

Fourth Grade Art

Unit Title: Color- Fourth Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate Craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cr2c: Individually or collaboratively represent an environment or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations:

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

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Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including change.

NJSLS for Visual and Performing Arts - Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations

1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations

1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.

1.2.5.Cr2b: Model ideas, plan in an effective direction.

1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations

1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

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Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

NJSLS - 9.4 Life Literacies and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

Fourth Grade Art

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Central Idea / Enduring Understanding:

- Color is an element of art.
- Colors can be mixed.
- Colors can be dark and light.
- Colors can be primary: red, yellow, blue.
- Colors can be secondary: orange, green, violet.
- Colors can be categorized as warm or cool.
- Repeated colors can create pattern.
- Colors can create unity as well as contrast.
- Colors help achieve balance in a composition.
- Colors can express emotion, feelings, and moods.
- Colors can be Tints or Tones.
- Colors can be complimentary.
- Combining primary colors creates black.
- Analogous colors are side-by-side on the color wheel (yellow, yellow-orange, orange)
- White is the absence of color.
- Chroma or intensity is the brightness of a color.

Essential/Guiding Question:

- What is color?
- Where do you find colors?
- How do artists use colors in their work?
- Can colors express emotions?
- What are the primary colors?
- What are the secondary colors?
- Which are warm and cool colors?
- How do you use balance in color?
- How do you use pattern in color?
- How do you use unity in color?
- How can we create contrast with color?
- What is a tint?
- What is a tone?
- What is a complimentary color?
- Is white a color?
- What is the combination of all hues?
- What are analogous colors?
- What does monochromatic mean?

Content:

Color Variety:

- Primary colors
- Secondary colors
- Bright
- Dull
- Light
- Dark
- Layered
- Blended
- Warm
- Cool
- Tint
- Tone
- Hue
- White/Black
- Complimentary
- Chroma
- Analogous
- Monochromatic

Skills(Objectives):

Students will be able to:

- Demonstrate relationships of various colors in artwork.
- Analyze the use of color in Master's paintings.
- Use white and a color to create tints.
- Use black and a color to create tones.
- Use complementary color schemes in art.
- Create light and dark colors.
- Get inspiration from other artists' works.
- Use a variety of colors in their work.
- Utilize color to create balance, unity, pattern and contrast.
- Use color to reveal emotion.
- Incorporate analogous colors in a painting.
- Create a monochromatic scheme in their artwork.

Interdisciplinary Connections:

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- 4. - Model with mathematics.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.
- 7. - Look for and make use of structure.

NJSLS Science

- 3-5-ETS1-2. - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

NJSLS ELA

- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Fourth Grade Art

- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

NJSLS Social Studies

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

Performance Task(s):

- Project-based assessments
- SGOs

Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Art critique
- Student self-assessment
- Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Learning about Color

- Review primary, secondary, warm and cool colors.
- Discussions of Tints and Tones.
- Work with a color wheel to comprehend complimentary colors.
- Discussion of analogous colors.
- Introduce monochromatic hues.

1.2 Painting

- Refer to the color wheel as necessary.
- Experience mixing Tints and Tones.
- Applying color mixing to their painting.
- Using complementary color schemes in painting.
- Use color contrast in painting.
- Choose a hue and paint with monochromatic Tints and Tones.
- Create a watercolor painting with analogous colors.
- Design and paint an abstract monochromatic painting.

1.3 Color Application

- Study various artwork from world cultures and art history.
- Observe how artists utilize color differently.
- Creation of mixed media artwork such as crayon resist.
- Make a collage with analogous colored paper.
- Design a cut paper design utilizing monochromatic scheme.

1.4 Expressing Feelings

- Review how colors can express feelings.
- Explore symbolism of colors that express emotion (sad = blue)
- Investigate how Master and contemporary artists use color.

Suggested Resources:

1.1

- Paper, paint, markers, crayons, printmaking, Tempera paint, color sticks, colored pencils.
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.2

- Tempera paints, watercolor paints, acrylic paints, markers, crayons, cut construction paper, colored pencils, printed paper, glue, scissors.
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.3

- Markers, crayons, paint, construction paper, scratchboard, canvases.
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.4

- Markers, crayons, paint, construction paper, scratchboard, canvases.
- Art prints
- References/Internet/movies
- PowerPoint presentations

