



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Visual Arts

GRADE LEVEL(S): 4th Grade

COURSE: Visual Art - Grade 4

TIME FRAME: Weekly (*40 minutes*)

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

The purpose of the fourth grade visual art curriculum is to provide access to intermediate level instruction in visual art that allows for different learning styles and individual creative expression. Students will be taught to use a variety of materials and techniques. The fourth grade visual art curriculum is designed to provide students with access to learning experiences that encompass the creative process, history of visual arts and culture, art production, and aesthetic responses and artistic critique. Visual art concepts introduced in the lower elementary grades, as well as higher level concepts are introduced, reinforced and strengthened through hands-on, creative activities based on the elements of art and principles of design. Throughout the academic year, students actively engage in various forms of artistic communication and production.

II. Units of Study

Please Note: The order in which the units are taught can be adjusted at the teacher's discretion.

1. Art Media, Tools, and Techniques
2. Elements of Art & Principles of Design
3. Art History + Artists Around the World
4. Exploring Art Around Me (Social Context) and Analysis

III. Essential Questions

Unit 1: Art Media, Tools, and Techniques (~6 days)

- Which tool/medium should I use to create my artwork?
- How can art materials (media) be combined in artwork?
- How can we care for art materials?
- How can we safely use art materials to create artwork?
- How did you create your work, what was the process?

Unit 2: Elements of Art & Principles of Design (~20 days)

- How can the Elements of Art be used in artwork?

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- How are the Elements of Art used to create the Principles of Art?
- What are the Principles of Art?
- How can the Principles of Art be used in artwork?

Unit 3: Art History + Artists Around the World (~7 days)

- How do cultures around the world utilize art?
- What is(are) the subject(s) of the artwork you are viewing?
- Why do artists become famous or well known?
- Why do artists make art today?

Unit 4: Exploring Art Around Me (Social Context) and Analysis (~7 days)

- Explain the meaning of art around you.
- What art vocabulary can be related to a particular art project?
- What Elements & Principles of Art are integrated into a piece of artwork and how does this evoke feelings and emotion?
- How does an artwork make you feel and why?
- What are some careers I can explore in visual art?

IV. Learning Objectives

NJSLS - Visual Art

- 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.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.
- 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.
- 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.
- 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of 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.

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- 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).
- 1.4.5.B.1 Assess the application of the elements of art and principles of design in 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 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 visual art.

National Core Arts Standards

- VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.
- VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- VA:Cr2.1.4a Explore and invent art-making techniques and approaches.
- VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- VA:Cr2.3.4a Document, describe, and represent regional constructed environments.
- VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.
- VA:Pr4.1.4a Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
- VA:Pr5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
- VA:Re.7.1.4a Compare responses to a work of art before and after working in similar media.
- VA:Re.7.2.4a Analyze components in visual imagery that convey messages.
- VA:Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.
- VA:Cn10.1.4a Create works of art that reflect community cultural traditions.
- VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.

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- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

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- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence

Interdisciplinary Connections

- Social Studies
 - 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
 - 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
 - 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
 - 6.1.P.D.3 Express individuality and cultural diversity.
- Technology/Design Thinking
 - 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.
 - 8.2.5.C.1 Collaborate with peers to illustrate components of a designed system.
 - 8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.

