



# Visual Arts

## Student Activity Book



Monticello, designed by Thomas Jefferson



Antelope headdress

Student Creating Her Own Painting



THIS BOOK IS THE PROPERTY OF:			
STATE _____		Book No. _____	
PROVINCE _____		Enter information in spaces to the left as instructed.	
COUNTY _____			
PARISH _____			
SCHOOL DISTRICT _____			
OTHER _____			
ISSUED TO		CONDITION	
		ISSUED	RETURNED
Year Used			

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book:  
New; Good; Fair; Poor; Bad.



# Core Knowledge Visual Arts Grade 4

Student Activity Book





## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



### You are free:

to **Share**—to copy, distribute, and transmit the work

to **Remix**—to adapt the work

### Under the following conditions:

**Attribution**—You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

### With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 Core Knowledge Foundation  
**[www.coreknowledge.org](http://www.coreknowledge.org)**

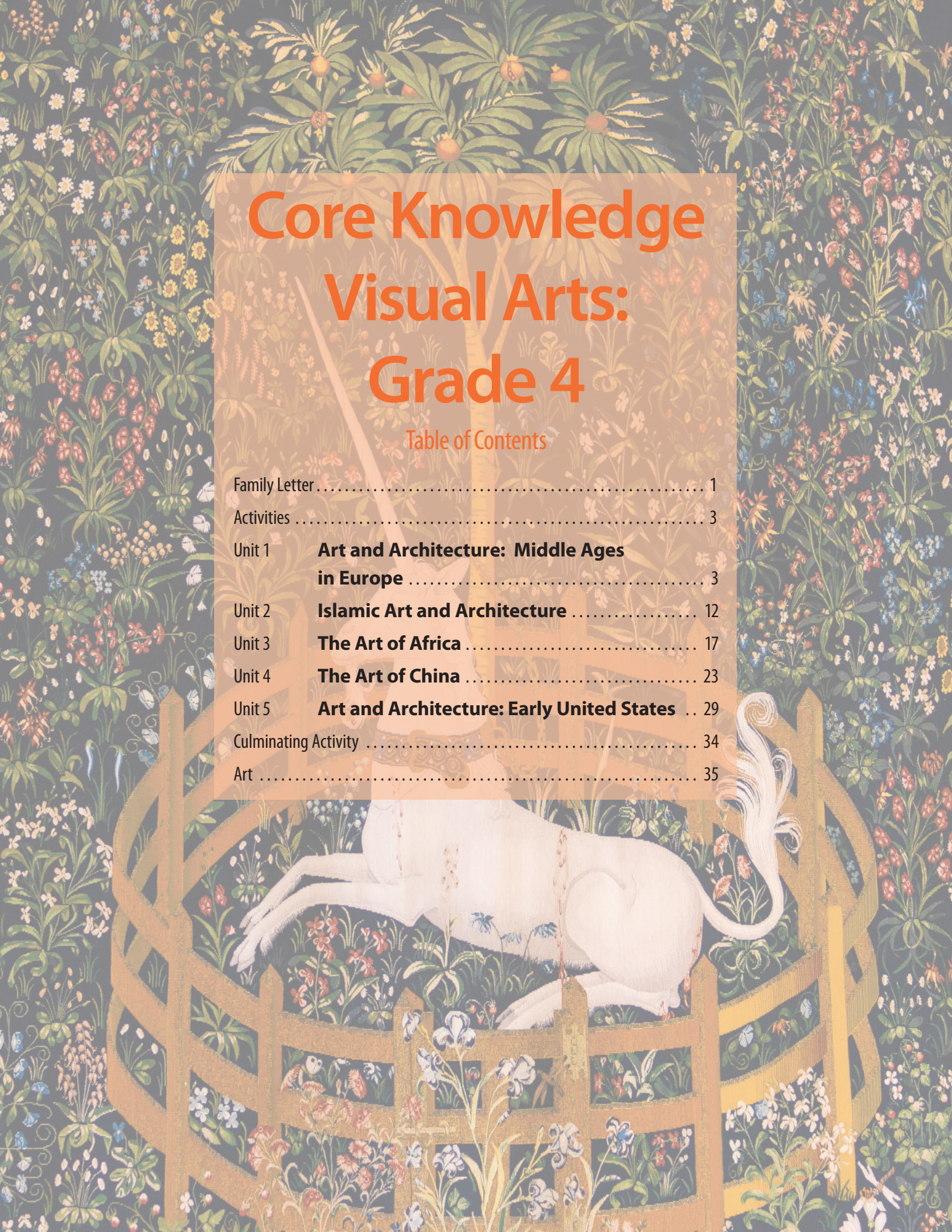
All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge Science™, CKSci™, Core Knowledge Music™, CKMusic™, Core Knowledge Language Arts™, CKLA™, Core Knowledge History and Geography™, and CKHG™, and CKHG™ Core Knowledge Math™, and CKMath™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-695-3





# Core Knowledge Visual Arts: Grade 4

## Table of Contents

Family Letter .....	1
Activities .....	3
Unit 1 <b>Art and Architecture: Middle Ages               in Europe</b> .....	3
Unit 2 <b>Islamic Art and Architecture</b> .....	12
Unit 3 <b>The Art of Africa</b> .....	17
Unit 4 <b>The Art of China</b> .....	23
Unit 5 <b>Art and Architecture: Early United States</b> ..	29
Culminating Activity .....	34
Art .....	35







Dear Family Member,

We warmly welcome your student and you to the Grade 4 Core Knowledge Visual Arts (CKVA) program. This Student Activity Book is part of a K–8 curriculum that will help your student learn about and create art in the classroom. Here's what your student will learn throughout the year during our five units of study:

**Unit 1: *Art and Architecture: Middle Ages in Europe***

From illuminated manuscripts to tapestries and paintings, students learn about the Middle Ages in Europe through the lens of an artist while exploring the elements of art. They even create their own illuminated manuscript, medieval gargoyle, and loom.

**Unit 2: *Islamic Art and Architecture***

Students learn about the characteristics of this highly decorative art, including patterns and architecture. They create geometric patterns, identify parts of Islamic architecture, and make their own architectural plans.

**Unit 3: *The Art of Africa***

While learning about the elements of art through the work of African artists, students create a royal self-portrait, an animal mask, and a collage and painting based on the styles and techniques they learn in the unit.

**Unit 4: *The Art of China***

While learning about the traditional Chinese arts of calligraphy, scroll painting, and porcelain, students try their hand at some of these time-honored techniques, including landscape painting.

**Unit 5: *Art and Architecture: Early United States***

While learning about the time of the early United States, students paint a portrait of someone they view as a hero, and they design their own residence based on architectural styles of the time.

Check in with your child throughout the year to see what they're learning about the world of art!





NAME: \_\_\_\_\_

## Summarize Medieval Art

Show what you have learned during class about art in the European Middle Ages by answering the following questions.

