

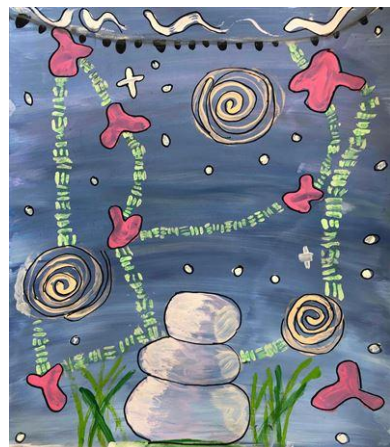
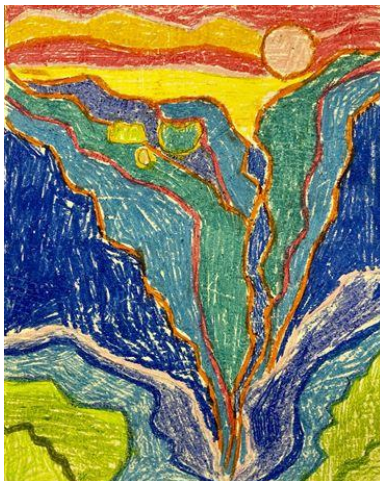
**Mendham Twp. Elementary School
Art Curriculum**

2021

Gr. 4

Sarah Bizzarro, Art Teacher MTES

Julianne Kotcho, Principal



Subject: Visual Art Grade: 4 th	
Content / Skill	<p style="text-align: center;">Creating</p> <ol style="list-style-type: none"> 1. Generating and conceptualizing ideas. 2. Organizing and developing ideas. 3. Refining and completing products.
Thematic Unit	<p>At least 4 projects per school year</p> <ul style="list-style-type: none"> • Ancient culture focusing on mythology • Folk art culture focusing on visual style and national symbology • Modern artist working with abstraction and creative innovation • Individual or collaborative art making through investigation, and response to personal interest
Essential Question	<p>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? How do artists work? How do artists and designers learn from trial and error? What role does persistence play in revising, refining and developing work?</p>
NJ SLS Visual & Performing Arts	<p>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.</p>
Skills / Proficiencies	<ul style="list-style-type: none"> • Use elements of design and principles of composition. • Utilize vocabulary that relates to the theme and art content activity. • Solve art and design problems. • Build skills and knowledge of a variety of materials and tools. • Create arts that represent natural and constructed environments.
Suggested Activities / Projects	<p>All activities will reflect exercises and experiments using the elements and principles of art.</p> <ul style="list-style-type: none"> • Calavera of Los Días de los Muertos • Egyptian Pyramid design • Japanese Landscape

	<ul style="list-style-type: none"> • Chinese Dragon • Self Portraiture (Frida Kahlo or Pablo Picasso) • Abstraction and symbolism (Georgia O’Keeffe or Hilma af Klint) • Op Art mathematics and abstraction, visual tricks • Material practices: Ted Harrisson value, Yukon Moose pattern, Space and proportion. Holiday and seasonal thematic art.
Assessments / Performance Indicators	<ul style="list-style-type: none"> • Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. • Demonstrates the ability of make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and • Completes suggested project within the given time frame and is suitable for display • Recalls and makes connections to different cultures and examples of their artwork.
Resource Materials	<p>Digital media Thematic resources (stories, artifacts, support visuals) Project slide show for art criticism discussions and project steps. Deep Space Sparkle resources</p>
Integrated Accommodations and Modifications for students with IEP’s, 504’s, ELL’s, and G&T	<ul style="list-style-type: none"> • Provide visual models • Repeat, reword, clarify directions • Scaffold key steps so that students are successful and objectives are met. • Promote critical and higher order thinking opportunities
Interdisciplinary Connections	<ul style="list-style-type: none"> • World Culture and History • STEAM • Problem solving
Integration of 21st Century Skills/Life Career	<ul style="list-style-type: none"> • Design • Fine Arts • Appreciation and understanding of societal, cultural and historical contexts.
Integration of Technology Standards	<ul style="list-style-type: none"> • When applicable students will use technology to support their research and use digital visual resources for project completion. • 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Subject: Visual Art
Grade: 4th

