

# Grade 4 Unit 1: Design

Content Area: **Art**  
Course(s): **ArtELE**  
Time Period: **7 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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The students will gain and use knowledge of the elements of art and the principles of design in the appreciation and creation of visual art.

## Transfer

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Students will be able to independently use their learning to:

- identify elements of art in everyday life and the environment
  - recognize how the elements of art influence the design of buildings, posters, book covers, cars, shirts, etc.
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## Meaning

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## Understandings

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Students will understand that:

- the elements of art and design are universal
- art elements are evident in daily life and in the environment
- there are various ways to utilize the elements of art in their work
- artists have used the elements of art and principles of design in their own work
- art may be analyzed based on the design elements and principles

## **Essential Questions**

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How is design incorporated into our daily lives?

How can I use the elements and principles of art in my own work?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know how to apply the art elements and principles of design to their own work and to recognize them in daily life, the environment, and the artwork of others.

### **Students will be skilled at...**

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- Identifying the elements of art and using them in their own work
- Recognizing the design elements and principles in the work of others
- Understanding there are varieties of lines, shapes, forms, and textures and begin to use them in their own work
- Drawing several types of lines and using them to show movement and direction
- Creating patterns
- Creating geometric and organic shapes
- Combining shapes together to make more complex objects

- Identifying and mixing primary and secondary colors
- identifying warm and cool colors
- Identifying and using complementary and analogous colors
- Identifying and creating textures
- Applying concept of overlapping in a composition
- Utilizing positive and negative space in their work to create balance and interest
- Using Emphasis to define a center of interest
- Using Proportion and Scale appropriately

## **Academic Vocabulary**

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### **Elements of Art**

Line

Shape- Geometric, Organic

Space - Overlap, Proportion, Scale, Positive, Negative

Color - Primary,Secondary, Warm, Cool, Analogous, Complementary

Texture

Form

### **Principles of Design**

Pattern

Movement

Balance

Emphasis

Unity

Contrast

Rhythm

## Learning Goal

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The students will be able to identify the elements of line, shape, form, texture, color and space and will explore various ways to utilize these elements in their artwork.

The students will identify and incorporate the principles of design into their work.

The students will be able to recognize how various artists have used the elements and principles in their work.

The students will be able to analyze works of art on the basis of the design elements and principles.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.3.5.D.CS1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.2.2.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
TECH.8.2.2.D.CS1	Apply the design process.

## Target 1

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- Identify the elements of art and principles of design
- Recognize the elements and principles in everyday life and famous artwork

## Target 2

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- Identify positive and negative space

- Recognize how a composition may be organized using the principles of design
- Recognize methods to create a center of interest
- Understand that art may be created using a variety of materials and techniques
- Understand that there are a variety of lines, shapes, forms, color schemes, and textures and continue to use these in their own artwork

## **Summative Assessment**

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End of unit project exhibiting use of elements of art and principles of design

## **Formative Assessment and Performance Opportunities**

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1. Class participation
2. Teacher-directed Q and A
3. Teacher observation of process and product
4. self-critique

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group or individualized teacher assistance or demonstration
3. pair student with higher learner

### **Enrichment:**

1. Expand and extend concepts and details, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative higher level topics.
3. Provide students with supplemental resources to expand knowledge base.

4. Create experiences for deeper learning.

## **Unit Resources**

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Visual aides of famous art reproductions

Powerpoint Slideshow Presentations

Internet sites

You-tube Videos

Examples of design elements in everyday life around the art room

DVDs, book, other media

Teacher project and technique demonstration via document camera