



## GRADE 4 ART COURSE SYLLABUS

GRADE LEVEL: G4

TEACHER: Christopher Pekarik

SCHOOL YEAR: 2023-2024

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### COURSE DESCRIPTION:

This course is designed to consistently give students a sound basis for visual literacy and appreciation, accomplishment in art making, and an understanding of historical context, as well as to provide opportunities for community engagement and visibility. Through experiential learning and critical engagement, we will foster an understanding of and respect for the crucial contributions of art to society.

Students will be active participants in the conceptualization of different creative ideas, from the planning stage to the production of an artwork that reflects their own interests and styles, while at the same time students will continue learning proper use of media techniques and supplies, more sophisticated than those used in early elementary, but still in a respectful and fun environment, encouraging creativity, self-expression, and critical thinking skills.

Students will understand the concept of time and its role in the development and expression of Art; in Grade 4, students will appreciate the Renaissance and the tremendous contributions to the Arts that happened during this period, as well as the most proficient contributors to this period.

Students will also start reflecting on their own work and the process of producing Art through the entry of “Art Reflections” in their sketchbooks.

Students will enjoy art class one period a week (45 minutes) during the school year.

### COURSE OBJECTIVES:

At the end of this course, students will be able to:

- Convey a message or idea through experimentation with new materials, techniques, and elements and principles of art and design;
- Collaborate with others in the art-making process, including proper care of supplies and respect to other people’s ideas as part of a team;
- Draw upon ideas, perceptions, and responses as the source for creative works;
- Understand how Art has changed through history and how Art documents history
- Present artworks to an audience with sensitivity to the intention of the artist and the ways in which the work can be interpreted;

	9-10 POINTS	7-8 POINTS	5-6 POINTS	3-4 POINTS	0-2 POINTS	GRADES 1-5	GRADES 6-8
Application of processes and skills to communicate creatively through art	Work exceptionally unique, detailed and interesting. Student can explore several different options and can take creative risks.	Work generally unique, detailed and interesting. Explores some different options.	Work somewhat unique, detailed or interesting. Shows some developing ideas but without a true sense of originality.	Work occasionally unique, detailed or interesting. Work is similar to examples shown.	Work not unique, detailed or interesting, and shows no original ideas or risks taken.	15%	12%
Proper use of media techniques	Exceptional understanding and application of the elements of art and technique used.	Good understanding and application of elements of art and techniques used.	Basic understanding and application of the elements of art and technique.	Minimal understanding or application of the elements of art or principles of design.	No understanding or application of the elements of art or principles of technique application.	15%	12%
Craftsmanship and Neatness	Work done with exceptional care and attention to detail and neatness. Shows exceptional growth in skills and techniques	Work done with good care and attention to detail and neatness. Shows good growth in skills and techniques.	Work done with basic care and attention to detail and neatness. Shows some growth in skills and techniques.	Work done with minimal care and attention to detail or neatness. Shows minimal growth in skills and techniques.	Work done with no care or attention to detail or neatness.	30%	30%
Completion of an art project within a given time frame demonstrating art skills while following guidelines and techniques	Exceptional understanding of project requirements. Assignment followed independently and work is all complete and consistent.	Good understanding of project requirements. Work is mostly complete and consistent.	Basic understanding of project requirements. Assignment followed, and work is somewhat complete and consistent.	Minimal understanding of project requirements. Work is incomplete or inconsistent.	Lack of understanding of project requirements. Assignment NOT followed and work is incomplete.	15%	12%
Responsible use of art supplies in the creation of art	Material and tools used in the classroom are cared for with care and responsibility. Student can independently clean up after self.	Material and tools used are cared for under direct supervision.	Needs to be reminded to be careful with material and tools used in class.	Needs help to care for supplies and to clean up after self.	Lack of effort and responsibility to care for material and tools used in class.	15%	12%
Art Reflection	Rich in content, provides insightful analysis, synthesis and evaluation of student's own work and the process used to create an artwork. No or occasional grammatical or stylistic	Substantial information, evidence of analysis, synthesis and evaluation. Sometimes not too clear. Few grammatical or stylistic errors.	Information is thin and further explanation is needed. Obvious grammatical or stylistic errors.	Reflection is rudimentary and superficial with little analysis or off topic. Grammatical or stylistic errors interfere with content.	Student did not submit an art reflection.		12%
DEPARTMENT						10%	10%