1. What was the theme of most medieval art? Why?

---

---

2. What were some of the defining features of medieval architecture? Describe them.

---

---

---

---

## Elements of Art

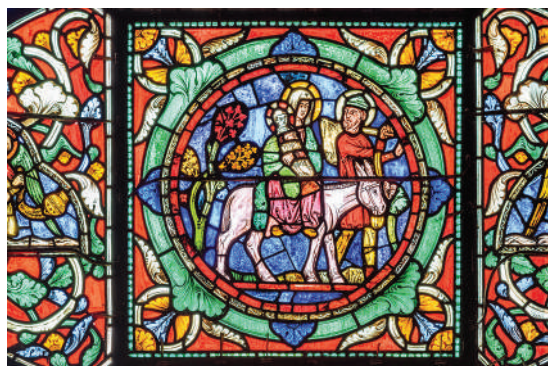
Each photo shows more than one element of art. Name two elements of art for each picture. Choose from color, line, shape, space, value, form, and texture.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



NAME: \_\_\_\_\_

## *Madonna and Child on a Curved Throne*

Unknown artist, c. 1260/1280 CE

### Explore

1. Examine the medieval painting. What features of the artwork demonstrate that it is a portrait of the Madonna and Child rather than an image of an ordinary mother and baby?

---

---

---

2. Why do you think the baby Jesus looks more like a tiny man than an infant?

---

---

### Reflection

How does this painting show characteristics of medieval art?

---

---

## Decorated Initials

**What You Will Do** You will create an original two-page illuminated manuscript using the initials of your first and last name. They will be illustrated pages with a large, decorated letter on each.

### What You Need

- |  |                            |   |
|--|----------------------------|---|
| • White paper, 8½ × 11 inches (2 sheets) | • Eraser                   | • Colored pencils, colored pens, fine-tipped markers, crayons, and/or watercolor paint sets, including the color gold |
| • Pencil                                 | • Black ink pen (optional) |   |

### What to Do

1. Using a pencil, lightly sketch the outline of the first letter of your first name. Be sure the letter takes up as much space on the paper as possible. There should be enough space to draw decorations inside the letter.
2. Using the pencil, lightly sketch decorative details both outside and inside your letter. Choose art supplies that match your style. Fill the entire page with personal designs that reflect your personality, such as flowers if you like nature or musical notes if you like music. You may choose to draw geometric shapes, organic forms, or even animals. Be creative.
3. Optional: Once finished with your sketch, you can trace over your pencil lines with a black pen to outline your forms.
4. Add color to further decorate the entire page. Include gold like medieval illuminated manuscripts did.
5. Repeat these steps on another sheet of paper for the first letter of your last name.

### Reflection

What overall feeling does your illuminated manuscript have, and how does that reflect your personality? What art elements did you use to create your illuminated manuscript?

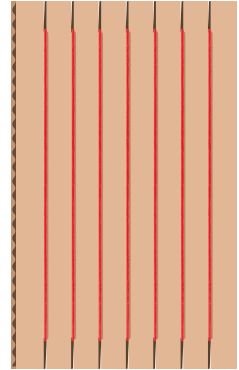


## Creating a Loom

**What You Will Do** Create your own loom from cardboard and yarn.

### What You Need

- |                                     |              |            |
|-------------------------------------|--------------|------------|
| • Cardboard sheet,<br>8 × 12 inches | • Pen/pencil | • Yarn     |
| • Ruler                             | • Tape       | • Scissors |



### What to Do

1. Use a ruler and a pen or pencil to draw seven marks along the two eight-inch edges of your piece of cardboard. The marks should be one inch apart and one inch long.
2. With scissors, carefully cut each of your marks to create notches in the cardboard.
3. Use a ruler to measure and cut seven pieces of yarn that are each at least fourteen inches long. Insert a piece of yarn into the first slit at the top of the loom. Then run the yarn down to the bottom and pull it through the bottom slit that is directly across from the top slit. Do this for each of the seven pairs of slits.
4. Tape the ends of the yarn to the back of the cardboard loom. This yarn makes up your **warp thread** (the vertical threads held in place on a loom).
5. Cut another piece of yarn that is at least twenty inches in length. Pull the yarn over the first vertical warp thread on the left side of your loom. Then guide the yarn under the second warp thread, over the third, and so on. Continue until you reach the end of the row. Rotate your loom and weave a second row in the opposite direction.
6. Continue this process until you make a complete tapestry.

### Reflection

Now that you have created your own tapestry, what new thoughts or questions do you have about *The Unicorn in Captivity*? Explain.

## Represent the Middle Ages

**What You Will Do** Plan and create a drawing that either shows a medieval art style or represents ideas and subjects from medieval times.

### What You Need

- |                 |          |   |
|-----------------|----------|---|
| • Sketch paper  | • Eraser | • Black ink pen (optional)  |
| • Drawing paper | • Pencil | • Markers, crayons, colored pencils, and/or watercolor paint sets |

### What to Do

1. Brainstorm ideas for your drawing that represents the Middle Ages. Choose a subject, theme, and style based on what you have learned in this unit.
2. Use the pencil and eraser to make a quick sketch of your idea on the sketch paper. Decide what you will draw in the foreground and background of your picture. Consider the elements of art you will include in your final artwork.
3. After sketching your basic image, use the pencil and eraser to create a final and more detailed image on the drawing paper.
4. Optional: Once you're finished with your sketch, trace over your pencil lines with a black pen for emphasis.
5. Add color to your drawing based on personal expression and what you have learned about how medieval artists worked.
6. Label or identify elements of medieval style or aspects of medieval art history in your drawing. Use the ruler to draw a straight line that points to each element.

### Reflection

My art reflects medieval times because \_\_\_\_\_.

## Gothic Architectural Elements

Label each picture with the correct element of Gothic architecture from the word box. Each term will be used only once.

flying buttress

gargoyle

pointed arch

spire

stained-glass window

statue



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



## Gargoyle Sculpture

**What You Will Do** Sculpt a medieval-style gargoyle from clay.

### What You Need

- |   |  |            |
|---|--|------------|
| • Disposable or washable surface to work on | • Bowl of water  | • Scissors |
| • Clay                                      | • Plastic knife, toothpicks, and other sculpting tools |            |

### What to Do

1. Knead the clay for at least two minutes to soften it. Add small amounts of water to moisten the clay as needed.
2. Using your hands and sculpting tools, shape the clay into the body parts of your gargoyle. You can carve the gargoyle's form from one piece of clay, or you can sculpt each body part separately and join them together.
3. To join separate pieces of clay, cut a toothpick to the length where it can join the two pieces by being stuck between them. Then connect the pieces with the toothpick between them.
4. Draw fine details like feathers, scales, or hair on the surface of your sculpture with a toothpick or other sculpting tools.

### Reflection

How did you come up with the design for your gargoyle? Give your design a title.

\_\_\_\_\_

What message or purpose does your gargoyle have?

