



Rochelle Park School District

Curriculum Guide

Visual Arts Grade 4

Rochelle Park School District

1.5 Visual Arts Grades K-8

Content Area:

Visual and Performing Arts

Subject Name:

Art

Grade:

Fourth

Course Description and Rationale

Visual Arts is an essential part of the academic curriculum which supports human development of creativity, encourages self-expression, cultivates curiosity, and assists with the development of language skills and decision-making. Art provides an avenue to strengthen problem-solving skills, enhance the ability to reason, and promote divergent thinking. Creating art improves self-confidence and instills a sense of accomplishment which aids in self-esteem.

This course is a continuation building on the knowledge and skills gained in third grade. Fourth graders will expand their base knowledge of the Elements of Art and learn more about the Principles of Design, further expanding their vocabulary, understanding, and communication abilities. Students will have opportunities to learn and experiment with a wide variety of new techniques using different media/tools while learning how to use them properly and in a safe manner. Fourth graders will continue to work more independently, not only with their artwork but with the overall working and procedures around the art room. Students will also begin to understand and recognize their own connections to culture and the world around them, past and present.

ARTISTIC PROCESS: Creating

Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 1: Generating and conceptualizing ideas.	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Explore
Anchor Standard 2: Organizing and developing ideas.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do	Investigate

	and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	
Anchor Standard 3: Refining and completing products.	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	Reflect, Refine, Continue

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.			
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 environments or objects of personal significance that includes a process of peer discussion, revision and refinement.			
1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.			

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment) Suggested Materials	Suggested Resources & Materials	Pacing
Unit 1: Safety Procedures and Art Room Expectations Independence, set up & clean up procedures, jobs/roles, responsibility, self-awareness individual, caring for supplies, organizing supplies, safety rules using tools	Students will be able to: -Work in teams to distribute and clean materials -Demonstrate awareness and care for art tools/supplies -Be responsible for materials -Demonstrate independence within the classroom -Demonstrate	Teacher will demonstrate the classroom procedures for the setup of the art class and the cleaning of the art tools and supplies Students will participate in the modeling of appropriate behaviors of setup and clean up in collaborative teams The teacher will model and discuss how to manage the materials, tools and equipment	The teacher will assess how well a student manages routines and procedures in the art classroom as well as using tools in a safe and proper manner.. In addition, the teacher will assess the independence and collaboration of students in setting up and cleaning the classroom and tools.	Various art materials & tools, cleaning supplies (such as sponges, paper towels, etc.), organizing containers	Ongoing

	craftsmanship through the safe and respectful use of materials, tools and equipment.	used.			
<p>Unit 2: Line Abstract, shape, pattern, color, line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy, diagonal, movement, linear movement, contour lines, abstract, symbolism, printmaking, repetition</p>	<p>Students will be able to: -Create lines using different tools and identify how the tools create different qualities of lines -Represent environments or objects of personal significance that includes a process of peer discussion -Create and use lines to represent emotions and feelings -Distinguish the different types of lines and how they convey movement or action -Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. -Reflect, refine, and revise work and discuss and describe personal choices in artmaking. -Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. -Brainstorm and curate ideas about the</p>	<p>Artist Spotlight: Romero Britto, Brazilian Artist. Students will explore Britto’s works, specifically patterns and lines. Based on his works, students will create pieces around the theme of friendship. Students will come up with their own ideas based on personal significant experiences in their lives. Artist Spotlight: Joan Miro, Spanish painter. Students will explore the works of Joan Miro focusing on his use of lines and “eyes”. Students will then create a piece inspired by Miro’s work incorporating the idea of symbolism within the piece. Stamp Quilts - The class will explore stamp quilt design with lines. The teacher will help facilitate interdisciplinary connections to social studies and the underground railroad. Students will create their own stamp quilt that communicates a message or idea that is important to them. En Plein Air Drawing - Students will develop a drawing outdoors viewing real-life landscapes consisting of various line qualities.</p>	<p>The teacher will assess student learning based on their ability to take their knowledge of lines and incorporate them into their works of art. In addition, assessment of being able to plan and convey how lines are used in a student piece. Collaboration of students will be observed. Finally, students are assessed on their ability to identify how lines can convey feelings/emotions. Teacher created rubrics to assess demonstration of lines, completion of projects, and effort.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, rulers, tracers, temperas, glitter paint -Slide presentations -Art examples -Art books -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos -The Metropolitan Museum of Art The MOMA</p>	6 Weeks

