

Subject Area: Visual Art	Course: Grade 4	
Unit 2 Title: Onomatopoeia Pop Art	Start: Date October 1	End: Date November 1
Unit Summary: Students will create a painting in the style of Roy Lichtenstein's Pop Art using onomatopoeia as their subject matter.		

Stage 1: Desired Results	
Massachusetts Learning Standards Creating 1. Generate and conceptualize artistic ideas and work. Develop ideas that explore different art elements (e.g., line, shape, color) using a wide variety of materials. (3-4.V.Cr.01) 2. Organize and develop artistic ideas and work. Use a teacher selected strategy (e.g., sketches, prototypes, rough drafts) to organize artistic ideas. (3-4.V.Cr.02) 3. Refine and complete artistic work. Respond to an artistic challenge and draft possible resolutions. (3-4.V.Cr.03) Responding 7. Perceive and analyze artistic work. Analyze how aesthetic elements (e.g., color, form, line, shape, texture) are used to demonstrate intent. (3-4.V.R.07) Connecting 11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Describe ways art is different from other objects in everyday life and why that matters. (e.g., what the role of artistic intent is in visual arts). (3-4.V.Co.11)	
Transfer (Authentic, relevant application of learning to new situations)	
Students will be able to independently use their learning to... Communicate meaning through art making.	
Meaning	

Enduring Understandings	Essential Questions
Students will understand that... • Art can be a powerful means of communication, allowing individuals to convey meaning and express themselves visually. • Artists have the ability to communicate sensory experiences through their artwork, evoking emotions and engaging multiple senses. • Artistic representations of faces and bodies can go beyond physical appearance, providing insights into the artist's thoughts, emotions, and personal experiences. • Weaving is a cultural and artistic practice that combines utility and creativity, showcasing different techniques and designs across various cultures. • Line, layering, and spatial awareness are essential elements in creating visually engaging landscape illustrations. • Art can serve as a medium for storytelling, allowing individuals to share their unique experiences, perspectives, and memories. • Abstract art provides opportunities for exploration, experimentation, and the development of technical skills in painting.	Students will consider... • How can artists effectively communicate meaning and evoke emotions through their art? • What strategies can artists employ to convey a sensory experience through visual representation? • Why do artists choose to represent faces or bodies in their artwork, and what can these representations reveal about the artist? • How does weaving serve both artistic and utilitarian purposes in different cultures, and what can we learn from these practices? • How can I use line, layering, and spatial awareness to create depth and convey a sense of space in landscape illustrations? • In what ways can art be used to tell personal stories and share unique experiences? • How does abstract art allow for artistic exploration and the development of technical painting skills?
Acquisition	
Knowledge	Skills
Students will know...	Students will be skilled at...



HOLLISTON
Public Schools

- Thumbnail Sketches
- Tempera Paint
- Onomatopoeia
- Pop Art
- Roy Lichtenstein
- Line
- Block Letters

- Drafting Thumbnail sketches
- Analyzing Artwork
- Painting Techniques