Aluminum foil for each student
- Sketchbooks and pencils

Procedure:

- Discuss the biography of Alberto Giacometti.
- Study photographs of his sculpture.

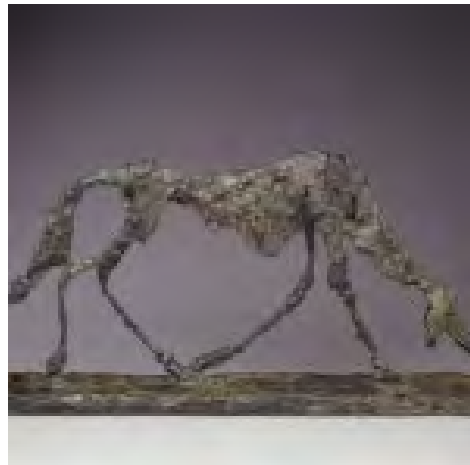
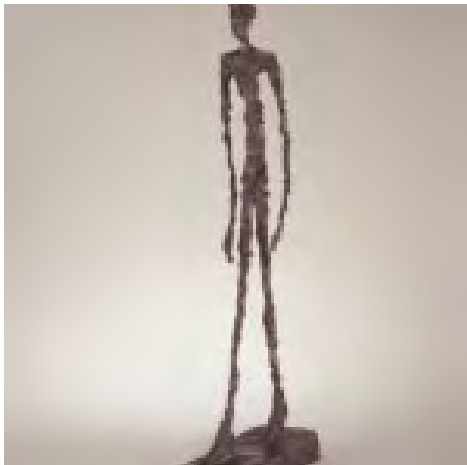
- Have each student create a Walking Man (L'Homme qui marche) modeled on Giacometti's style.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://www.britannica.com/biography/Alberto-Giacometti>



Walking Man



The Nose



Week 30: Lesson 2

GRADE 4

René Magritte

Revealing Art History Through Design and Texture

STANDARDS

CCSS 4.SL1a,b,c,d

VACS 4.1.5,3.1,5.4

OBJECTIVES

- To discuss the biography of Magritte
- To show work of Magritte
- To discuss surrealism
- To create an original “Magritte”
- To draw in sketchbooks

MATERIALS

- Painting Paper
- Bright color tempera or watercolor paints
- Sponges
- Water jars
- Paint brushes at least $\frac{3}{4}$ ” in width
- Sketchbooks and pencils

Procedure:

- Discuss the biography of René Magritte.
- Show samples of Magritte's work.
- Discuss the idea of surrealism.
- Have students create an original idea for a Magritte painting. This discussion might suggest a different form of hat, fruit or the idea of, "Cecines't pas une pipe," this is not a pipe.
- Display paintings.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:****For biographical information about Magritte:**

<http://www.musee-magritte-museum.be/Typo3/index.php?id=10&L=ftp%3A%2F%2Fwebmaster%3A12345%40ftp.baladasvirtual>.

For information about surrealism:

<http://www.musee-magritte-museum.be/Typo3/index.php?id=8&L=0%2F%25%20%E2%80%A6%2F%2Fvwar%2Fbackup%2Ferrors.php>

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Golconda



Son of Man



The Treachery of Images

