

Long Beach Island Consolidated School District Curriculum

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| Grade: 4 | Content Area: Visual Arts |
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Introduction

Students will manipulate the elements of art and principles of design to create works of art based on observations of the physical world using various materials, tools and techniques. An introduction to the concepts of line, color, shape, form, and texture in art will be ongoing throughout the school year. All art units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018

Revised on: March 18, 2019

Revised by: C. McBride, C. Sheplin

Recommended Pacing Guide

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| Exploring Methods and Materials of Creating Art | 18 days |
| Exploring the World of Imagination Through Art | 5 days |
| Exploring How Artists Communicate Through Their Art | 10 days |

*There are about 35 visual art classes throughout the school year.

Accommodations/Modifications For All Units

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide a written list of instructions
- Use amplifier
- Provide adjustable tables or chairs
- Ensure proper ergonomics
- Use lightbox for visual impairments
- Allow students to complete final step of activity for more complicated projects

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- Use cozy shades and less glossy paper
- Modify art supplies
- Reduce distractions
- Explore various mediums
- Allow more time to complete projects

Gifted and Talented:

- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors
- Promote creativity and critical thinking

Students at Risk of Failure:

- Provide additional time to complete projects
- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support

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- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 1: Exploring Methods and Materials of Creating Art

Duration: 18 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process:
- 1.2 History of the Arts and Culture:
- 1.3 Performance
- 1.4A Aesthetic Responses
- 1.4B Critique Methodologies

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process:
 - 1.1.5.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
 - 1.1.5.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.2 History of the Arts and Culture:
 - 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
 - 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
 - 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3 Performance:
 - 1.3.5.D.1 Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
 - 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

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- 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
- 1.4A Aesthetic Responses:
 - 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
 - 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
 - 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4B Critique Methodologies:
 - 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
 - 1.4.5.B.2 Use evaluative tools, such as rubrics, for self assessment and to appraise the objectivity of critiques by peers.
 - 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
 - 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

Primary Interdisciplinary Connections:

ELA Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Math Standards

- 4.MD—Measurement and Data
- 4.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Study and analyze different artists and styles of art and the methods and media used in their work.
- Explore a variety of methods and materials to create original works of

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation

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| <p>art. identify elements and principles of design in specific works of art.</p> <ul style="list-style-type: none"> ● Apply art elements and principles of design to individual works of art. ● Utilize a variety of art tools, materials and techniques responsibly, appropriately and safely. ● Make thoughtful choices in creating works of art. ● Use art terminology appropriately. | <ul style="list-style-type: none"> ● Rubric/checklist for completion and understanding |
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| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Use shape and balance in a Calder-style mobile. ● Construct a composition with positive and negative shape using mirror image. ● Use symmetry through a variety of methods. ● Construct a clay vessel from a slab, using surface texture. ● Use incised line with font and a reverse technique. ● Use textured rubbings in a landscape showing depth of space. ● Illustrate using pattern/implied texture showing depth of space through overlap and placement. ● Use charcoal/pastel to create 3D forms on a 2D surface. ● Paint a landscape using a variety of value. | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral review of techniques and vocabulary ● Beginning of year, mid-year and end of year portfolio |
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| Knowledge & Skills |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Artists make many decisions when creating art including the techniques, tools and materials they use and the subjects and themes they choose to portray. ● Artists use a variety of techniques and processes to manipulate media to achieve desired effects. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why are there so many ways to create art? ● What can you learn by exploring different at methods and materials? ● What rules help artists create strong works of art? ● Does an artist have to follow the rules? |
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- Media is the material used to make a work of art.
- Technique means the method used to create the artwork.
- Design is how an artist chooses to arrange the Elements and Principles of art in their composition Elements of Art
- LINE- Line is the path of a point moving through space.
- SHAPE- When lines meet shapes are formed. Shapes are 2-dimensional.
- COLOR- is derived from reflected light. Hue is the name of the color (determined by the dominant wavelength) and Intensity is the purity and strength of the color defined as brightness or dullness.
- VALUE- refers to lightness or darkness of a color.
- TEXTURE- relates to the sense of touch and can be actual or implied.
- FORM- has three dimensions: length, width and depth and takes up space. Form may be an actual object with volume or implied on a 2-D surface with the use of light and shading techniques.
- SPACE- is the 2D or 3D area which the art is organized. It can be positive or negative. Principles of Art
- BALANCE is a sense of stability in an artwork. It can be symmetrical (evenly balanced), asymmetrical (unevenly balanced) or radial.
- CONTRAST emphasizes the differences in the elements used in a work of art. It gives variety and makes the elements livelier.
- EMPHASIS is the effect created when one element is given more importance than the others.
- RHYTHM/PATTERN is the use of repetition of a design element which