# SUBJECT: GRADE 4 ART

## 1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <b>3 Days of Class</b> <i>10~ First Day / Orientation Day</i>	Introduction to Art Class. Feeling Welcome, introduction to classroom expectations and rules, Self Portrait.
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15-Opening Mass</i>	ART THROUGH HISTORY LEVEL IV: The Renaissance, RAFAEL AND MICHELANGELO Perspective DAY 1 Design a path using a ruler and following guidelines
<b>Week 3</b> <b>Aug 21<sup>nd</sup> to 25<sup>th</sup></b> <b>22 fire drill</b>	ART THROUGH HISTORY LEVEL IV: The Renaissance, RAFAEL AND MICHELANGELO Perspective DAY 2 Outline with permanent marker
<b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>nd</sup></b>	ART THROUGH HISTORY LEVEL IV: The Renaissance, RAFAEL AND MICHELANGELO Perspective DAY 3 Color
<b>Week 5</b> <b>Sep 4<sup>th</sup> to 8<sup>th</sup></b> <i>8~ Mass &amp; Birthday Mother Mary</i>	ART THROUGH HISTORY LEVEL IV: The Renaissance, RAFAEL AND MICHELANGELO Color DAY 4 Watercolor (wet on dry)
<b>Week 6</b> <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b> <b>FYI – Pre-Exam Days 12-14</b>	ART THROUGH HISTORY LEVEL IV: The Renaissance Finish coloring and add final touches to Linear Perspective project. <b>TAKE PICS FOR NEXT PROJECT!!!!</b>
<b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b>	Introduction to Pop Art Self Portraits and Roy Lichtenstein
<b>Week 8</b> <b>Sep 25<sup>th</sup> to 29<sup>th</sup></b> <b>No Classes</b> <i>25-28 ~Teacher's Conference</i> <i>29 Moon Festival</i>	No classes
<b>Week 9</b> <b>Oct 2<sup>nd</sup> to 6<sup>th</sup></b> <b>3 Days of Class</b> <i>5-6 ~Q1 Exams</i>	Introduction to self-portrait basics

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments

<b>Week 1 (10)</b> <b>Oct 9<sup>th</sup> to 13<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>9-10 – Double 10 Holiday</i>	Learning from the Masters level IV: ROY LIECHSTEIN Pop art self portraits Transfer pic images to larger cardboard
<b>Week 2 (11)</b> <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b>	Learning from the Masters level IV: ROY LIECHSTEIN Pop art self portraits Outline with black marker
<b>Week 3 (12)</b> <b>Oct 24<sup>th</sup> to 28<sup>th</sup></b> <i>27 – Book Fair</i> <i>27- Masquerade Night</i>	Learning from the Masters level IV: ROY LIECHSTEIN Pop art self portraits Fill in day 1
<b>Week 4 (13)</b> <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b> <i>1-All Saint's Day Mass</i>	Learning from the Masters level IV: ROY LIECHSTEIN Pop art self portraits Fill in day 2 and add dialog box.
<b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b>	Learning from the Masters level IV: ROY LIECHSTEIN Pop art self portraits Watercolor background
<b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b>	Prepare watercolor ornaments (wax resist)
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b> <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	Christmas Project DAY 1 Ornaments and branches Sketch look alike branches on black cardboard
<b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b> <b>FYI – Pre-Exam Days 28-30</b> <i>28-Gr.12 Q2 Exam</i>	Christmas Project DAY 2 Watercolor ornaments using a wax resist (for light reflection)
<b>Week 9 (18)</b> <b>Dec 4<sup>th</sup> to 9<sup>th</sup></b> <i>8 - Foundation Day Celebrations</i>	Christmas Project DAY 3 Cut out shapes and add to background paper. Add writing notes that reflect on the meaning of Christmas
<b>Week 10 (19)</b> <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>15-16 ~Q2 Exams</i>	Christmas Project DAY 4 Add a slash of white paint to make it “snowy”
<b>Dec 18<sup>th</sup> to Jan 1<sup>st</sup></b>	<b>Christmas Break</b>