\_\_\_\_\_

\_\_\_\_\_

## Rose Window

**What You Will Do** Create your own rose window using construction paper and tissue paper or cellophane.

### What You Need

- |  |                                      |        |
|--|--------------------------------------|--------|
| • White chalk  | • Scissors                           | • Glue |
| • Black construction paper with a circle drawn on it | • Colored tissue paper or cellophane |        |



### What to Do

1. Think about how rose windows in medieval cathedrals were designed. Use the chalk to sketch shapes and patterns in the circle on the construction paper to make your own rose window design. Be sure to leave enough space between each shape so the borders stay strong and the window stays together when you cut.
2. Cut out the shapes from the construction paper. These will be the windows of your rose windowpane. Do not cut the borders between each window shape.
3. Cut shapes out of the tissue paper or cellophane to glue or tape onto each segment of windowpane on the construction paper.
4. Glue the pieces of tissue paper or cellophane to the borders of your paper windowpane. This will create the colored panes of your rose window. This is similar to how medieval artists used colored glass and lead to create stained-glass windows in cathedrals. Flip the work over to reveal the finished rose window, which should look like stained glass.

### Reflection

How does your rose window resemble the ones found in medieval cathedrals?

---

---

## Identifying Elements of Islamic Art

Read the text and answer the questions.

Islamic art can be **religious** or nonreligious. Nonreligious art is called **secular art**. Secular art is artwork that does not have religious subject matter or purpose. Both of these types of art can feature **calligraphy**. This is a highly decorative handwritten script. They both also feature **arabesques**. This refers to the complex, overlapping lines and shapes used in Islamic art. Some common themes of arabesques are geometric and floral patterns. The major difference between secular and religious Islamic art is that religious art never depicts animal or human figures. Look closely at the details in each image. Are there floral patterns, script, or human/animal figures?

Use the words in the box below to label each picture correctly. Each word will be used only once.

arabesque

calligraphy

religious art

secular art



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



## Create a Geometric Pattern

**What You Will Do** Create a geometric pattern on graph paper.

### What You Need

- |               |          |  |
|---------------|----------|--|
| • Graph paper | • Pencil | • Colored pencils, colored pens, markers, or crayons |
| • Ruler       | • Eraser |  |

### What to Do

1. Choose one or more simple shapes that you will use to create a pattern. For example, you can choose squares, rectangles, circles, or triangles.
2. Use the ruler or count blocks on the graph paper to decide on the height and length of your first shape. Then sketch the shape in with a pencil.
3. Repeat step 2 for the second shape that will appear in your pattern. It should be approximately the same height and length as the first shape. It can appear right next to the first shape, or you can leave space between them.
4. Repeat step 3 to create more shapes for your pattern. Together, all of these will act as one building block of your pattern. Be creative with the pattern you create.
5. Copy your pattern building block until you fill the entire page with the repeated pattern. Make sure each group of shapes is equally spaced and clearly drawn.
6. Use colored pencils, pens, markers, or crayons to add additional patterns inside the shapes of your pattern. Add color around each shape and pattern as you finalize your design.

NAME: \_\_\_\_\_

## Islamic Architecture

Label each picture below with a word from the box. Each word will be used only once.

calligraphy

dome

minaret

pointed arch



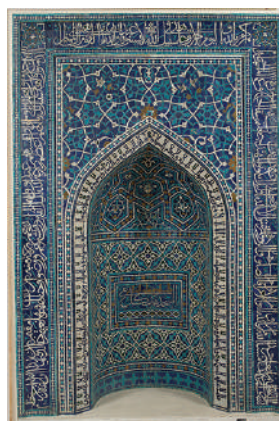
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

## Architectural Plans

**What You Will Do** Draft architectural plans to create an Islamic-style building or monument.

### What You Need

- |                           |          |         |
|---------------------------|----------|---------|
| • Sketch paper (2 sheets) | • Eraser | • Ruler |
| • Pencil                  |          |         |

### What to Do

1. Imagine the building or monument you want to design. Make sure your plan contains Islamic architectural features such as domes, minarets, geometric shapes, and pointed arches.
2. On one sheet of sketch paper, draw the outside view of your building or monument as if you were standing in front of it. Use a ruler to help you draw straight lines. Draw doorways and windows. Also include arches, domes, minarets, and other architectural features.
3. Label each feature of Islamic architecture or design. Use the ruler to draw a straight line that points to each element. Write the correct term at the end of each line.
4. On the second sheet of paper, create floor plans for the interior of your building or monument. To do this, draw a bird's-eye view of the rooms inside. This view shows the inside layout of your building as if you are looking down from above. Label each room to tell what it is.

### Reflection

What is the name of your building or monument? What is its purpose? Is it secular or religious? What architectural features did you use that reflect Islamic art?

---

---



NAME: \_\_\_\_\_

## Taj Mahal

1630–1653 CE

### Explore

1. Examine the architecture of the Taj Mahal. What artistic features tell you that this mausoleum was made to honor someone special?

---

---

---

2. How do you feel when you look at the Taj Mahal? What architectural or decorative qualities cause you to feel that way?

---

---

---

### Reflection

Imagine that you are designing a shrine, mosque, or holy place to honor someone you love. What type of building would you create? How would you decorate it? What materials would you use?

---

---

---

---

## Map of Africa

Africa is a continent with more than fifty countries. The map shows the names and locations of the countries of Africa. Use this map as a reference as you learn about African art. Refer back to this map during each lesson, and circle new countries as they are introduced.



1. What are the three largest countries in Africa?

---

2. Which country is not part of the mainland of Africa?

---

NAME: \_\_\_\_\_

## Benin Bronze Head and Portrait Head of an Ife King

Unknown artists, c. 1600s CE and c. 1100s–1300s CE

### Explore

1. What adjectives would you use to describe these sculptures?

---

---

2. What clues do the sculptors provide to demonstrate that these heads represent important people in their cultures?

---

---

3. How do you think the artists wanted viewers to feel when observing these bronze statue heads?

---

---

### Reflection

Why do you think bronze was the preferred material when creating an African portrait head?

---

---

---



## Royal Self-Portrait

**What You Will Do** Create a royal self-portrait to demonstrate an artistic message about power, status, wealth, and importance.

### What You Need

- |                 |          |   |
|-----------------|----------|---|
| • Drawing paper | • Eraser | • Markers, crayons, pens, colored pencils, and/or watercolor paint sets |
| • Pencil        |          |   |

### What to Do

1. Imagine yourself as royalty. Plan what you want your royal self-portrait to look like. Think of the personal meaning, facial expression, and composition you want to show. Think about the clothing and accessories you will include in your drawing. Make at least one item symbolize your role as a leader, such as a crown, a staff, or an object in the background.
2. Use the pencil to sketch your portrait. Start with an oval shape for your head, eyes in the center of the design, a basic nose shape, lips, etc. Then focus on the overall shape of your hair and neck, adding details.
3. Once you are happy with your portrait, add a background or a border to finish your drawing. Then color the entire self-portrait. Remember to use line, value, texture, or other elements of art to complete your portrait.

### Reflection

What message does your portrait communicate about you as a royal leader? Does the portrait contain elements of your personality? What artistic elements and creative choices did you incorporate into your self-portrait?