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| <p>establishes a visual beat. HARMONY- the combination of similar art elements to create a pleasing appearance.</p> <ul style="list-style-type: none"> ● PROPORTION/SCALE is the size relationships within the work of art. Things look realistic when they are in proportion and unrealistic when they are not. ● MOVEMENT is the suggestion of motion through the intentional use of various elements of art. It adds excitement by showing action and directing the viewer’s eye through the artwork. ● UNITY is the sense that an artwork is complete and its work together as a whole. | |
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| Core Instructional & Supplemental Materials |
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| <p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Arts Edge https://artsedge.kennedy-center.org/educators/standards ● Famous artists examples ● Works of art from various cultures and historical periods ● Virtual museum tours ● https://artclasscurator.com/color-in-art-examples/ ● https://online.maryville.edu/liberal-arts-degrees/the-art-of-color/ ● http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html ● www.dickblick.com (resources, lesson plans) ● www.crayola.com (resources, lesson plans) ● www.theartzone.com (interactive site for students technology) ● www.Mrsbrownart.com (K6 art lesson plans) | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <u>A Child’s Book of Art: Great Pictures</u> ● <u>First Words</u> by Lucy Micklethwait ● <u>Camille and the Sunflowers</u> by Laurence Anholt ● <u>Ella’s Trip to the Museum</u> by Elaine Clayton ● <u>When Picasso Met Mootsise</u> by Nina Laden ● <u>Picasso and the Girl with a Ponytail</u> by Laurence Anholt ● <u>Linnea in Monet’s Garden</u> by Heinz Schachtner ● <u>Getting to Know Series: The World’s Greatest Artists</u> by Michael Venezia ● Newsela ● CommonLit ● ReadWorks |
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| <ul style="list-style-type: none"> ● www.princetonol.com (K12 lessons, literature links, resources) ● www.artsonia.com (technology, displaying students work) ● www.deepspacesparkle.com (K6 lesson plans, literature ideas) ● www.funart4kids.blogspot.com (K6 art lessons) www.nga.gov/kids/kids.html (gallery, lesson plans) ● www.kids.albrightknox.org/loader.html (interactive technology) ● www.schoolspecialty.com (K12 lesson plans) ● The Art of Education https://www.theartofed.com/ ● Deep Space Sparkle https://www.deepspacesparkle.com/ ● Cassie Stephens https://cassiestephens.blogspot.com/ | |
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| Unit 2: Exploring the World of Imagination Through Art | Duration: 5 Days |
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| Standards/Learning Targets |
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| <p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 1.1 The Creative Process: ● 1.2 History of the Arts and Culture: ● 1.3 Performance ● 1.4A Aesthetic Responses ● 1.4B Critique Methodologies |
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| <p>New Jersey Student Learning Supporting Standards:</p> <ul style="list-style-type: none"> ● 1.1 The Creative Process: <ul style="list-style-type: none"> ○ 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. ○ 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design. ● 1.2 History of the Arts and Culture: <ul style="list-style-type: none"> ○ 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. ○ 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. |
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- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3 Performance:
 - 1.3.5.D.1 Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
 - 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
 - 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
 - 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
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 - 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
 - 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
 - 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4B Critique Methodologies:
 - 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
 - 1.4.5.B.2 Use evaluative tools, such as rubrics, for self assessment and to appraise the objectivity of critiques
 - by peers.
 - 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
 - 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