### **3rd QUARTER – TENTATIVE COURSE CONTENT**

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<b>Week 1 (20)</b> <b>Jan 2<sup>nd</sup> to 5<sup>th</sup></b> <u><b>3 Days of Class</b></u> <u><b>2- record day</b></u> <u><b>4-New Year Mass</b></u>	Seasonal Art CNY art Day 1 Dragons Transfer image to cardboard
<b>Week 2 (21)</b> <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b>	Seasonal Art CNY art Day 2 Use a black crayon to trace outline and add shading
<b>Week 3 (22)</b> <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b>	Seasonal Art CNY art Day 3 Continue adding shading and add light
<b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to Jan 26<sup>th</sup></b>	Technique: Look alike sketch POP Art Self Portraits

<b>Week 5 (24)</b> <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b>	Technique: Look alike sketch POP Art Self Portraits Day 2 Outline and add speech bubble
<b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 7<sup>th</sup></b>	Technique: Look alike sketch POP Art Self Portraits Day 3 Fill in with dots
<b>Feb 8<sup>th</sup> to 16<sup>th</sup></b>	<b>Chinese New Year</b>
<b>Week 7 (26)</b> <b>Feb 19<sup>th</sup> to 23<sup>rd</sup></b> <i>19-lenten mass</i> <i>20-22 Pre-exam days</i>	Technique: Look alike sketch POP Art Self Portraits Day Finish up day
<b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b> <i>4 days of class</i> <i>26-29 IOWA</i> <i>28-Memorial Holiday</i>	Spring Themed Art: Still life sketch Day 1 Observational sketch
<b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>8 – Q3 Exams</i>	Spring Themed Art: Still life sketch <b>Day 2 Outline and paint</b>

## 4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (29)</b> <b>March 11<sup>th</sup> to 15<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>11– Q3 Exams</i> <i>12~ Q4 Begins</i>	Life like sketch (emphasize in proportion)
<b>Week 2 (30)</b> <b>March 18<sup>th</sup> to 22<sup>nd</sup></b> <i>18-22 ~ Fire Drill</i> <i>19-Feast of St Joseph</i>	Life like sketch and watercolor: Pears DAY 1 still life sketch
<b>March 25<sup>th</sup> to April 5<sup>th</sup></b>	<b>EASTER BREAK</b>
<b>Week 3 (31)</b> <b>April 8<sup>th</sup> to 12<sup>th</sup></b> <i>10-Easter Mass</i>	Life like sketch and watercolor: Pears DAY 2 watercolor
<b>Week 4 (33)</b> <b>Apr 15<sup>th</sup> to 19<sup>th</sup></b>	Life like sketch and watercolor: Pears detail and background

<b>Week 5 (34)</b> <b>Apr 22<sup>nd</sup> to 26<sup>th</sup></b> <i>22-26 ~ AP Mock Exams</i>	Printmaking (foil monoprints) DAY 1
<b>Week 6 (35)</b> <b>April 29<sup>th</sup> to May 3<sup>rd</sup></b> <i>1-2~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29- ~ AP Exams</i>	Printmaking (foil monoprints) DAY 2
<b>Week 7 (36)</b> <b>May 6<sup>th</sup> to 10<sup>th</sup></b> <i>8-12~ Final Exams(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Hand projects and sketchbooks back. Last day activity: Thank you notes for teachers and staff
<b>Week 8 (37)</b> <b>May 13<sup>th</sup> to 17<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>15-16~ Q4 Exams</i> <i>17-record day</i>	Clean up and hand back any work left in the classroom
<b>Week 9 (38)</b> <b>May 20<sup>th</sup> to 24<sup>th</sup></b> <b><u>21-24 Student Clearance</u></b> <i>21~ Baccalaureate Mass</i>	No class
<b>Week 10 (39)</b> <b>May 27<sup>th</sup> to June 2<sup>nd</sup></b> <b><u>4 Days of Class</u></b> <b><u>30- students last day</u></b> <b><u>31-teacher's staff meeting</u></b>	