---

---

---

## Create an Animal Mask

**What You Will Do** Use natural materials to create an animal mask inspired by African designs and carvings.

### What You Need

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Construction paper</li><li>• Pencil</li><li>• Glue</li></ul> | <ul style="list-style-type: none"><li>• Scissors</li><li>• Craft stick</li></ul> | <ul style="list-style-type: none"><li>• Natural decorative materials (feathers, beans, pasta, seeds, fabric scraps, natural fiber string, yarn, etc.)</li><li>• Clear tape</li></ul> |
|--|--|--|

### What to Do

1. Choose an animal to represent on your mask.
2. Use scissors to cut a circular or oval shape out of construction paper roughly equal to the size and shape of your own face.
3. Draw eye holes with a pencil on the construction paper. Place them where your own eyes would be on the mask. Then cut out the eye holes.
4. Decorate your animal mask. Cut out shapes of construction paper and other natural materials to add to its surface. Glue them to the mask. Try to create interesting designs, patterns, and textures to represent your animal. Allow time for the glue to dry before adding additional layers or holding the mask.
5. Tape a craft stick to the bottom portion of the back of your mask. This will create a handle for holding the mask up to your face.

### Reflection

What artistic elements, such as line, shape, texture, color, or pattern, did you use to make your mask interesting or to express the animal's traits?

---

## Contemporary Collage

**What You Will Do** Create a collage using cut-out images and assembled materials.

### What You Need

- |            |   |                                       |
|------------|---|---------------------------------------|
| • Glue     | • Heavy-duty drawing paper                                    | • Paints, markers, or pens (optional) |
| • Scissors | • Magazines and/or other printed media with images or designs |                                       |

### What to Do

1. Plan the subject matter and layout of your collage. Will you focus on people, animals, patterns, or symbols? What kind of mood or message do you want to express through your composition? Use your imagination and the collage artwork you viewed in this lesson as inspiration.
2. Cut out parts of images from magazines or other printed pages. These can include abstract patterns and geometric shapes.
3. Arrange your pieces on the paper in a way that pleases you. Glue the cut-out images to the heavy-duty paper. Continue until all or most of the page is covered. Think about elements of art as you work, such as color, space, and form.
4. When you are finished, you may wish to add further details to your collage with paints or markers.

### Reflection

Describe your collage design and subject matter.

---

What creative choices did you use to arrange your collage pieces?

---

## African Painting

**What You Will Do** Create a painting that has qualities of African art.

### What You Need

- |                |                  |                |
|----------------|------------------|----------------|
| • Pencil       | • Acrylic paints | • Paintbrushes |
| • Eraser       | • Palette        | • Paper towels |
| • Canvas panel | • Cup of water   |                |

### What to Do

1. Choose your subject and consider how you will use colors, patterns, and shapes to represent African design elements.
2. Lightly sketch your composition on the canvas panel with pencil.
3. Squeeze a small amount of each paint you plan to use around the edges of your palette. Leave space in the center to mix new colors.
4. Begin painting basic forms on the canvas with the paintbrushes. Be sure to let the paint dry as you paint each area. Carefully clean the brush with water and a paper towel when changing colors.
5. Experiment with mixing two paints together or adding water to lighten colors.

### Reflection

Complete the reflection about your painting.

My painting represents African art because \_\_\_\_\_.

I used color and pattern to show \_\_\_\_\_.

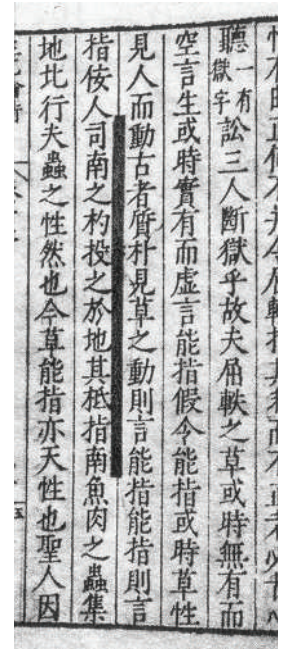


## The Invention of Silk and Paper

Read the passage about the invention of silk and paper in ancient China. Then answer the questions.

Paper was first invented in ancient China. Around 200 BCE, people discovered how to make paper by accident. While washing clothes made from hemp plants, they noticed a residue in the water and experimented with it. This became the earliest form of paper. In 105 CE, a Chinese official named Cai Lun improved the papermaking process. He created a method of pressing plant fibers into flat sheets and drying them on wooden frames. This technique produced higher-quality paper.

Silk, another important Chinese invention, originated around 2700 BCE. It was made using fibers from silkworm cocoons. These fibers were twisted together to create threads, which were then woven on a loom to produce cloth. Artisans often dyed or painted the silk using natural pigments. Silk became highly sought after, with demand spreading across Asia, Europe, and Africa. It became China's most valuable export for centuries. The popularity of silk led to the creation of a vast trade network known as the Silk Road, connecting China to distant lands and cultures.



This scroll shows early Chinese writing and illustrates calligraphy on paper.

1. Why do you think Cai Lun wanted to improve the original process for making paper?

---

2. Why was silk such an important discovery in China?

---

3. How do you think the invention of new materials such as paper and silk led to new forms of artwork?

---

## Practice Calligraphy

**What You Will Do** Practice writing shapes and Chinese numbers using calligraphy.

### What You Need

- |  |                   |                |
|--|-------------------|----------------|
| • Heavy-duty drawing paper or watercolor paper | • Sketch paper    | • Paintbrush   |
|  | • Calligraphy pen | • Paint or ink |

### What to Do

1. Study each Chinese character shown below and practice writing them on sketch paper. If you do not have a calligraphy pen, then use the paintbrush and ink to practice writing the characters on your own. Pay attention to the thickness and direction of each brushstroke.



### Reflection

Why do you think it is important that a calligraphy pen or brush create lines of different thicknesses?

---

---

***Lonely Retreat Overlooking a Misty Valley*****Sheng Maoye, 1630 CE****Explore**

1. What adjectives would you use to describe how this painting looks and feels?

---

---

2. How did the artist contrast the mountains and rock formations in the foreground with the ones in the background in this scroll?

---

---

---

3. What feeling does the Chinese painter's landscape scene create?

---

---

**Reflection**

Imagine the calligraphy is a poem or message from the artist. What might it say? Write a short poem or sentence the artist could have added to express the mood of the painting.

---

---

---

## Landscape Painting

**What You Will Do** Create a painting inspired by traditional Chinese landscapes.

### What You Need

- |                    |                     |                |
|--------------------|---------------------|----------------|
| • Watercolor paper | • Watercolor paints | • Paper towels |
| • Pencil           | • Paintbrushes      |                |
| • Eraser           | • Cup of water      |                |

### What to Do

1. Choose a natural landscape that you want to paint. It may be a scene you know from real life, one you choose from a picture, or one that you have imagined.
2. Lightly sketch the basic landscape forms on watercolor paper. Think about the foreground and background as you sketch.
3. Choose paintbrushes for your landscape. Use a small, fine-tipped brush with less water when painting sharp foreground details. Use a bigger brush with more water when painting the natural forms of the background.
4. Start your landscape by painting a background using minimal colors. Then add a middle ground and a more detailed foreground using black.
5. Objects in the distance should be painted with looser strokes and more water to achieve lightness. If there is ever too much water or paint on your brush, dab the brush on a paper towel. Always wipe the brush clean before changing colors.
6. Experiment with different techniques, such as blending colors, adding water to the paper before painting, or changing the speed and angle of your brushstrokes.
7. Optional: Add a short poem that is related to the landscape in your painting.

