

GRADE

4

Los Angeles Unified School District- Arts Education Branch

Elementary Visual Arts Instructional Guide

Lesson Sequences/Lessons

Module 1 The Language of Art Helps Us See and Discuss Art with Clarity

Sample Performance Task

Write a response to an artwork (at beginning of module AND the same artwork again at the end of module). Discuss how the language of art is used in the artwork. Compare the two responses – how have you been able to clarify your ideas?

Sample SCORING TOOL: 4th grade, mod. 1 rubric

- 4 Student clearly delineates the growth from the 1st to 2nd response.
Student's second response displays an insightful and developed understanding of the language of art.
- 3 Student delineates the growth from the 1st to 2nd response.
Student's second response displays a basic understanding of the language of art.
- 2 Student shows little growth from the 1st to the 2nd response.
Student's second response displays a developing understanding of the language of art.
- 1 Student does not show growth from the 1st to 2nd response.
Student's second response displays little or no understanding of the language of art.

Title	Type/Duration	Skills	Comments
4th module 1 The Language of Art	2 lessons	<ul style="list-style-type: none">•contrast/emphasis•articulation of elements used	<i>Partially complete - needs additional lessons to address elements of space, texture, value and form.</i>
Type title here and link to lesson	Unit/Lesson Duration	Type skills addressed	type comments

Module 2 Artists Make Figurative Art Based on Life Experiences

Sample Performance Task

Create a portrait or figurative work that either uses correct or incorrect proportion.

Explain your use of proportion. What does the artwork say about you?

Sample SCORING TOOL: 4th grade module 2 rubric

4 Student is able to clearly identify where their artwork displays their chosen type of proportion.

Student is able to thoughtfully explain a meaningful connection between their artwork and themselves.

3 Student is able to identify where their artwork displays their chosen type of proportion.

Student is able to explain a meaningful connection between their artwork and themselves.

2 Student attempts to identify where their artwork displays their chosen type of proportion.

Student attempts to explain a meaningful connection between their artwork and themselves.

1 Student does not identify where their artwork displays their chosen type of proportion.

Student does not explain a meaningful connection between their artwork and themselves.

Title	Type/Duration	Skills	Comments
4th module 2 Figures	5 lessons	<ul style="list-style-type: none">• Use of proportion in drawing• Describe proportion in figure drawing• Describe proportion in facial drawing• Describe personal connection to artwork	Explores figures in 2 and three dimensions
Type title here and link to lesson	Unit/Lesson Duration	Type skills addressed	type comments

Module 3 Artists Document People and Their Lives

Sample Performance Task

Create an artwork that contains symbols, objects, colors, etc. that are a reflection of your life. Explain your choices.

Sample SCORING TOOL: 4th grade module 3 rubric

4 Student is able to insightfully express how their art is a reflection of their life.

Student is able to explain their choices with clarity and purpose.

- 3 Student expresses how their art is a reflection of their life.
Student is able to explain their choices with clarity.
- 2 Student attempts to express how their art is a reflection of their life.
Student attempts to explain choices.
- 1 Student does not express how their art is a reflection of their life.
Student is not clear when explaining their choices.

	Type/Duration	Skills	Comments
4th module 3 Artists Document People and Their Lives	4 lessons, 10-12 periods	<ul style="list-style-type: none"> • Drawing • sculpting • observation • journaling • composition • proportion 	Lesson sequence includes sample visual references and student samples
Type title here and link to lesson	Unit/Lesson Duration	Type skills addressed	type comments