Vocabulary	Methods & Techniques
Cool Colors Warm Colors Cylinder Depth Contrast Intermediate Placement Positive space Negative Space Seascape Balance (A)symmetry Overlapping Tint Shade 3D (Three Dimensional) 2D (Two Dimensional) Pattern Principles of Design Kinetic Art Weaving	<u>Drawing:</u> <ul style="list-style-type: none"> ● Contour Drawing <ul style="list-style-type: none"> ○ Blind Contour Drawing ● Perspective <ul style="list-style-type: none"> ○ One Point ● Value Techniques <ul style="list-style-type: none"> ○ Hatching/Cross Hatching ○ Blending ● Observational Drawing <ul style="list-style-type: none"> ○ Figure <u>Painting:</u> <ul style="list-style-type: none"> ● Brush Control & Stroke Practice <ul style="list-style-type: none"> ○ Cutting an Edge ○ Leaving White Space ● Brush Care <ul style="list-style-type: none"> ○ Washing & Storing ● Paint Applications <ul style="list-style-type: none"> ○ Dry Brush (Scumbling) ● Color Theory <ul style="list-style-type: none"> ○ Mixing Tints & Shades ○ Color Schemes <ul style="list-style-type: none"> ■ Warm/Cool ■ Monochromatic
	<u>Ceramics:</u> <ul style="list-style-type: none"> ● Hand-Building <ul style="list-style-type: none"> ○ Coil Construction



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	<ul style="list-style-type: none">● Surface Treatments<ul style="list-style-type: none">○ Adding Texture with Slip
	<p><u>Printmaking:</u></p> <ul style="list-style-type: none">● Relief Printing<ul style="list-style-type: none">○ Glue & Aluminum Foil Prints○ Cork Plate Prints● Monoprinting<ul style="list-style-type: none">○ Tabletop Monoprints
	<p><u>Fiber Arts:</u></p> <ul style="list-style-type: none">● Weaving<ul style="list-style-type: none">○ Advanced Layered Weaving○ Finger Weaving

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
 - Pro Learning
 - NOW Conference
- [The Art Project](#) (Art Careers)
- [Departmental Purpose/Curriculum Foundation](#)
- Teacher computer with Internet access and projector/SmartBoard
- Document Camera
- Chromebooks/Computing Devices (*for research*)

Supplemental/District Created Materials:

- Lesson Resources:
 - Classroom Routines
 - Art Mediums & Supplies
 - Everyday and Special Art Materials
 - Classroom Material Supply Labels
 - Elements of Art
 - Principles of Art
 - Color Wheel
 - Primary, Secondary & Intermediate Colors
 - Warm & Cool Colors
 - Color Schemes (complementary, analogous, monochromatic)
 - 4 Ways to Help Art Students Understand Negative Space
 - Positive & Negative Space
 - One-Point Perspective Practice [Art Letters]
 - One-Point Perspective Cube Practice [Part 1]
 - One-Point Perspective Cube Practice [Part 2]
 - Two-Point Perspective Example
 - Positive & Negative Space Learning Activity & Presentation
 - Brainstorming Sheet
 - Questions to Encourage Multiple Ideas

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- Paper Sculpture & Architecture Resources
 - Forms
 - Shapes
 - Attachment Techniques
 - Materials for Paper Sculpture
 - Folding Techniques
 - Paper Sculpture Techniques
 - Unique Options for Paper Sculpture
- Big Ideas for Elementary Sculptors
- Art Passport
- Art Posters (Studio Habits of Mind - Studio Thinking)
- Analyze the Elements & Principles of Art
- How to Analyze Art
- Art History Comparison Chart
- Leading Discussions with Visual Thinking Strategies
- Art Supplies:
 - Scissors
 - Masking Tape
 - Glue Sticks
 - Glue Bottles
 - Construction Paper
 - Drawing Paper
 - Oil Pastels
 - Crayons
 - Colored Pencils
 - Paint (tempera, watercolor)
 - Paint Brushes
 - Cups (for water)
 - Markers
 - Paper Towels
 - Sharpies
 - Tape
 - Newspaper
 - Clay
 - Loom
 - String
 - Needle
 - 9 x 12 stencil paper
 - Micro Point Scissors
 - Styrofoam Trays
 - Foam Brayers
 - Colored Kraft Paper

VI. Key Performance and Benchmark Tasks

Unit 1: Art Media, Tools, and Techniques

- Use a variety of media to draw and paint.
- Use scissors and glue with control.