### Reflection

What watercolor techniques did you use to create your Chinese landscape?

---

What mood were you trying to achieve with your painting? What choices did you make to achieve this mood?

---



## Using Porcelain Clay

**What You Will Do** Sculpt a porcelain clay vase or bowl.

### What You Need

- |                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| • Disposable or washable work surface | • Plastic knife, toothpicks, and other sculpting tools | • Wire clay cutter or scissors |
| • Clay                                | • Rolling pin  | • Cup of water                 |



### What to Do

1. Use a wire clay cutter or scissors to cut the porcelain clay. Start with a circular or oval base for your vase or bowl.
2. Use a rolling pin to form a flat base of clay that is about one-quarter inch thick. You can also simply hand build a circular shape.
3. To shape a vase or bowl, try a method called coiling. Roll multiple coils similar in size. Use the coils to build the body of your vase or bowl. Wrap one coil around the edge of the base. Pinch and press the coil to the edge of the base so it sticks. Then stack more coils on top of the first one to create the walls. Continue to pinch and press the coils together as you stack them.
4. Wet your fingertips as needed to touch the clay and keep it from drying. You can also use water to smooth edges between coils.
5. Shape your vase or bowl as you add to it. To add texture, experiment with sculpting tools to add shapes or designs to the outside.

### Reflection

Explain your artwork's shape and design. What method did you use to create this shape?

## Painting Pottery

**What You Will Do** Paint pottery using images from traditional Chinese art.

### What You Need

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"><li>• Pottery sculpted in the previous lesson</li><li>• Blue ceramic paint</li></ul> | <ul style="list-style-type: none"><li>• Paintbrushes</li><li>• Cup of water</li><li>• Paper towels</li></ul> | <ul style="list-style-type: none"><li>• Pencil (optional)</li></ul> |
|--|--|---|

### What to Do

1. Decide how you will decorate the vase or bowl you made during the last class. Choose a traditional Chinese design and images commonly shown in traditional Chinese artwork. You might choose dragons, clouds, landscapes, flowers, or anything else you'd like.
2. Optional: Use a pencil to lightly sketch your design directly onto the pottery. This will be a helpful guide as you paint over it. If you choose to sketch first, handle your pottery gently to avoid damaging it. This step is optional and meant to help guide your painting.
3. Decorate your ceramic artwork with a brush and blue paint to show your design. Use a smaller brush for fine details.
4. Use the water and paper towels to clean your brush or to wipe your pottery if needed.

### Reflection

How is your pottery design like traditional Chinese art? What designs did you choose, and why?

---

---

---

## Portraiture of Pre-Revolutionary Colonial America

Read the following passage. Then answer the questions.

A portrait is a picture of a person. Portraits made during the time of colonial America gave important information about the person in the picture. Portraits were a luxury item at that time. They showed that the subject of the picture had a high social status. The placement of the portrait within a home often showed importance. For instance, they were often strategically placed in the entry room of a home. This announced to visitors the social status of the person in the picture. Portraits were often commissioned to celebrate important events for an individual or a family. *Commissioned* means the portrait was requested and paid for, usually by someone rich or important. Personal items were also included in portraits to further display the subject's wealth and status. These items were usually expensive imported goods that few people could afford.

1. What important information did American colonial portraits give about their subjects?

---

---

2. What was the importance of a portrait's placement within the subject's home?

---

---

3. What items were often included in an American colonial portrait along with the subject?

---

---

4. Draw a self-portrait or a portrait of a classmate.

NAME: \_\_\_\_\_

## *Washington Crossing the Delaware*

Emanuel Leutze, 1851 CE

### Explore

1. What emotions do you feel when viewing this painted scene of George Washington?

---

---

2. What do you think the rising sun symbolizes?

---

---

### Reflection

Europe was also experiencing wars during the time this painting was made. Why do you think Leutze hoped his painting would inspire both American and European citizens?

---

---

---

---

---



## Inspirational Portrait

**What You Will Do** Draw a portrait of an inspirational early American leader or hero.

### What You Need

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"><li>• Drawing paper</li><li>• Pencil</li></ul> | <ul style="list-style-type: none"><li>• Eraser</li></ul> | <ul style="list-style-type: none"><li>• Colored pencils</li></ul> |
|--|--|---|

### What to Do

1. Decide on an inspirational colonial or revolutionary American leader or hero you wish to draw. Look up pictures of early American leaders online or in books. Choose one whose story or accomplishments you find inspiring.
2. Identify the leader's or hero's inspirational qualities and the patriotic message you wish to portray to viewers. Think about what made this person a leader or hero. Were they brave, wise, determined? You could show this through their facial expression, pose, or background.
3. Consider the leader's or hero's facial features and overall appearance. Plan your subject's clothing, accessories, facial expression, and pose. Think about how each of these choices can help show what made this person a leader or hero.
4. Start by sketching an oval for the head, and then add eyes, a nose, and a mouth. Sketch the hair, neck, and clothing next, including any personal objects that help tell the person's story.
5. Once you are happy with your sketch, color it with colored pencils. Think about how your color choices can help show strength, leadership, or patriotism.

### Reflection

What message does your colonial or revolutionary portrait communicate? How do the details you added help tell the story of the leader or hero? Why did you choose to create a portrait of this person?

## Design Your Own Residence

**What You Will Do** Create and sketch the exterior of a neoclassical home or estate.

### What You Need

- |                 |          |                   |
|-----------------|----------|-------------------|
| • Sketch paper  | • Pencil | • Colored pencils |
| • Drawing paper | • Eraser |                   |

### What to Do

1. Think back to the Monticello home designed by Thomas Jefferson, which you studied in the last lesson. Review the neoclassical architectural features he included in his estate. Think of the neoclassical design elements you would like to include in your own building, such as a portico, columns, a triangular pediment, or limited colors such as white with red. Plan your design on the sketch paper.
2. Use a pencil to lightly sketch a front view of your neoclassical home on the drawing paper, keeping symmetry in mind. Begin with large shapes, and then add details like columns, a portico, or a dome. Focus on basic forms or shapes as you create your image.
3. Once you have created your sketch, add color using colored pencils.
4. Give your building a name and write it in a lower corner of your drawing.

### Reflection

What parts of your neoclassical home are like Greek or Roman architecture? What did you enjoy about sketching your building idea? Did you include any details that make your building feel especially grand, balanced, or symbolic?

---

---

---

## Reflect on Student Architectural Plans

### Explore

1. Choose a classmate. Look carefully at your partner's architectural drawing. Which neoclassical features do you see? Describe the elements in their design, such as a portico, columns, or a dome.

---

---

---

---

2. Are there any other features that could be added to make the building more neoclassical?

---

---

---

---

### Reflection

Imagine that the building plans could be made into a real building. What purpose do you think the building could have? What part of the design makes you think so?