Primary Interdisciplinary Connections:

ELA Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
 - SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Math Standards

- 4.MD—Measurement and Data
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Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
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21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Evidence of Student Learning

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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> • Understand and identify the characteristics of surrealism and fantasy styles of art. • Understand how art communicates ideas about personal and social values and beliefs and is inspired by an individual's imagination and from of reference. • Create both 2D and 3D original works based on Surrealism/Fantasy in Art. • Formulate analysis of artworks using critique process. • Apply visual arts vocabulary when reflecting upon and critiquing works of art. • Respect originality in personal artwork and artwork of others. | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Teacher Check-In Notes • Group/individual oral assessment • Class critique • Self-Assessment • Class Participation • Rubric/checklist for completion and understanding |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Collage, paper mache • Illustration/s using words as symbol/s with visual interpretation | |

Knowledge & Skills

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Art draws upon all aspects of human experience, both real and imaginary. • Art styles and movements change with the times and often reflect the values, beliefs and social issues of their times. • Artists make decisions on the subjects and themes they want to portray and the ways they want to portray them. • Artists are influenced by the art or other cultures and time periods. • Artists sometimes borrow ideas from myths and legends for visual imagery. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can art be like a dream? • Where does an artist get their inspiration? • What can works of art tell us about the values and beliefs of the people who created them? |
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| <ul style="list-style-type: none"> ● Surrealist art allows artists to explore their dreams and subconscious thoughts through visual images. ● When critiquing works of art there are four specific areas to think about <ul style="list-style-type: none"> ○ Description: Describe the kinds of things you see in the artwork. ○ Analysis: How are the parts of the picture arranged in the work? What is the focal point? ○ Interpretation: What do you think the work is about? What title would you give it? ○ Judgment: In your opinion is it a strong, successful work of art? | |
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| Core Instructional & Supplemental Materials |
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| <p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Arts Edge https://artsedge.kennedy-center.org/educators/standards ● Famous artists examples ● Works of art from various cultures and historical periods ● Virtual museum tours ● https://artclasscurator.com/color-in-art-examples/ ● https://online.maryville.edu/liberal-arts-degrees/the-art-of-color/ ● http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html ● www.dickblick.com (resources, lesson plans) ● www.crayola.com (resources, lesson plans) ● www.theartzone.com (interactive site for students technology) ● www.Mrsbrownart.com (K6 art lesson plans) | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <u>A Child's Book of Art: Great Pictures</u> ● <u>First Words</u> by Lucy Micklethwait ● <u>Camille and the Sunflowers</u> by Laurence Anholt ● <u>Ella's Trip to the Museum</u> by Elaine Clayton ● <u>When Piccasso Met Mootsise</u> by Nina Laden ● <u>Piccasso and the Girl with a Ponytail</u> by Laurence Anholt ● <u>Linnea in Monet's Garden</u> by Heinz Schachtner ● <u>Getting to Know Series: The World's Greatest Artists</u> by Michael Venezia ● Newsela ● CommonLit ● ReadWorks |
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- www.princetonol.com (K12 lessons, literature links, resources)
- www.artsonia.com (technology, displaying students work)
- www.deepspacesparkle.com (K6 lesson plans, literature ideas)
- www.funart4kids.blogspot.com (K6 art lessons) www.nga.gov/kids/kids.html (gallery, lesson plans)
- www.kids.albrightknox.org/loader.html (interactive technology)
- www.schoolspecialty.com (K12 lesson plans)
- The Art of Education
<https://www.theartofed.com/>
- Deep Space Sparkle
<https://www.deepspacesparkle.com/>
- Cassie Stephens
<https://cassiestephens.blogspot.com/>