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<ul style="list-style-type: none"> Focus on projects using paint, colored pencils, and other media to express emotions. <p>1.5 Patterns</p> <ul style="list-style-type: none"> Review repetition of color in a pattern. See pattern as a principle of design used in art. Repeating a color scheme to create rhythm Observe patterns made with colors that are found in nature and man's environment. <p>1.6 and 1.7 Abstract Art</p> <ul style="list-style-type: none"> Review abstract and non-objective art that shows color. Create artwork that is abstract using primary, secondary, and tints and tones. Create an analogous landscape. Design a monochromatic self-portrait. 	<ul style="list-style-type: none"> SMART Board Color Wheel Teachers' artwork/paintings <p>1.5</p> <ul style="list-style-type: none"> Paper, paint, markers, crayons, printmaking media, construction paper. Art prints References/Internet/movies PowerPoint presentations SMART Board Color Wheel Teachers' artwork/paintings <p>1.6 and 1.7</p> <ul style="list-style-type: none"> Markers, crayons, watercolor pencils, color sticks, pastels, Tempera paint, acrylic paint, construction paper, scratchboard. Art prints References/Internet/movies PowerPoint presentations SMART Board Color Wheel Teachers' artwork/paintings
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[Differentiation](#) *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

Fourth Grade Art

Unit Title: Line-Fourth Grade

Stage 1: Desired Results

Standards & Indicators:

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Performance Expectations:

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Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

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1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

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Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

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NJSLS for Visual and Performing Arts - Media Arts

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1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

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1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

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Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

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Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

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- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.

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- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

● **Central Idea / Enduring Understanding:**

- Line is an element of art.
- Line is the path of the moving point.
- There are a variety of lines.
- Lines are used to outline and define shapes.
- Lines are used to create other elements and principles of art-shape, pattern, texture, and visual movement.
- Lines can be used to accent and create emphasis.
- Lines can create fractals.
- Line can create movement or mood.

● **Essential/Guiding Question:**

- What is a line?
- Where do you see lines?
- Where can you view lines in nature?
- How do artists use lines in their artwork?
- How can you use line in your artwork?
- Can lines create geometric and organic shapes?
- What occurs when lines are repeated in an artwork?
- How use of lines in their own artwork
- Are lines used to create texture?
- How are lines used to create movement and motion?
- How are lines used to create patterns?
- What is a contour line?
- What is a fractal?
- Why would you create broken lines?
- What is a blind contour drawing?

Content:

- Line variety:
- Straight
- Curved
- Zig zag
- Wavy
- Diagonal
- Dotted
- Squiggly
- Square
- Thick
- Thin
- Long
- Short
- Wide
- Broken
- Using a straight edge or ruler to make a line
- Contour lines
- Fractal
- Blind contour
- Rough
- Smooth
- Delicate

Skills(Objectives):

Students will be able to:

- Define a line
- Recognize a variety of lines
- Demonstrate an understand artists and their of lines in artwork from different cultures and eras
- Be inspired by other artists and their work
- Create artwork using a variety of lines
- Distinguish line application to create art
- Use the element of line to create other art elements and principles-shapes, textures, patterns, and movement
- Shape is created by a closed line
- Pattern is a repetition of lines
- Texture can be created by the use of line
- Movement can be created by line repetition
- Use lines for expression
- Create contour line renderings
- Use broken lines
- Recognize fractals
- Utilize lines to show emphasis in their artwork

Interdisciplinary Connections:

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.
- **7.** - Look for and make use of structure.

NJSLS Science

- **3-5-ETS1-2.** - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Fourth Grade Art

NJSLS ELA

- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

NJSLS Social Studies

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

Performance Task(s):

Project based assessments

Other Evidence:

Teacher observation
Teacher-student conference
Student self-assessment
Turn and talk
Peer assessment
Peer feedback
Art critique
Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Reviewing lines

- Review types of lines
- Compare and contrast lines
- Observe how artists use line in their work
- Use various art materials to create lines
- Recognize how implied lines create texture
- Recognize how lines create movement
- Recognize how lines create patterns
- Recognize that rhythm is the repeated use of similar lines to show smooth transition from one part to another

1.2 Drawing

- Apply contour lines for drawing
- Use contour lines to create emphasis
- Use thick and thin lines to show weight
- Creating a variety of lines while listening to music

1.3 Painting

- Begin paintings using line
- Use Line to create shapes
- Use line to imply form
- Create a non-objective painting using inspiration from Master Artists
- Explore the use of line with paint in Abstract Expressionism (Jackson Pollock)
- Explore one point perspective
- Paint using lines

1.4 Texture

- Learn and review texture both actual and implied

Resources:

1.1

- Pencils, crayons, markers, watercolor pencils ,oil pastels, chalk pastels, color sticks paper
- Art Prints
- References/Internet/movies
- Power points
- Smart Board
- Fiction/nonfiction books