---

---

---

NAME: \_\_\_\_\_

## A Year in Review

### Explore

1. What similarities have you noticed in how artists from around the world used color and line across different types of artwork, such as paintings, carvings, and textiles?

---

---

---

2. What similarities have you noticed in how artists from different cultures and time periods idealized or dramatized their subjects in art?

---

---

---

### Reflection

What did you learn about your own artwork this year that helped you understand the process that artists go through to create their work? You might think about how you planned, revised, or experimented with materials—what did this teach you about how artists make decisions?

---

---

---

---

---





**Core Knowledge<sup>®</sup>**

**Grade 4**  
**Art Masterpieces**







*Madonna and Child on a Curved Throne*







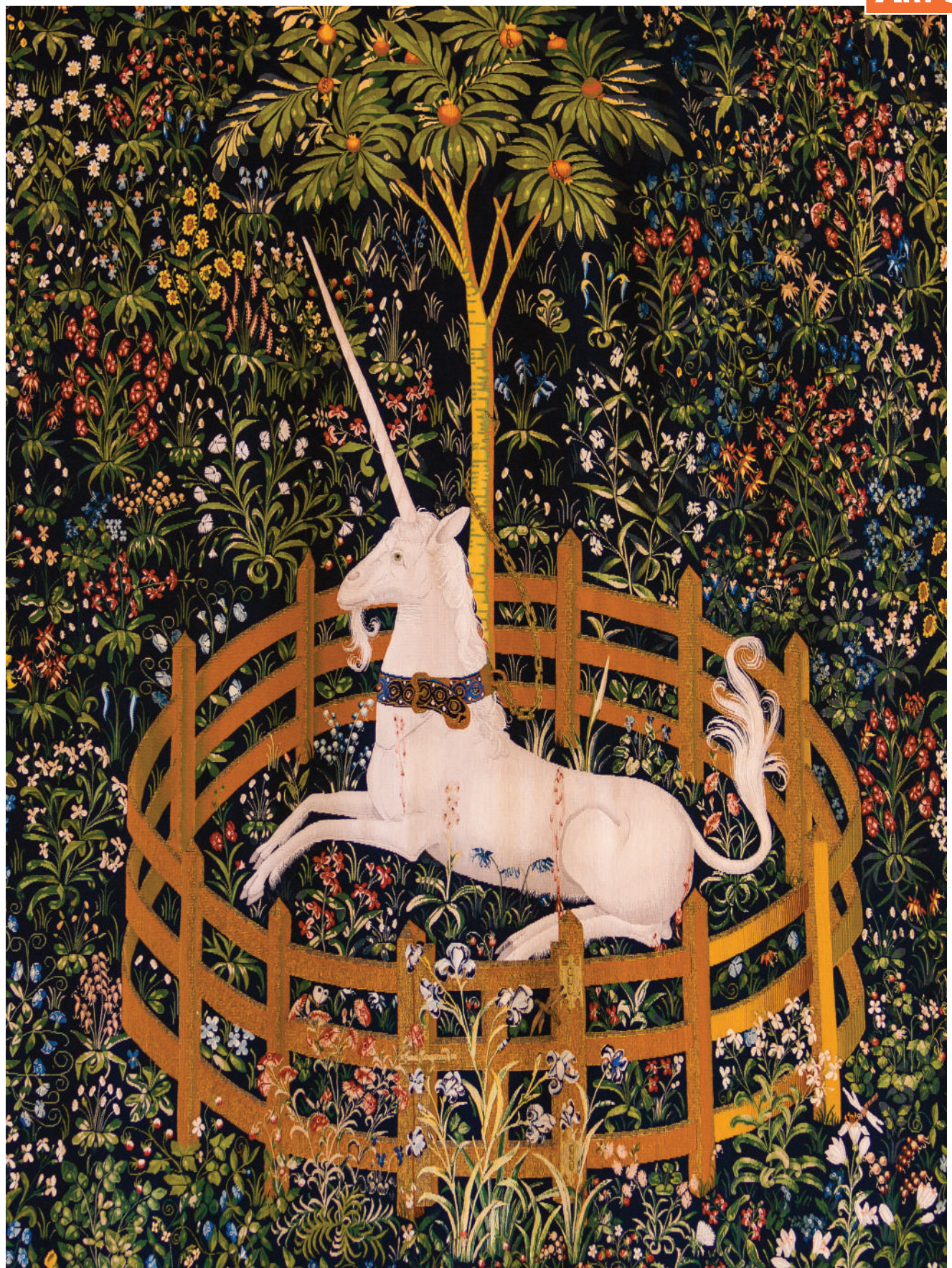


Chi Rho Page from the Book of Kells









*The Unicorn in Captivity* (Tapestry)