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| Unit 3: Exploring How Artists Communicate Through Their Art | Duration: 10 Days |
| Standards/Learning Targets | |
| New Jersey Student Learning Focus Standards: <ul style="list-style-type: none">● 1.1 The Creative Process:● 1.2 History of the Arts and Culture:● 1.3 Performance● 1.4A Aesthetic Responses● 1.4B Critique Methodologies | |
| New Jersey Student Learning Supporting Standards: <ul style="list-style-type: none">● 1.1 The Creative Process:<ul style="list-style-type: none">○ 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.● 1.2 History of the Arts and Culture:<ul style="list-style-type: none">○ 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.○ 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.● 1.3 Performance:<ul style="list-style-type: none">○ 1.3.5.D.1 Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design○ 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.○ 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.○ 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.● 1.4A Aesthetic Responses:<ul style="list-style-type: none">○ 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.○ 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).● 1.4B Critique Methodologies: | |

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- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
- 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

ELA Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Math Standards

- 4.MD—Measurement and Data
- 4.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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Content Area: Visual Arts

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Become aware of the visual environment and the vast amount of visual information of our daily lives.
- Compare the purpose of art and design in history and cultures.
- Identify ways the visual arts are used as communication.
- Understand the role art plays in communicating historical and cultural values, beliefs and ideas.
- Use a variety of media in an art composition to communicate an idea.
- Understand that everyday objects are designed by artists. Recognize the importance of design elements to effectively communicate an idea.
- Analyze worked of art to speculate why they were created.
- Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art.
- Analyze how the use of subject matter, symbols and ideas are used in works of art.

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation
- Rubric/checklist for completion and understanding

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| <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Symmetrical name using pop-out format/design • Symbolic image/font/culture • Egg forms/symbolism/culture/belief system • Advertisement visual with emphasis | |
| <p>Knowledge & Skills</p> | |
| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Art can provide a creative and powerful way of communicating beyond what words can express. • Art is a form of expression that employs a system of visual symbols. • Designing art on murals, posters and advertisements are a powerful form of communication in our visual environment. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art can have a personal function, social function, spiritual function, physical function and educational function | <p>Essential Questions:</p> <ul style="list-style-type: none"> • Can everything you see in art be put into words? • What can art tell us about the values and beliefs of the people who created them? |
| <p>Core Instructional & Supplemental Materials</p> | |
| <p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Arts Edge https://artsedge.kennedy-center.org/educators/standards • Famous artists examples • Works of art from various cultures and historical periods • Virtual museum tours • https://artclasscurator.com/color-in-art-examples/ • https://online.maryville.edu/liberal-arts-degrees/the-art-of-color/ | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • <u>A Child's Book of Art: Great Pictures</u> • <u>First Words</u> by Lucy Micklethwait • <u>Camille and the Sunflowers</u> by Laurence Anholt • <u>Ella's Trip to the Museum</u> by Elaine Clayton • <u>When Picasso Met Mootsise</u> by Nina Laden • <u>Picasso and the Girl with a Ponytail</u> by Laurence Anholt • <u>Linnea in Monet's Garden</u> by Heinz Schachtner |

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| <ul style="list-style-type: none">• http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html• www.dickblick.com (resources, lesson plans)• www.crayola.com (resources, lesson plans)• www.theartzone.com (interactive site for students technology)• www.Mrsbrownart.com (K6 art lesson plans)• www.princetonol.com (K12 lessons, literature links, resources)• www.artsonia.com (technology, displaying students work)• www.deepspacesparkle.com (K6 lesson plans, literature ideas)• www.funart4kids.blogspot.com (K6 art lessons) www.nga.gov/kids/kids.html (gallery, lesson plans)• www.kids.albrightknox.org/loader.html (interactive technology)• www.schoolspecialty.com (K12 lesson plans)• The Art of Education https://www.theartofed.com/• Deep Space Sparkle https://www.deepspacesparkle.com/• Cassie Stephens https://cassiestephens.blogspot.com/ | <ul style="list-style-type: none">• <u>Getting to Know Series: The World's Greatest Artists</u> by Michael Venezia• Newsela• CommonLit• ReadWorks |
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