	use of lines to create various art pieces and problem solve during artmaking and design projects.				
Unit 3: Shape & Form Organic, geometric, recycled, realistic, abstract, positive and negative space, cubism, cultural symbols, spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, symbols, circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon, cubism, 3D vs. 2D,	Students will be able to: -Distinguish between shapes and forms --Determine the function of shapes and forms in conveying meaning -Compare and contrast organic and geometric shapes -Brainstorm and curate ideas to innovatively problem solve when creating shapes and forms for design projects. -Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the student and/or artist studies. -Represent environments or objects of personal significance that include a process of peer discussion and revision. -Experiment and develop skills in multiple art-making	Planets - The teacher will lead an exploration of the planets within the solar system with a focus on the forms of each. Students will make the interdisciplinary connection to science and the solar system through the creation of an oil pastel solar system specifically focusing on earth. Artist Spotlight: Pablo Picasso . Spanish artist focusing on his cubism pieces. Students will create a Picasso inspired 3D mask constructed using recycled materials & cardboard scraps. Students will learn about cubism and explore placement of features of their masks.	The teacher will assess student learning based on their ability to take their knowledge of shape and form as incorporated into their works of art. In addition, assessment of being able to plan and convey how shape & form are used in pieces. Finally, students are assessed on their ability to apply objectives within work. Teacher created rubrics to assess demonstration of shape & form, completion of projects, and effort.	Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk, tempera, various materials to be recycled into art, tracers, glue, scissors -Slide presentations -Art examples -Art books -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos - The Metropolitan Museum of Art The MOMA	9 Weeks

	techniques and approaches, through invention and practice				
<p>Unit 4: Color & Value</p> <p>Tertiary colors, mixing, experimenting, tint, value, analogous colors, complimentary colors, interaction of colors, unity, color schemes, warm, cool, primary, secondary, color wheel, tertiary, tints, shades, monochromatic, light, dark, pressure, blending, tints, fauvism, pointillism</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify how to mix colors and use color vocabulary terms when creating artwork - Brainstorm and curate ideas to innovatively problem solve when creating color and mixing color for design projects. -Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice -Set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the maker -Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. -Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 	<p>Color Schemes - The teachers will lead an exploration of color mixing including tertiary colors, tints and shades while learning about various artists who use strong color schemes such as Wassily Kandinsky, Piet Mondrian, Vincent van Gogh, Georges seurat, etc. Students will then create a painting choosing one color scheme.</p> <p>Fauvism Landscapes - The class will discuss fauvism, the wild beasts, a more abstract way of displaying a landscape. The teacher will display examples and they will explore the elements. Students will then create their own fauvism landscapes utilizing abstract colors.</p> <p>Under the Sea - Students will create an under the sea project with interdisciplinary connections to science class. Through the discussions of connections between climate change and art, students will explore color schemes of cool, warm, analogous, and monochromatic to be represented in artwork. .</p> <p>Artist Spotlight: Georges Seurat, French Post-Impressionist painter. Teacher led exploration of the artist Georges Seurat to explore the use of visual depth with</p>	<p>The teacher will assess student learning based on their ability to take their knowledge of color & value and properly apply it into their works of art. In addition, assessment of being able to plan and convey how color & value are used in a student piece. Collaboration of students will be observed. Teacher created rubrics to assess demonstration of color and value, completion of projects, and effort.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors temperas, chalk, glue, scissors, sequins, sponges, tissue paper, Q-tips</p> <ul style="list-style-type: none"> -Slide presentations -Art examples -Art books -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos -The Metropolitan Museum of Art The MOMA 	9 Weeks

		pointillism and color. Students will create a painting using a variety of materials to create the dots that will display space within the painting.			
Unit 5: Texture Implied or actual texture, bumpy, scaly, smooth, rough, rubbing plate, quilt, mixed media, glossy, matte, satin	<p>-Brainstorm and curate ideas to innovatively problem solve when creating texture for design projects.</p> <p>-Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the student and/or artist studies.</p> <p>-Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p>-Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>-Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p>	<p>Totem Poles - The class will explore Native American totem poles. They will create their own totem poles with texture using various collage materials including mylar paper and found materials, i.e. wrappers for fruit rollups. Students will reflect and refine their work based on feedback and be able to explain their artistic choices.</p> <p>Eye of the Dragon - Students will use a variety of artistic techniques using oil pastels to create a bright, vivid and wildly textured magnified dragon eye.</p> <p>Paper Weaving - Students will use crayon resist to make textured papers which will then be woven together to create additional textures in an art piece.</p>	The teacher will assess student learning based on their ability to take their knowledge of texture and properly apply it into their works of art. In addition, assessment of being able to plan and convey how texture is used in a student piece. Teacher created rubrics to assess demonstration of texture, completion of projects, and effort.	<p>Cardboard, beans, various papers, recycled papers, various material, tempera, crayons, markers, oil pastels</p> <p>-Art books -The Metropolitan Museum of Art</p>	8 Weeks

