

GRADE

4

## Los Angeles Unified School District- Arts Education Branch

### Elementary Visual Arts Instructional Guide

#### Module 2: Artists Make Figurative Art Based On Life Experiences

##### **Enduring Understanding**

Artists make figurative art based on life experiences.

##### **Essential Questions:**

Why do artists show people in different ways?

How do artists capture the human figure?

Domain	Process	Key Standards
PERCEPTION	Observing/ Responding	
	Analyzing	<b>1.4. Describe the concept of proportion (in face, figure) as used in works of art.</b>  3.1. Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).
CREATION	Creating	<b>2.2. Use the conventions of facial and figure proportions in a figure study.</b>
CONTEXT		4.5. Describe how the individual experiences of an artist may influence the development of specific works of art.

**Essential standards** and **supporting standards** to be assessed.

<b>Essential Standard</b>	<b>2.2. Use the conventions of facial and figure proportions in a figure study.</b>
<b>Supporting Standard</b>	1.4. Describe the concept of proportion (in face, figure) as used in works of art.
<b>Spiraling Standards</b>	3.1. Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture). 4.5. Describe how the individual experiences of an artist may influence the development of specific works of art.

**Essential standards** and **supporting standards** to be assessed.

### **Sample Performance Task**

1. 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.

### **Developing Concepts**

<b>Art Expression: Human Figures have proportional relationships</b>	
<b>Key Idea</b>	
<ul style="list-style-type: none"> <li>Artists use proportion to guide their drawings of figures</li> </ul>	
<b>Knowledge</b>	<b>Skills</b>
<b>Vocabulary</b>	<b>Oral/Creative Expression</b>
<ul style="list-style-type: none"> <li>Figure</li> <li>Proportion</li> <li>Model</li> </ul>	<ul style="list-style-type: none"> <li>Describe proportions of the human figure</li> <li>Identify deliberate use of</li> </ul>

<ul style="list-style-type: none"> <li>• Pose</li> </ul>	<p>incorrect proportion in master artworks</p> <ul style="list-style-type: none"> <li>• Create artwork with correct and incorrect proportion of human figure</li> </ul> <p><b>Use of Media and Tools</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of media: pencil, paint, brush, clay and clay tools</li> </ul>
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**Art Expression: Human Faces have proportional relationships**

**Key Idea**

- Artists use proportion in drawing faces

<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Proportion</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Creative Expression</b></p> <ul style="list-style-type: none"> <li>• Describe proportions of human face</li> <li>• Identify deliberate use of incorrect proportion in master artworks</li> <li>• Create artwork with correct and incorrect facial proportion</li> </ul> <p><b>Use of Media and Tools</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of media: pencil, paint, brush, clay and clay tools</li> </ul>
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**Art Expression: Life experiences inform art making**

**Key Idea**

- Artists use life experiences to draw figures

<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Life experience</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Creative Expression</b></p> <ul style="list-style-type: none"> <li>• Draw figures based on observation</li> <li>• Look at figurative artwork of artists whose life experiences strongly influenced their depictions of themselves or others, such as Frida Kahlo or Paul Gaugin. Describe how their experiences influenced their artwork.</li> <li>• Draw figures based on observation of yourself or another person, such as a family member, friend, rock star, ect.</li> <li>• Describe how your life experiences influenced your decision of who and what to draw.</li> </ul> <p><b>Use of Media and Tools</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of media: pencil, paint, brush, clay and clay tools etc.</li> </ul>
<p><b>Art Expression: Depictions of figures and faces can be 2 or 3 dimensional</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• Artists create 2 and 3 dimensional figures and faces</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• 2 dimensional</li> <li>• 3 dimensional</li> <li>• Form</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Creative Expression</b></p> <ul style="list-style-type: none"> <li>• Create 3dimensional artwork of a human figure or head</li> </ul>

<ul style="list-style-type: none"> <li>• Sculpture</li> </ul>	<p><b>Use of Media and Tools</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of 3 dimensional media: foil, wire, clay, etc</li> </ul>
<p><b>Elements of Art: Shape and Form are key elements to explore in depicting figures</b></p> <p><b>Key Idea</b></p> <ul style="list-style-type: none"> <li>• Artists explore shape and form extensively in figure drawing and sculpture</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• shape</li> <li>• form</li> <li>• figure</li> <li>• sculpture</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Creative Expression</b></p> <ul style="list-style-type: none"> <li>• Use shapes and/or forms to create a figurative artwork</li> <li>• Identify shapes and / or forms used in one's own or others' figurative artwork</li> </ul> <p><b>Use of Media and Tools</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of media: pencil, paint, brush, clay and clay tools etc.</li> </ul>
<p><b>Art Expression: Art reflects life</b></p> <p><b>Key Idea</b></p> <ul style="list-style-type: none"> <li>• Photography reflects people's lives</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Creative Expression</b></p>

- Photography
- Model
- Pose

- Look at photographs of people reflecting the circumstances of their lives, such as "Migrant Mother" by Dorothea Lange. Explain what the photograph tells us about the person who is the subject of the photograph.
- Bring a photo of yourself to school, or use your school picture. Explain what can be learned about you from looking at the photo.

**Use of Media and Tools**