1.2

- Tempera paint, acrylic paint, watercolors, scratch art paper
- Art Prints
- References/Internet/movies
- Power points
- Smart Board
- Fiction/nonfiction books

1.3

- Tempera paint, acrylic paint, watercolors, scratch art paper
- Art Prints
- References/Internet/movies
- Power points
- Smart Board
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1.4

- Tempera paint, acrylic paint, watercolors, scratch art paper

Fourth Grade Art

<ul style="list-style-type: none"> Explore textures found in nature and in man-made environment Recognize how texture is implied on a flat surface with mark making <p>1.5 Patterns using lines</p> <ul style="list-style-type: none"> Review that repetition of lines creates patterns Review that line pattern is a principle of design Observe patterns found in nature and man-made environment Analyze the use of line patterns by different artists Draw patterns using a variety of art media Discuss the difference between pattern and rhythm <p>1.6 Non- Objective lines</p> <ul style="list-style-type: none"> Discuss how abstract and non-objective art can convey a mood or emotion Study the use of line in abstract art Create artwork that expresses a mood using line variety in drawing and painting <p>1.7 Movement using line:</p> <ul style="list-style-type: none"> Review that direction ,repetition, and placement creates visual movement Varied types of lines can be used to create movement Observe and discuss how line can create movement and rhythm Create artwork, using line and color, that demonstrates rhythm Understand that directional line may be implied and suggested in a composition Understand that lines reveal perspective and space 	<ul style="list-style-type: none"> Art Prints References/Internet/movies Power points Smart Board Fiction/nonfiction books <p>1.5</p> <ul style="list-style-type: none"> Tempera paint, acrylic paint, watercolors, scratch art paper Art Prints References/Internet/movies Power points Smart Board Fiction/nonfiction books <p>1.6</p> <ul style="list-style-type: none"> Tempera paint, acrylic paint, watercolors, scratch art paper Art Prints References/Internet/movies Power points Smart Board Fiction/nonfiction books <p>1.7</p> <ul style="list-style-type: none"> Tempera paint, acrylic paint, watercolors, scratch art paper Art Prints References/Internet/movies Power points Smart Board Fiction/nonfiction books
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	

Fourth Grade Art

		Reduced Workload Extended Time	Peer Assistance Reduced Workload Extended Time Individual Goal Setting Guided step-by-step Instructions Templates
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Unit Title: Shape- Fourth Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate Craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cr2C: Individually or collaboratively represent an environment or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Fourth Grade Art

Performance Expectations:

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including change.

NJSLS for Visual and Performing Arts - Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations

1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations

1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.

1.2.5.Cr2b: Model ideas, plan in an effective direction.

1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

Fourth Grade Art

1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations

1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

Fourth Grade Art

NJSLS - 9.4 Life Literacies and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Central Idea / Enduring Understanding:

- Shapes can be made using lines.
- A shape is an area bounded by an edge.
- Shape is an element of art.
- A shape has two dimensions.
- Shapes can create symmetry and asymmetry.
- Shapes can create patterns when repeated.
- Shapes are either geometric or organic.
- The size and placement of shapes can create the illusion of space in a landscape.
- Shapes may be concave or convex.
- Overlapping of shapes show depth.
- Fractals can be formed from shapes.
- Shapes are both negative and positive.
- Shapes can create emphasis.

Essential/Guiding Question:

- What is the definition of a shape?
- What are the names of geometric shapes?
- What is an organic shape?
- What shapes do you see in your environment?
- How do artists use shapes in their work?
- What are some concepts that you use with shapes in your artwork?
- What do you create when you repeat shapes?
- What is symmetry and asymmetry?
- What is convex?
- What is concave?
- Where are fractals found in nature?
- What is a negative/positive shape?
- How do you show emphasis in your artwork using various shapes?

Content:

Shape Variety:

- Geometric (square, triangle, etc.)
- Organic/abstract/irregular
- Closed
- Symmetrical
- Asymmetrical
- Small/Medium/Large
- Shapes to create depth
- Convex
- Concave
- Fractal
- Positive/Negative shapes

Skills/Objectives:

Students will be able to:

- Recognize a variety of shapes.
- Create artworks using a variety of shapes.
- Use shapes to create pattern, symmetry, and asymmetrical designs.
- Be inspired by other artists and their work.
- Use shapes in a composition to create space and contrast.
- Analyze the use in master artists' works throughout history.
- Recognize and produce concave and convex shapes.
- Recognize fractals.
- Recognize negative and positive shapes.
- Paint/create a landscape creating depth and space utilizing a variety of shape sizes.

Interdisciplinary Connections:

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.
- **7.** - Look for and make use of structure.