Notre Dame Cathedral, Paris, France









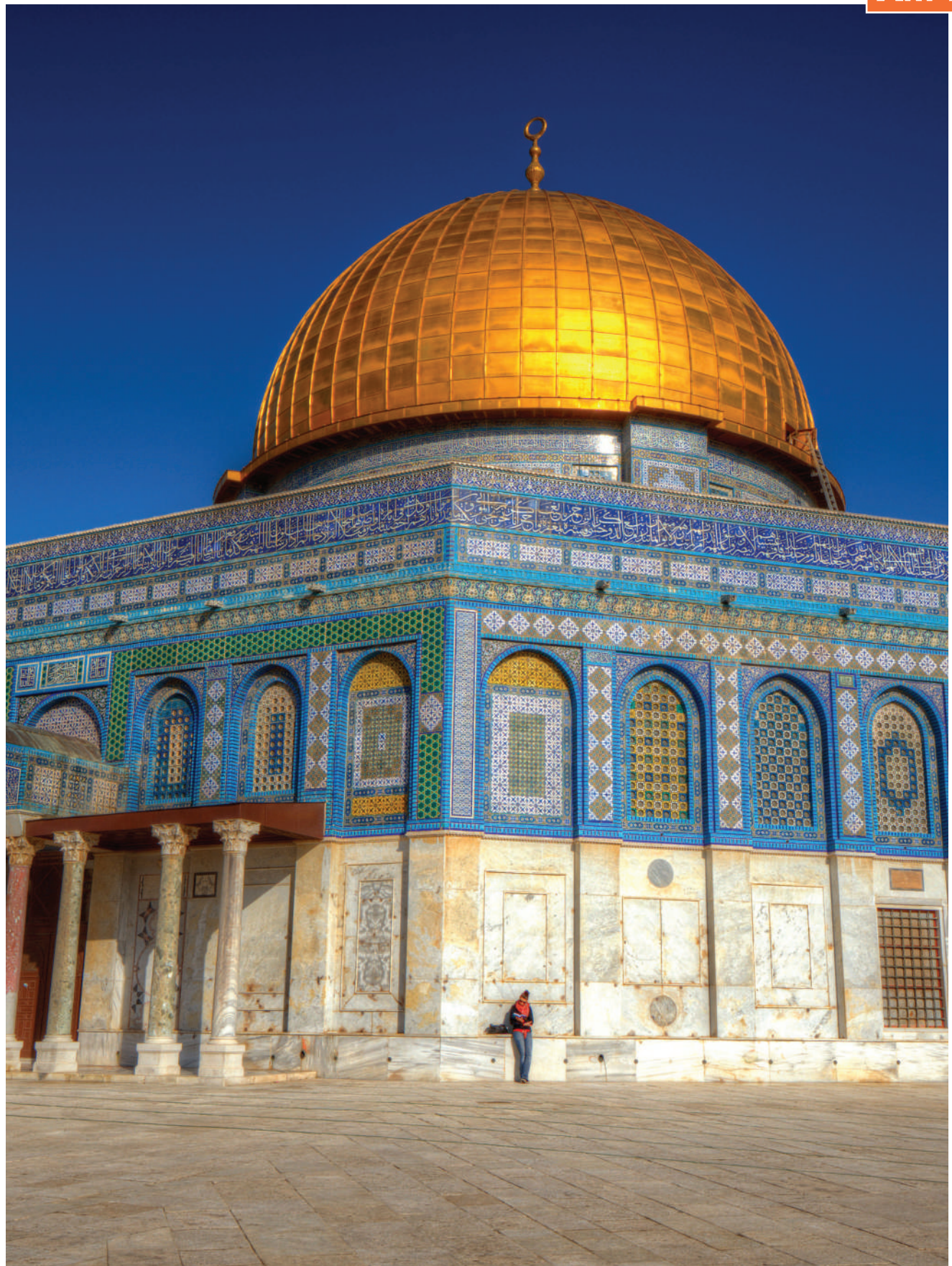




Court of the Lions, Alhambra Palace, Granada, Spain







Dome of the Rock, Mosque of Omar, Jerusalem







Taj Mahal, Agra, India







Benin Bronze Head







Portrait Head of an Ife King







Face Mask







Bamana Antelope Headdress of Mali







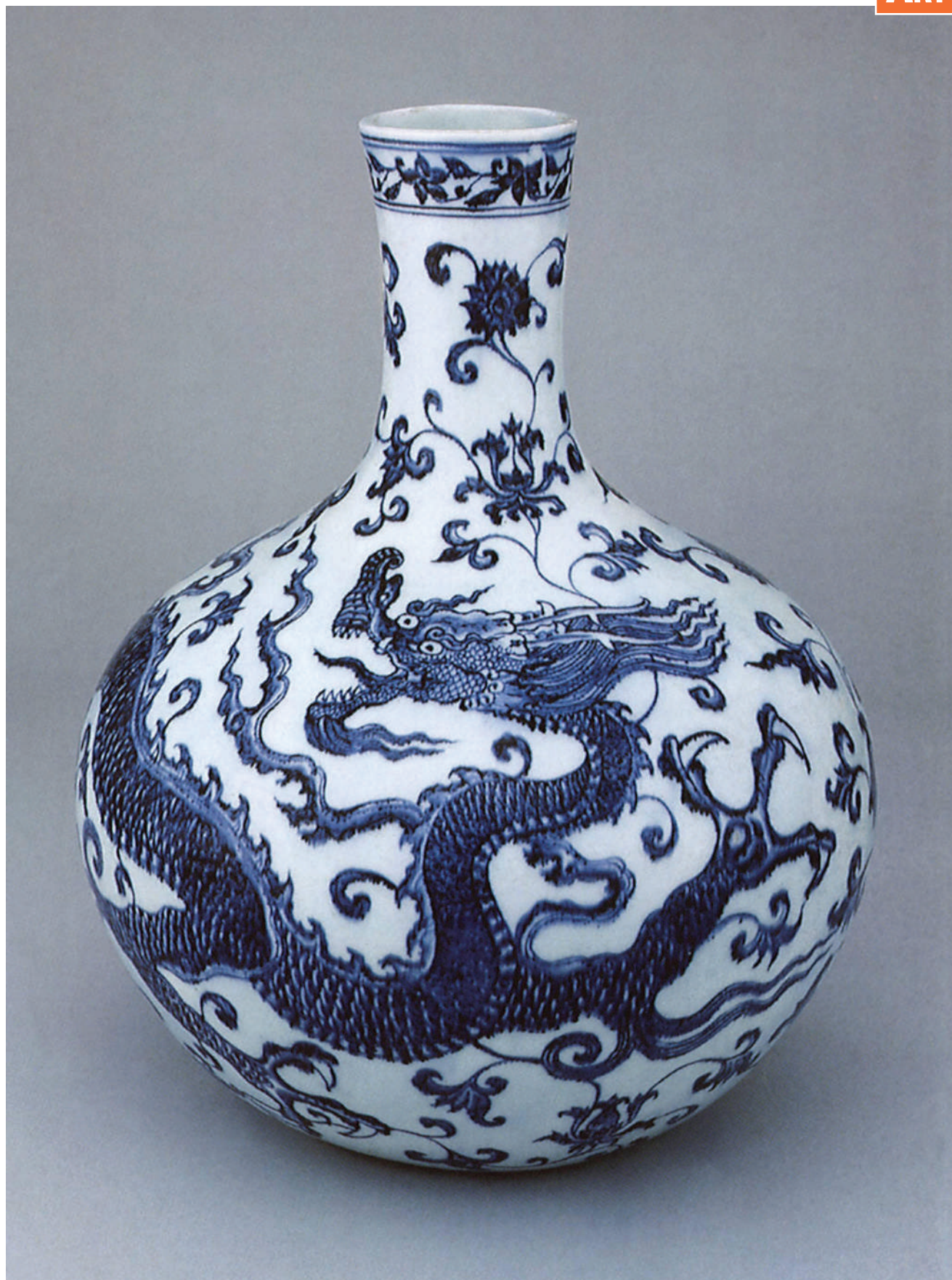




*Lonely Retreat Overlooking a Misty Valley (Silk Scroll) by Sheng Maoye*







Ming Dynasty Vase







*Paul Revere* by John Singleton Copley



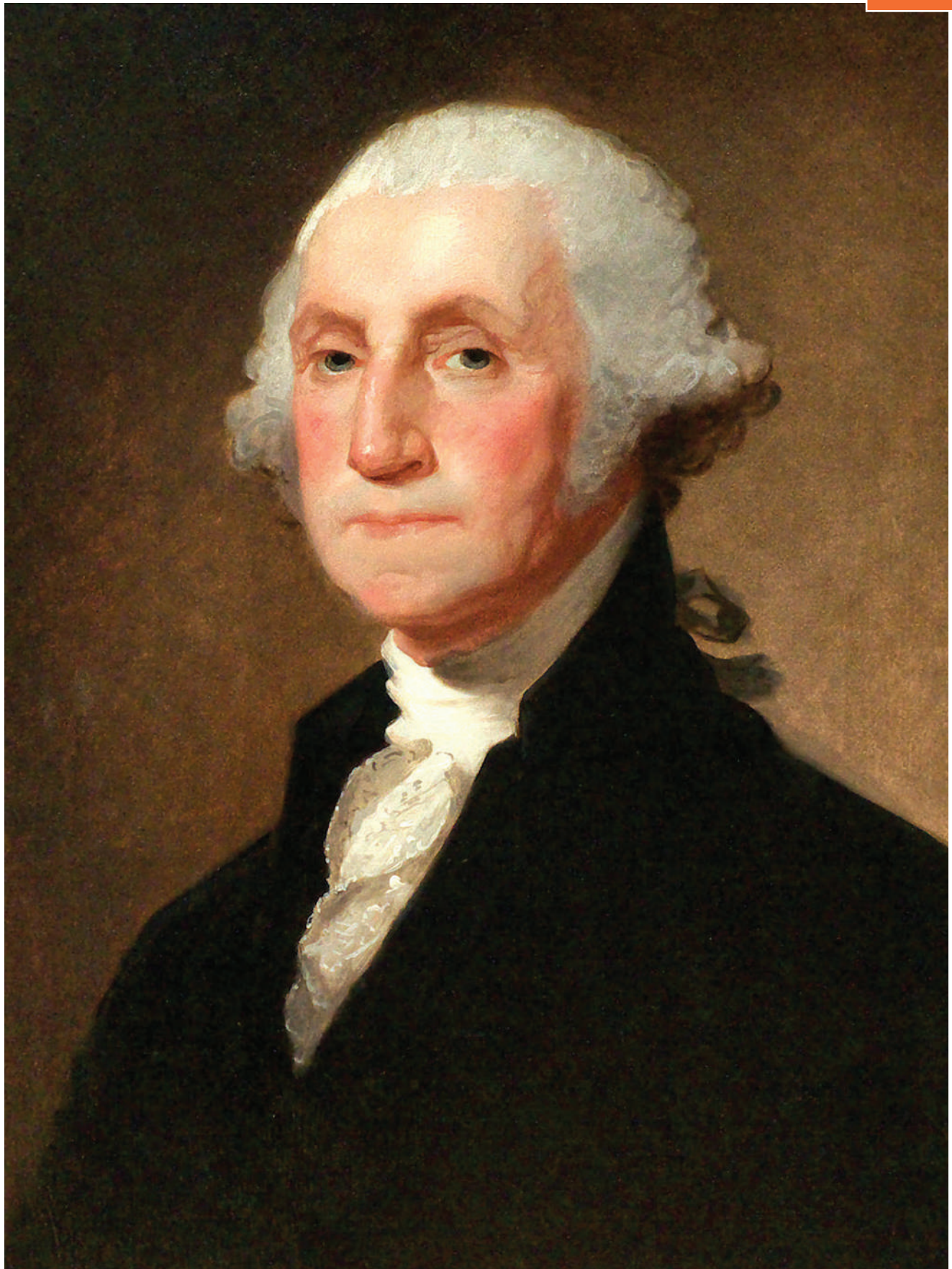




*Washington Crossing the Delaware* by Emanuel Leutze







*George Washington* by Gilbert Stuart







*Profile Bust of Benjamin Franklin by Patience Wright*







Monticello by Thomas Jefferson, Charlottesville, Virginia





## **Core Knowledge Visual Arts®**

### **Editorial Director**

Linda Bevilacqua

### **Editorial Staff**

Sue Herndon

### **Design Manager**

Ivan Pesic

## Subject Matter Expert

Jessica Doyle

PhD, IDOVA; MFA, University of Pennsylvania; BFA, Tyler School of Art

## Illustration and Photo Credits

A. Burkatovski/Fine Art Images/Fine-Art-Images/SuperStock: 12b

Belle Vue / Alamy Stock Photo: 9c

Bronze head discovered in Ife, depicting king (Oni) crowned by serpent, symbol of power of absolute monarch, Yoruba people, Nigeria, ca 12th century/ Private Collection/G. Dagli Orti / © NPL - DeA Picture Library / Bridgeman Images: 55

Chris Willson / Alamy Stock Photo: 51

Christie's Images Ltd./SuperStock: 12c

church / Alamy Stock Photo: 9a

Commemorative Head (uhunmwun elao) of a King, 17th century (bronze & iron)/ Benin, (17th century) / African/Saint Louis Art Museum, Missouri, USA/Saint Louis Art Museum / Museum purchase / Bridgeman Images: 53

CPA Media Pte Ltd / Alamy Stock Photo: 45

Cum Okolo / Alamy Stock Photo: 9d

eye35.pix / Alamy Stock Photo: 9f

Gary Roebuck / Alamy Stock Photo: 4a

geogphotos / Alamy Stock Photo: 9e

GL Archive / Alamy Stock Photo: Cover A

Ian Roscoe / Alamy Stock Photo: 4b

imageBROKER.com / Alamy Stock Photo: 47, 57

