

Content Outline for Arts Integration Visual Art and Theatre – Grade 4

| Target Skills/Concepts | Language Arts Target Skills | Visual Art/Theatre Handbook 3-6 Art Prints | Visual Art/Theatre Handbook 3-6 Theatre Activities | Additional Interdisciplinary Connections |
|---|--|---|---|---|
| QUARTER 1 | | | | |
| <p>Visual Art:</p> <ul style="list-style-type: none"> • Basic Shapes <ul style="list-style-type: none"> - 2-D to 3-D • Shapes-within-shapes • Form Drawings (using shapes to create forms) • Compositions <ul style="list-style-type: none"> - Group object drawing - Illusion of form (shading) • Form (3-D) <ul style="list-style-type: none"> - 3-D Processes | <ul style="list-style-type: none"> • Story Genre: Realistic Fiction/Historical Fiction • Sequence: Parts to Whole-Whole to Parts • Drawing Conclusions: Fact and Opinion • Cause and Effect: Writing forms, News/Magazine Articles • Sensory Images/Literary Devices: Simile/Metaphor | <p><i>Champions of the Mississippi</i>, p. 44 <i>Women in the Garden</i>, p. 71 <i>Tiger Attacking a Buffalo</i>, p. 54 <i>The Tragedy</i>, p. 65 <i>Iron Bridge</i>, p. 53 <i>Pieta</i>, p. 57</p> | <p>Story Telling: Creating a Story, p. 139 Movement and Mime: Commercial Break, p. 116 Movement and Mime: People Movements, p. 117 Body Expressions, What's Cooking?, p. 111 Character Development: Conversation With the Inanimate, p. 128</p> | <p>Original Learning Village Lesson Plans</p> <p><u>Science</u>: shapes in natural objects relate to biology and life science</p> <p><u>Math</u>: geometric shapes and forms relate to geometry</p> <p><u>Language Arts</u>: shapes-within-shapes relate to parts-to-whole (sentence structure)</p> <p><u>Social Studies</u>: art prints depict images that represent specific historical time periods and cultures</p> |
| <p>Theatre:</p> <ul style="list-style-type: none"> • Utilize concentration in the creation of drama <ul style="list-style-type: none"> - Use concentration skills in dramatic activities • Demonstrate self-discipline in dramatic activities • Use imagination to interact cooperatively with others in dramatic activities • Develop skills of cooperation and interaction through dramatic activities • Utilize a variety of acting skills | <ul style="list-style-type: none"> • Story Genre: Realistic fiction/Historical Fiction • Sequence: Parts to Whole-Whole to Parts • Drawing Conclusions: Fact and Opinion • Cause and Effect: Writing forms, News/Magazine Articles • Sensory Images/Literary Devices: Simile/Metaphor | <p><i>Sunlight</i>, Frank Benson <i>Dempsey and Firpo</i>, George Bellows <i>Mother's Helper</i>, Diego Rivera <i>Banjo Player</i>, Henry Tanner</p> | <p>Story Telling: Creating a Story, p. 139 Movement and Mime: Commercial Break, p. 116 Movement and Mime: People Movements, p. 117 Body Expressions, What's Cooking?, p. 111 Character Development: Conversation With the Inanimate, p. 128</p> | |

Content Outline for Arts Integration Visual Art and Theatre – Grade 4

| Target Skills/Concepts | Language Arts Target Skills | Visual Art/Theatre Handbook 3-6 Art Prints | Visual Art/Theatre Handbook 3-6 Theatre Activities | Additional Interdisciplinary Connections |
|--|--|---|--|---|
| QUARTER 2 | | | | |
| Visual Art: <ul style="list-style-type: none"> • Elements of Design • Principles of Design • Design in artwork <ul style="list-style-type: none"> - Pattern - 2-d design | <ul style="list-style-type: none"> • Compare and Contrast: • Main Idea: Author's Purpose | Compare/Contrast the following: <i>Still Life: Lobster and Jug</i> , p. 61 & <i>The Blue Vase</i> , p. 62 <i>Figure Five in Gold</i> , p. 48 | Observation Focus: Likely Story, p. 122 Storytelling: Nursery Narratives, p. 135 | Original Learning Village Lesson Plans <u>Social Studies</u> : advertisements in newspapers/magazines reflect needs of public; relate to culture and time period, public opinion and politics <u>Language Arts</u> : Designing logos and ads in visual arts relies on understanding of writing with a purpose <u>Math</u> : relates to accurate measurements /scale <u>Science</u> : relates to color theory in art similar to Newton's color spectrum and physical science |
| Theatre: <ul style="list-style-type: none"> • Explore relationships between drama/theatre and other arts <ul style="list-style-type: none"> - Contrast and relate other art forms to drama • Use movement to express thought, feeling, and character from life, literature, and history to develop scriptwriting skills <ul style="list-style-type: none"> - Character development - Scripted scenes - Improvise prescribed emotions of character - Outline events of plot | <ul style="list-style-type: none"> • Compare and Contrast • Main Idea: Author's Purpose | <i>Eglantine</i> , Toulouse-Lautrec <i>Moulin Rouge</i> , Toulouse - Lautrec | Interdisciplinary Unit (Symphony Unit): http://www.mcsk12.net/aoti/ci/art/units.asp Observation Focus: Likely Story, p. 122 Storytelling: Nursery Narratives, p. 135 | |

