



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

CURRICULUM & INSTRUCTION DIVISION

WE ARE A THROUGHLINE TO STUDENT ACHIEVEMENT

Visual and Performing Arts Department
BASED ON THE CONTENT STANDARDS, CALIFORNIA DEPARTMENT OF
EDUCATION

SCOPE AND SEQUENCE: FOURTH GRADE

BY THE END OF THE YEAR FOURTH GRADE LEARNERS CAN:

1.0 ARTISTIC PERCEPTION

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe contrast and emphasis in works of art and in the environment.
- 1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
- 1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood. {Paul Klee, "The Tree of Houses," 1928}
- 1.4 Describe the concept of proportion (in face, figure) as used in works of art.

Analyze Art Elements and Principles of Design

- 1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

2.0 CREATIVE EXPRESSION

Skills, Processes, Materials, and Tools

- 2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).
- 2.2 Use the conventions of facial and figure proportions in a figure study.
- 2.3 Use additive and subtractive processes in making simple sculptural forms.

- 2.4 Use fibers or other materials to create a simple weaving {Maya/Huipil}.

Communication and Expression Through Original Works of Art

- 2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting. {Elizabeth Catlett, "Sharecropper," f1970}
- 2.6 Use the interaction between positive and negative space expressively in a work of art.
- 2.7 Use contrast (light and dark) expressively in an original work of art.
- 2.8 Use complementary colors in an original composition to show contrast and emphasis.