<p>Unit 6: Space Foreground, background, middle ground, size variations, placement, cast shadows, horizon line, depth, illusion, silhouette, composition, implied</p>	<p>Students will be able to: -Identify which parts of artwork make up the background and which parts are the foreground -Use the concept of size to demonstrate an item is closer to the viewer and an item may be farther away -Explain that composition in art means the way different elements (such as line, shape, color, etc.) are placed within a piece of artwork -Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice including complementary and analogous colors -Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers in the completion of color and value projects -Reflect, refine, and revise work</p>	<p>Winter Birch Trees - Students will create a winter scene that shows space incorporating cast shadows formed from trees. Cast shadows and values will be used to further enhance the illusion of 3D on a 2D surface. Landscapes in Perspective - The teacher will display various image examples of roads, railroads, or paths that display parallel lines. These will create the illusion of creating space in the drawing. Students use lines to demonstrate or create the illusion of space through one point drawings. One point drawing perspective using a bridge, farm, or other place.</p>	<p>The teacher will assess student learning based on their ability to take their knowledge of creating the illusion of 3D on a 2D surface. In addition, assessment of being able to demonstrate space relationships within a piece. Finally, students are assessed on their ability to apply objectives within work. Teacher created rubrics to assess demonstration of space, completion of projects, and effort.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, construction paper crayons, watercolors, tempera, charcoal</p> <p>-Slide presentations -Art examples -Art books -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos -The Metropolitan Museum of Art The MOMA</p>	<p>8 Weeks</p>
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	individually and collaboratively, and discuss and describe personal choices in artmaking.				
Interdisciplinary Connections	<p>ELA SL.4.1.a.: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.4.1.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. SL.4.1.d.: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>MATH 4.OA.C: Generate and analyze patterns. 4.MD.A: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 4.G.A: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>SOCIAL STUDIES 6.1.5.HistoryUP: History, Culture, and Perspectives: Understanding Perspectives</p> <p>SCIENCE 4-ESS3 : Earth and Human Activity</p>				
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view				
Computer Science and Design Thinking	8.2.5.ED.3 Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 8.2.5.ED.6 Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process. 8.2.5.ITH.4 Describe a technology/tool that has made the way people live easier or has led to a new business or career.				

ARTISTIC PROCESS: Presenting			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?	Analyze
Anchor Standard 5: Developing and refining techniques and	Artists, curators and others consider a variety of factors and	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining	Select

models or steps needed to create products.	methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	
Anchor Standard 6: Conveying meaning through art.	Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?	Share

PERFORMANCE EXPECTATIONS			
1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.			
1.5.5.Pr5a: Prepare and present artwork safely and effectively.			
1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.			

Key Vocabulary	Student Learning Objective	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
Gallery walk, art safety/protection, respect of art, information about art, matting, mounting, enhancing artwork, detract from art work, curator, art preservation, art area	Students will be able to: -Prepare and present artwork safely and effectively. -Discuss how exhibits and museums provide information and in person experiences about concepts and topics for their own pieces of art displayed in a gallery walk. -Define and analyze the responsibilities of a curator in preserving and presenting	Virtual Museum Tour - The teacher will take the students on a virtual tour of a museum. Discussion will be held on how museums provide information and experiences about specific concepts and the art/artists. Presenting Artwork - The teacher will lead discussion on the manner/way that students will present their artwork, i.e. color choice for matting and how it can enhance or detract from the artwork. Students will then complete the presentation of their artwork. Discussion - The teacher will	The teacher will assess the students on their ability to apply the concepts of presenting their artwork in a manner that will enhance it based on understanding of mounting/matting and colors that are needed. The teacher will assess students on their ability to safely and effectively present and/or prepare their artwork for gallery walks.	- Scholastic Art Magazine -The Metropolitan Museum of Art The MOMA Virtual MET field trip Louvre Virtual Tour Smithsonian Virtual Tour	Ongoing