Content Outline for Arts Integration Visual Art and Theatre – Grade 4

| Target Skills/Concepts | Language Arts Target Skills | Visual Art/Theatre Handbook 3-6 Art Prints | Visual Art/Theatre Handbook 3-6 Theatre Activities | Additional Interdisciplinary Connections |
|---|--|--|---|---|
| QUARTER 3 | | | | |
| <p>Visual Art:</p> <ul style="list-style-type: none"> • Color spectrum <ul style="list-style-type: none"> - Mixing color - Understanding color theory • Painting media, techniques, and processes • Architecture • Sculpture and 3-D art forms • Techniques and processes | <ul style="list-style-type: none"> • Sequence: Beginning, Middle, and End • Sensory Images/Literary Devices: Flash Back • Main Idea • Sensory/Images/Literary Devices: Simile/Metaphor | <p><i>Tiger Attacking a Buffalo</i>, p. 54</p> <p><i>Tranquility</i>, p. 67</p> <p><i>The Brooklyn Bridge</i>, p. 63</p> <p><i>Pieta</i>, p. 57</p> | <p>Movement and Mime: Narrating the Mime, p. 117</p> <p>Storytelling: Story Tone, p. 136</p> <p>Storytelling: Tag "It", p. 138</p> <p>Observation Focus: What Changed? p. 125</p> | <p>Original Learning Village Lesson Plans</p> <p><u>Science</u>: color theory is based on Newton's color spectrum; color is the most important element of all paintings</p> <p><u>Math</u>: color mixing requires understanding of accurate measurements</p> <p><u>Language Arts</u>: imagery in painting often relates to word imagery of a story</p> <p><u>Literature Link</u>: <i>In Blue Mountains</i> by Thomas Locker</p> |
| <p>Theatre:</p> <ul style="list-style-type: none"> • Use emotional recall to interpret and communicate experiences as actor and viewer • Discover self as effective in imagining, interacting, and reflecting in drama <ul style="list-style-type: none"> - Using movement and voice to express thought, feelings, and characterization • Use the senses to interpret experiences as actor and viewer <ul style="list-style-type: none"> - Apply sensory experiences to character development | <ul style="list-style-type: none"> • Sequence: Beginning, Middle, and End • Sensory Images/Literary Devices: Flash Back • Main Idea • Sensory/Images/Literary Devices: Simile/Metaphor | <p><i>Three Negro Boys</i>, Jean Antonine Watteau</p> <p><i>Jane Avril</i>, Toulouse-Lautrec</p> <p><i>Compagnies des Chocolats et des The's</i>, Steinlen</p> | <p>Movement and Mime: Narrating the Mime, p. 117</p> <p>Storytelling: Story Tone, p. 136</p> <p>Storytelling: Tag "It", p. 138</p> <p>Observation Focus: What Changed? P. 125</p> | |

Content Outline for Arts Integration Visual Art and Theatre – Grade 4

| Target Skills/Concepts | Language Arts Target Skills | Visual Art/Theatre Handbook 3-6 Art Prints | Visual Art/Theatre Handbook 3-6 Theatre Activities | Additional Interdisciplinary Connections |
|--|---|---|--|---|
| QUARTER 4 | | | | |
| <p>Visual Art:</p> <ul style="list-style-type: none"> • Format and Placement <ul style="list-style-type: none"> - Horizontal/vertical - Background, middle ground, foreground - Eye level/point of view • Illusion of Depth (near/far concepts) • Architecture | <ul style="list-style-type: none"> • Listening for a Specific Purpose: Critical Listening • Research: Multimedia Report • Drawing Conclusions: Predicting • Speaking: Oral Book Report/Oral Choral Reading/ Poetry/Recitation | <p><i>Four Accomplishments</i>, p. 50</p> <p><i>Winter Scene</i>, p. 70</p> <p><i>For the Complete Safety of All Mexicans at Work</i>, p. 49</p> <p><i>The Letter</i>, p. 45 (K-2 handbook)</p> | <p>Observation/Focus: Who Are You? p. 125</p> <p>Character Development: Wild Child, p. 130</p> <p>Body Expression: What on Earth Are you Doing? p. 111</p> <p>Articulation: Voice manipulation, p. 152</p> | <p>Original Learning Village Lesson Plans</p> <p><u>Math</u>: accurate proportions in perspective drawing relates to problem solving aspects and architectural design requires application of math theories and calculations</p> <p><u>Language Arts</u>: parts-to whole, story development and imagery</p> <p><u>Science</u>: light source/seasons, natural materials to build structures</p> <p><u>Social Studies</u> : Reflects cultural, political differences</p> <p><u>Literature Link</u>: <i>Going to the Getty</i> by J. Otto Seibold and Vivian Walsh</p> |
| <p>Theatre:</p> <ul style="list-style-type: none"> • Devise alternative resolutions to problems in a dramatic context <ul style="list-style-type: none"> - Improvise character feelings • Use language to discover relationships with others through dramatic activities <ul style="list-style-type: none"> - Utilize team collaboration • Explore characterization in life and fantasy situations • Individual and group developed character plots | <ul style="list-style-type: none"> • Listening for a Specific Purpose: Critical Listening • Research: Multimedia Report • Drawing Conclusions: Predicting • Speaking: Oral Book Report/Oral Choral Reading/ Poetry/Recitation | <p><i>Study of a Negro</i>, David Wilkie</p> <p><i>Luncheon of the Boating Party</i>, Renoir</p> <p><i>I and the Village</i>, Marc Chagall</p> | <p>Observation/Focus: Who Are You? P. 125</p> <p>Character Development: Wild Child, p. 130</p> <p>Body Expression: What on Earth Are you Doing? P. 111</p> <p>Articulation: Voice manipulation, p. 152</p> | |