NJSLS Science

Fourth Grade Art

- **3-5-ETS1-2.** - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

NJSLS ELA

- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

NJSLS Social Studies

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

Performance Task(s):

- Project-based assessments

Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Art critique
- Student self-assessment
- Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Learning about Shape

- Review and identify previously-learned shape types.
- Identify shapes in our environment.
- Differentiate between shape and form.
- Compare and contrast the use of shapes in art.
- Review that shapes can create patterns.
- Review organic and geometric shapes.
- Discuss positive and negative space.

1.2 Drawing

- Explore drawing using geometric and organic shapes.
- Create shapes using lines.
- Create stories drawing from the natural world and the imagination.

1.3 Painting

- Create paintings that begin with shapes.
- Create shape using lines..
- Examine various painting themes presented.

1.4 Collage

- Learn and/or review different types of shapes.
- Explore different materials to create shape for collage.

Resources:

1.1

- Pencil, colored pencil, crayons, markers, watercolor crayons, oil pastels, soft pastels, stencils
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board

1.2

- Tempera paint, watercolor paints, markers, construction paper , printed paper, glue, scissors
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board

1.3

- Markers, crayons, oil pastel, paint, stamps, yarn, fabric, magazines Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board

1.4

- Markers, crayons, oil pastels, color sticks, Tempera, white drawing paper, construction paper

Fourth Grade Art

- Create a collage using geometric and organic shapes.
- Explore shapes in relationships to each other.

1.5 Patterns

- Review how shapes can create pattern
- Understand that pattern is a principle of design used in art to create variety.
- Observe patterns made with shapes that are found in nature and man-made environments.
- Review the use of shape patterns in math and in art.
- Develop artwork using various materials, including patterns in the development of an artwork.
- Explore how pattern is used in crafts.
- Discuss how rhythm and pattern are different.
- Create different size patterns/shapes to show emphasis.

1.6 Non-Objective Shapes

- Review abstract and non-object art.
- Explore non-objective art of the past.
- Use various methods and materials to develop non-objective art.
- Study how shapes reveal emphasis in the works of Kandinsky and Miro.
- Examine cubism.

1.7 and 1.8 Symmetrical and Asymmetrical Balance

- Review that balance and movement are principles of art.
- Create balanced artworks using repetition of visual shapes.
- Understand that symmetry can be created by shapes similar in size and arrangement.
- Emphasis can be portrayed with a focal point.
- Explore asymmetrical balance through various art media.

- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board

1.5

- Paper, paint, markers, crayons, printmaking media, construction paper
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board

1.6

- Paper, paint, markers, crayons, printmaking media, construction paper
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board

1.7 and 1.8

- Paper, paint, markers, crayons, printmaking media, construction paper, ruler
- Art prints
- References/Internet/movies
- PowerPoint presentations
- SMART Board

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
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Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment

Fourth Grade Art

		Peer Assistance Reduced Workload Extended Time	Peer Assistance Reduced Workload Extended Time Individual Goal Setting Guided step-by-step Instructions Templates
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Unit Title: Art Elements and Principles of Design- Fourth Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations:

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate Craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cr2C: Individually or collaboratively represent an environment or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Fourth Grade Art

Performance Expectations:

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including change.

NJSLS for Visual and Performing Arts - Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations

1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations

1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.

1.2.5.Cr2b: Model ideas, plan in an effective direction.

1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

Fourth Grade Art

1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artwork

Anchor Standard 6: Conveying meaning through art.

Performance Expectations

1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

Fourth Grade Art

NJSLS - 9.4 Life Literacies and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Central Idea / Enduring Understanding:

- Elements of art are building blocks to create visual art.
- Principles of design use art element building blocks to create a whole.
- Artworks are composed using the elements of art and principles of design.
- Elements and principles of design overlap and form holistic relationships where one is dependent upon the other.
- Contrast can be used to enhance a design with Value.
- Color and texture.
- Movement is the visual flow of art.

Essential/Guiding Question:

- Review: What are the Elements and Principles of design?
- How can they be used to convey ideas and feelings?
- What is contrast?
- How can contrast be used with different elements?
- How can contrast affect Principles of Design?
- How can movement in art make a visual path?

Content:

- Repetition of lines, shapes and colors creates visual movement.
- Review that form is three-dimensional.
- Value is the element of art concerned with lightness or darkness of a color.
- Space is the way in which an artwork is organized within an area.
- Balance can be symmetrical and asymmetrical.
- Unity brings everything together in artwork.
- Proportion shows the relationships between the sizes of objects in art.
- How can contrast be used with varying elements
- Movement can be created by object position or a value pattern.
- Dark and light hues can move your attention through a composition.

Skills(Objectives):

Students will be able to:

- Recognize the basic use of each art element: line, shape, form, color, value, texture, space.
- Recognize the basic use of each principle of design: pattern, rhythm/movement, proportion/scale, balance, unity, emphasis.
- Recognize and use Contrast with various elements such as color, value, contrast.
- Recognize and create directional movement by placement and object position.

Interdisciplinary Connections:

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.
- **7.** - Look for and make use of structure.

NJSLS Science

- **3-5-ETS1-2.** - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Fourth Grade Art

NJSLS ELA

- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

NJSLS Social Studies

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

Performance Task(s):

- Project-based assessments
- SGOs

Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Art critique
- Student self-assessment
- Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Learning about Color

- Review primary, secondary, warm and cool colors.
- Discuss Tints and Tones.
- Work with a color wheel to comprehend complimentary colors.
- Discuss analogous colors.
- Explore monochromatic hues.

1.2 Painting

- Use the color wheel as necessary.
- Experience mixing Tints and Tones.
- Apply color mixing when painting.
- Use complementary color schemes in painting.
- Use color contrast in painting.
- Choose a hue and paint with monochromatic Tints and Tones.
- Create a watercolor painting with analogous colors.
- Design and paint an abstract monochromatic painting.

1.3 Color Application

- Study various artwork from world cultures and art history.
- Observe how artists utilize color differently.
- Create a mixed media artwork such as crayon resist.
- Make a collage with analogous colored paper.
- Design a cut paper design utilizing monochromatic scheme.

Suggested Resources:

1.1

- Paper, paint, markers, crayons, printmaking, Tempera paint, color sticks, colored pencils.
- Art prints
- references
- PowerPoint presentations
- Educational videos/DVDs/movies
- Art blogs/websites/internet resources
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.2

- Tempera paints, watercolor paints, acrylic paints, markers, crayons, cut construction paper, colored pencils, printed paper, glue, scissors.
- Art prints
- references
- PowerPoint presentations
- Educational videos/DVDs/movies
- Art blogs/websites/internet resources
- SMART Board
- Color Wheel
- Teachers' artwork/paintings

1.3

- Markers, crayons, paint, construction paper, scratchboard, canvases.
- Art prints
- references
- PowerPoint presentations
- Educational videos/DVDs/movies
- Art blogs/websites/internet resources
- SMART Board

Fourth Grade Art

<p><u>1.4 Expressing Feelings</u></p> <ul style="list-style-type: none"> Review how colors can express feelings. Explore symbolism of colors that express emotion (sad = blue) Investigate how Master and contemporary artists use color. Use paint, colored pencils, and other media to express emotions. <p><u>1.5 Patterns</u></p> <ul style="list-style-type: none"> Review repetition of color in a pattern. Understanding pattern is a principle of design used in art. Understand that rhythm can be achieved by repeating a color scheme. Observe patterns made with colors that are found in nature and man's environment. <p><u>1.6, 1.7 and 1.8 Abstract Art</u></p> <ul style="list-style-type: none"> Review abstract and non-objective art that shows color. Create artwork that is abstract using primary, secondary, and tints and tones. Create an analogous landscape. Design a monochromatic self-portrait. 	<ul style="list-style-type: none"> Color Wheel Teachers' artwork/paintings <p><u>1.4</u></p> <ul style="list-style-type: none"> Markers, crayons, paint, construction paper, scratchboard, canvases. Art prints references PowerPoint presentations Educational videos/DVDs/movies Art blogs/websites/internet resources SMART Board Color Wheel Teachers' artwork/paintings <p><u>1.5</u></p> <ul style="list-style-type: none"> Paper, paint, markers, crayons, printmaking media, construction paper. Art prints references PowerPoint presentations Educational videos/DVDs/movies Art blogs/websites/internet resources SMART Board Color Wheel Teachers' artwork/paintings <p><u>1.6, 1.7 and 1.8</u></p> <ul style="list-style-type: none"> Markers, crayons, watercolor pencils, color sticks, pastels, Tempera paint, acrylic paint, construction paper, scratchboard. Art prints references PowerPoint presentations Educational videos/DVDs/movies Art blogs/websites/internet resources SMART Board Color Wheel Teachers' artwork/paintings
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload

Fourth Grade Art

		Extended Time	Extended Time Individual Goal Setting Guided step-by-step Instructions Templates
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4th Grade Art Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Color	7 days	--
Line	7 days	14 days
Shape	8 days	22 days
Elements and Principles of Design	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Art sessions during the course of the year.