John Baran / Alamy Stock Photo: 43

John Warburton-Lee Photography / Alamy Stock Photo: 14a

jozef sedmak / Alamy Stock Photo: 4e

Julia Catt Photography / Alamy Stock Photo: Cover B, 75

Lanmas / Alamy Stock Photo: Cover C, 59

Li Ding / Alamy Stock Photo: 24

lirch/Ingram Publishing/SuperStock: 17

Lou-Foto / Alamy Stock Photo: 61

miscellany / Alamy Stock Photo: 4c

Niday Picture Library / Alamy Stock Photo: 67, 71

Opas Chotiphantawanon / Alamy Stock Photo: 4d

PAINTING / Alamy Stock Photo: 69

Penta Springs Limited / Alamy Stock Photo: 63, 73

Petr Svarc/imageBROKER/SuperStock: 14c

Pictures From History/Universal Images/SuperStock: 14b

Piemags/PL Photography Limited/SuperStock: 14d

Rob Crandall / Alamy Stock Photo: i, iii, 41

robertharding / Alamy Stock Photo: 11, 12a

Science History Images / Alamy Stock Photo: 23

Sean Pavone / Alamy Stock Photo: 49

The Picture Art Collection / Alamy Stock Photo: 39

The Print Collector / Alamy Stock Photo: 4f

Turgay Koca/imageBROKER/SuperStock: 12d

UK City Images / Alamy Stock Photo: 9b

Universal Images Group North America LLC / Alamy Stock Photo: 65

Wavebreak Media Ltd / Alamy Stock Photo: Cover D

World History Archive / Alamy Stock Photo: 37





**CKVA™**  
**Core Knowledge VISUAL ARTS™ GRADE 4**

**Core Knowledge Visual Arts (CKVA) and Core Knowledge Music (CKMusic)  
Instructional Materials, K–8**

A comprehensive program in visual arts and music: integrating topics in theory and performance, encouraging creativity, and exploring different cultural expression and concepts specified at each grade level in the *Core Knowledge Sequence* (Content and Skill Guidelines for Grades K–8)

**Core Knowledge GRADE 4**

units in this volume include:

**Art and Architecture: Middle Ages in Europe**

**Islamic Art and Architecture**

**The Art of Africa**

**The Art of China**

**Art and Architecture: Early United States**

**See Core Knowledge Music Grade 4 for more  
information about Grade 4 Music units.**

[www.coreknowledge.org](http://www.coreknowledge.org)

**Core Knowledge Curriculum Series™**