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- Use a variety of processes to connect and combine materials.
- Use processes to build vertically and horizontally.
- Use clay processes of pushing, pulling, rolling, rubbing and squeezing.
- Use clay assembly processes.
- Use and care for art tools in the classroom.
- Use and combine techniques of working with paper.
- Discuss the methods and process he or she has used to make art works.
- Use a printmaking process.
- Safely use various tools to create and finish art works.

Unit 2: Elements of Art & Principles of Design

- Apply and describe lines in works of art.
- Identify and use organic shapes.
- Identify and utilize basic 2-dimensional shapes.
- Identify and utilize basic 3-dimensional shapes (forms).
- Identify and use intermediate colors (red-orange, red-violet, blue-green, blue-violet, yellow-green, yellow-orange).
- Identify and use tints and shades.
 - If I add white to a color, it will become lighter (tint).
 - If I add black to a color, it will become darker (shade).
- Identify and use warm and cool colors.
- Identify and integrate foreground, middleground, background into artistic designs.
- Identify and use linear perspective, explaining how size changes in relation to distance.
- Demonstrate an understanding of composition by using the proper paper orientation based on the subject to both fill and extend beyond the picture plane.

Unit 3: Art History + Artists Around the World

- Look at, respond to and care for his or her own art.
- Examine and respond to works of art.
- Discuss subject matter and motifs depicted in works of art (animals, people and shelter).
- Categorize art works by subject matter and style.

Unit 4: Exploring Art Around Me (Social Context) and Analysis

- Examine and discuss visual images found in the classroom.
- Discuss, define and use art vocabulary appropriate for grade level.
- Compare and contrast differences among art forms.
- Describe how a work of art makes him or her feel.
- Name and describe potential careers in visual art.

Formative:

- Brainstorming Sheet
- One-Point Perspective Cube Practice [Part 1]
- One-Point Perspective Cube Practice [Part 2]
- Positive & Negative Space Learning Activity & Presentation
- Art History Comparison Chart
- Assessing Ideas Rubric
- Visual Thinking Discussions
- Observation Think Sheet

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- Art Passport
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips

Summative Assessment:

- Torn Paper Collage: *Students will create a colorful torn paper collage that made use of the elements and principles of art to tell a story through art.*
- Paper Mache Masks: *Students will construct a mask using various materials including cardboard, colored kraft paper, tissue, and glue based on their sensory memory associations related to cultural masks.*
- Two Color Stencil Prints: *Students will be making a cut paper design that can be used as a stencil print utilizing color theory.*
- Fine Line Detailing and Watercolor Wash: *Students will create a resist painting demonstrating how lines and color tell a story or create a mood.*
- Monochromatic Painting: *Students will create a monochromatic painting demonstrating their ability to create and use tints and shades.*

Alternative Assessment:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Voice to text typing (when appropriate)
- Clear routines (written & verbal).
- Five Ways to Differentiate to Encourage Students to Take Ownership of Their Learning
- Wonderful, Original, Work Of Art (WOW) Planning Sheet
- Art History Choice Board
- Simple Ways to Provide Options for Differentiation

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Specific Examples:

- Torn Paper Collage:
 - Assistance tearing paper or pre-torn pieces.
 - Assistance gluing.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Paper Mache Masks:
 - Assistance cutting and gluing mask components.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Two Color Stencil Prints:
 - Assistance selecting colors.
 - Assistance tearing paper or pre-torn pieces.
 - Assistance gluing.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Fine Line Detailing and Watercolor Wash:
 - Assistance with drawing.
 - Assistance selecting colors.
 - Assistance with painting.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Monochromatic Painting:
 - Assistance color mixing (making shades and tints).
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Voice to text typing
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Provide choice and extension opportunities.
- Student leadership opportunities.
 - Assisting other students who are struggling.
 - Teaching the whole class or small group a learned skill or new content



Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Provide opportunities for self-reflection and improvement.
- Five Ways to Differentiate to Encourage Students to Take Ownership of Their Learning
- Wonderful, Original, Work Of Art (WOW) Planning Sheet
- Art History Choice Board
- Simple Ways to Provide Options for Differentiation

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific design skills that require them.