<p>Content / Skill</p>	<p style="text-align: center;">Presenting</p> <ol style="list-style-type: none"> 1. Selecting, Analyzing, and interpreting work. 2. Developing and refining techniques and models or steps needed to create products. 3. Conveying meaning through art.
<p>Theme</p>	<p>Present completed works of art in exhibition areas outside of the classroom</p> <ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. ● 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. ● Convey Meaning through the presentation of artistic work.
<p>Essential Question</p>	<p>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? What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? 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?</p>
<p>NJ SLS Visual & Performing arts</p>	<p>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.</p>
<p>Skills / Proficiencies</p>	<ul style="list-style-type: none"> ● Complete artwork for display ● Select artwork for display ● Explain the purpose of a portfolio or collection

Assessments / Performance Indicators	<ul style="list-style-type: none"> ● Accomplish all steps of the assignment ● Respond to thematic stimulus ● Success in skill requirements related to each project
Resource Materials	<ul style="list-style-type: none"> ● Selection guide slideshow and or worksheet
Integrated Accommodations and Modifications for students with IEP's, 504's, ELL's, and G&T	<ul style="list-style-type: none"> ● Provide visual models ● Repeat, reword, clarify directions ● Scaffold key steps so that students are successful and objectives are met. ● Promote critical and higher order thinking opportunities
Interdisciplinary Connections	<ul style="list-style-type: none"> ● World Culture and History ● STEAM ● Problem solving
Integration of 21st Century Skills/Life Career	<ul style="list-style-type: none"> ● Design ● Fine Arts ● Appreciation and understanding of societal, cultural and historical contexts.
Integration of Technology Standards	<ul style="list-style-type: none"> ● When applicable students will use technology to support their research and use digital visual resources for project completion.

Subject: Visual Art Grade: 4 th	
Content / Skill	<p style="text-align: center;">Responding</p> <ol style="list-style-type: none"> 1. Perceiving and analyzing products. 2. Interpreting intent and meaning. 3. Applying criteria to evaluate products.
Thematic Unit	<p>Visual arts influence our understanding and response to the world.</p> <ul style="list-style-type: none"> • 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. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Essential Question	<p>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 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 vocabularies help us understand and interpret works of art? 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?</p>
NJ SLS Visual & Performing Arts	<p>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.</p>
Skills / Proficiencies	<ul style="list-style-type: none"> • Describe, Analyze, and Interpret examples of artwork. • Analyze and interpret different types of artwork based on genre, historical, and cultural contexts. • Interpret subject, mood, and intent based on artwork from historical and cultural contexts. • Respond to artwork in written form.
Suggested Activities / Projects	<ul style="list-style-type: none"> • Art criticism discussions involving description, analysis, and interpretation for a variety of artwork. • Demonstrate an understanding of the artist's intent in an original work of art. • Respond to artistic activities by writing reflections, ideas, thoughts in conclusion to an art activity. <ul style="list-style-type: none"> ○ Compliment Sandwich

	<ul style="list-style-type: none"> ○ Artist Statement project reflection ○ Art Criticism “Cootie Catcher” - Peer reflection tool ○ Title and Artist Statement post on Artsonia
Assessments / Performance Indicators	<ul style="list-style-type: none"> ● Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. ● Demonstrates the ability to make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and peers. ● Recalls and makes connections to different cultures while responding to works of art.
Resource Materials	<p>Digital media Thematic resources (stories, artifacts, visuals) Project slide show for art criticism discussions and project steps. Deep Space Sparkle resources</p>
Integrated Accommodations and Modifications for students with IEP’s, 504’s, ELL’s, and G&T	<ul style="list-style-type: none"> ● Provide visual models ● Repeat, reword, clarify directions ● Scaffold key steps so that students are successful and objectives are met. ● Promote critical and higher order thinking opportunities
Interdisciplinary Connections	<ul style="list-style-type: none"> ● World Culture and History ● STEAM ● Problem solving
Integration of 21st Century Skills/Life Career	<ul style="list-style-type: none"> ● Design ● Fine Arts ● Appreciation and understanding of societal, cultural and historical contexts.
Integration of Technology Standards	<ul style="list-style-type: none"> ● When applicable students will use technology to support their research and use digital visual resources for project completion.

Subject: Visual Art
Grade: 4th

<p>Content / Skill</p>	<p style="text-align: center;">Connecting</p> <ol style="list-style-type: none"> 1. Synthesizing and relating knowledge and personal experiences to create products. 2. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
<p>Thematic Unit</p>	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
<p>Essential Question</p>	<p>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 through art making? 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 society? How does art preserve aspects of life?</p>
<p>NJ SLS Visual & Performing Arts</p>	<p>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.</p>
<p>Skills / Proficiencies</p>	<ul style="list-style-type: none"> • Respond to works of art that reflect community cultural traditions. • Understand how art is used to inform our view of our world and those of others in the global community.
<p>Suggested Activities / Projects</p>	<ul style="list-style-type: none"> • Create artwork that is reflective of cultural traditions and societies. • Describe, analyze, and interpret works of art that reflect cultural traditions and societies. • Respond to artwork and cultural material by discussing, creating, and writing about how art has changed our view of our world.
<p>Assessments / Performance Indicators</p>	<ul style="list-style-type: none"> • Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. • Synthesizes information about different cultures and demonstrates a deeper understanding.
	<ul style="list-style-type: none"> • Digital media

Resource Materials	<ul style="list-style-type: none"> ● Thematic resources (stories, artifacts, visuals) ● Project slide show for art criticism discussions and project steps. ● Deep Space Sparkle resources
Integrated Accommodations and Modifications for students with IEP's, 504's, ELL's, and G&T	<ul style="list-style-type: none"> ● Provide visual models ● Repeat, reword, clarify directions ● Scaffold key steps so that students are successful and objectives are met. ● Promote critical and higher order thinking opportunities
Interdisciplinary Connections	<ul style="list-style-type: none"> ● World Culture and History ● STEAM ● Problem solving
Integration of 21st Century Skills/Life Career	<ul style="list-style-type: none"> ● Design ● Fine Arts ● Appreciation and understanding of societal, cultural and historical contexts.
Integration of Technology Standards	<ul style="list-style-type: none"> ● When applicable students will use technology to support their research and use digital visual resources for project completion.

Subject: Visual Art
Grade: 4th

Princeton University Art Museum

Content / Skill	<p style="text-align: center;">Responding and Connecting</p> <ol style="list-style-type: none">1. Perceiving and analyzing products.2. Interpreting intent and meaning.3. Relating artistic ideas and works within societal, cultural and historical contexts.
Theme	<p>A synopsis of Art History studies from 2nd 3rd and 4th grade Visual Arts Curriculum.</p> <ul style="list-style-type: none">• Visual arts influences understanding of and responses to the world.• People gain insights into meanings of artworks by engaging in the process of art criticism.• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question	<p>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? 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? 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?</p>
NJ SLS Visual and Performing Arts	<p>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. 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.</p>
Skills / Proficiencies	<ul style="list-style-type: none">• Recall the different cultural themes studied in art class• Engage in an educational conversation with the museum docents• Practice art criticism in a museum setting

Suggested Activities / Projects	<ul style="list-style-type: none"> ● A field trip to the Princeton University Art Museum where the students see works of art from several cultures around the world. ● Docent guided tour of the ancient galleries at The Princeton University Art Museum including Ancient Greece, Rome, Egypt, China, Japan, Africa, and Native American. ● Sketching the most interesting pieces
Assessments / Performance Indicators	<ul style="list-style-type: none"> ● Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking ● Engage in respectful and appreciative behavior in the museum setting.
Resource Materials	N/A
Integrated Accommodations and Modifications for students with IEP's, 504's, ELL's, and G&T	<ul style="list-style-type: none"> ● Provide visual models ● Repeat, reword, clarify directions ● Scaffold key steps so that students are successful and objectives are met. ● Promote critical and higher order thinking opportunities
Interdisciplinary Connections	<ul style="list-style-type: none"> ● World Culture and History ● Museum Curation
Integration of 21st Century Skills/Life Career	<ul style="list-style-type: none"> ● Design ● Fine Arts ● Appreciation and understanding of societal, cultural and historical contexts.
Integration of Technology Standards	<ul style="list-style-type: none"> ● When applicable, experience technology that supports the exhibits.