	artifacts or artwork in relation to how the students will care for their artwork when they take it home.	<p>discuss the responsibilities of an art curator and how to create and preserve student artwork at home. This includes how to bring artwork home safely and creating a space at home to keep the artwork “safe” as the home curator of their artwork..</p> <p>Artist Intent - The teacher will display and explore the information that is provided by museums for pieces of art. Students will create sentences to inform others about their artwork.</p> <p>Presenting - The teacher will model how to present artwork to others so that students can present their artwork to peers for actual artwork to view as well as presenting photos taken of artwork through technology.</p> <p>Storage - The teacher will model to the students how to store various artworks safely, i.e. chalk pastels stored within the “folder”. Students will then store their artwork and be respectful of others.</p>		<ul style="list-style-type: none"> -Slide Presentations -Art books -Google Classroom 	
Interdisciplinary Connections	<p>ELA</p> <p>W.4.4.: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5.: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>				
Career Readiness, Life Literacies and Key Skills	<p>9.4.5.DC.1 Explain the need for and use of copyrights.</p> <p>9.4.5.DC.3 Distinguish between digital images that can be reused freely and those that have copyright restrictions.</p> <p>9.4.5.IML.2 Create a visual representation to organize information about a problem or issue</p>				
Computer Science and Design Thinking	<p>8.2.5.ED.3 Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.</p>				

ARTISTIC PROCESS: Responding			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 7: Perceiving and analyzing products.	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	People evaluate art based on various criteria.	Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	Analyze
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.			
1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.			
1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.			

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
India, Ancient Greece, Ancient Rome, Asia, cultures, artistic process, culture, conditions, environment, time and place,	Students will be able to: -Speculate about artistic processes. Interpret and compare works of art and other responses. -Analyze visual arts	Q&A - The teacher will encourage students to explain what they see by asking probing questions to identify why students think that the artist made the choices based on what they see in the artwork. Discussion - The teacher will	The teacher will assess the students based on their ability to convey an understanding of the learning objectives through: - Whole group discussion - Small group discussion - Anecdotal notes - conferring	- Student work, teacher examples, famous artwork examples across history - Slide Presentations -Art books - Scholastic Art	Ongoing

relationships, personal narrative, form, structure, context, subject, visual elements, geometric, organic, mood, colors convey mood.	including cultural associations. -Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	lead students through comparing and contrasting art to previous knowledge from other years. They will model and encourage students to find connections between pieces of art in analyzing form, structure, context, subject, etc. Discussion - Teacher led discussion on the time and place of what is going on at the time the artist is living in their culture with consideration of the conditions/environment and how that impacts the artwork. Students will then make comparisons to their own experience and culture.		Magazine - Mati and Dada videos - BrainPop videos -The Metropolitan Museum of Art The MOMA	
Interdisciplinary Connections	ELA SL.4.1.a.: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.4.1.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. SL.4.1.d.: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SOCIAL STUDIES 6.1.5.HistoryUP: History, Culture, and Perspectives: Understanding Perspectives				
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 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				
Computer Science and Design Thinking	8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.				

ARTISTIC PROCESS: Connecting			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and	Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities	Synthesize

	experiences.	through artmaking?	
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	Relate
PERFORMANCE EXPECTATIONS			
1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.			
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 climate change.			

Key Vocabulary	Student Learning Objectives		Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
Community, culture, traditions, ethnic identities, respect, perspectives, values, beliefs, society, sharing, acceptance, family, artist's intent, recycle, reuse, conserve	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. -Communicate how art is used to inform the values, beliefs and culture of an individual or society. -Communicate how art is used to inform others about global issues, including climate change. 	<p>Discussion - The teacher will lead a discussion with the students and model how to be respectful of each other's cultures, traditions, values, family, etc in relation to art and artwork. The students will then have the opportunity to share with whole and small groups their cultural traditions in relation to art.</p> <p>Modeling -The teacher will model how to identify and communicate how cultural art can be identified personally and how it can be explored respectfully with their peers.</p> <p>Turn and Talk (Think-Pair-Share) Students will discuss their artwork with each other while working using specific questions suggested by the instructor.</p> <p>Discussion - The teacher will</p>	<p>The teacher will assess the students based on their ability to convey an understanding of the learning objectives through:</p> <ul style="list-style-type: none"> - Whole group discussion - Small group discussion - Anecdotal notes - conferring 	<ul style="list-style-type: none"> - Slide Presentations - Student work, teacher examples, famous artwork examples across history -Art books - Scholastic Art Magazine - Mati and Dada videos - BrainPop videos -The Metropolitan Museum of Art The MOMA Smithsonian American Art Museum 	Ongoing

		identify examples within the classroom that display “waste” including water running, throwing out/misused paper, recycled materials used for art projects and discuss.			
Interdisciplinary Connections	ELA SL.4.1.a.: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.4.1.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. SL.4.1.d.: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SOCIAL STUDIES 6.1.5.HistoryUP: History, Culture, and Perspectives: Understanding Perspectives				
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.CI.1 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions 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				
Computer Science and Design Thinking	8.1.5.DA.5 Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.				

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking	Extended time
Think-pair- share	Answer masking		tasks	Answer masking
Visual aides	Answer eliminator		Self-directed activities	Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling