

**Course Title: Art—Intermediate 2
(Grade 4)***

Course Code: 5001050

Course Description: GRADE FOUR* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

BIG IDEA: CRITICAL THINKING AND REFLECTION

Enduring UNDERSTANDING 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Essential Question(s): *How is thinking about artwork different than other subjects? Why is it important to interpret artwork?*

KNOW:

Elements and Principles of Art

Color Theory

DO:

VA.4.C.1.1:

Integrate ideas during the art-making process to convey meaning in personal works of art.

- Brainstorm ideas for art projects in small groups or with peers (i.e.: reflect on personal experiences and/or memories, then create plan to develop ideas etc. using graphic organizers and/or sketchbooks).
- Listen to different styles of instrumental music (i.e. contemporary, traditional, jazz, rock, etc.) In your sketchbook, use a variety of lines, shapes and colors to show your feelings/emotions to each song. Use the idea pages to create an emotional piece of art.
- Have students compare and contrast two artworks to show how mood is conveyed in art (i.e.: a warm color vs. cool color, use of expressive line).

**EXAMPLE
GUIDED or
ESSENTIAL
QUESTIONS**

How do artists get ideas for creating works of art?

How do artists find inspiration?

How do artists create meaning in their art?

**NATIONAL VISUAL
ARTS STANDARDS**

VA:Cr.1.1.4a

Brainstorm multiple approaches to a creative art or design problem.

VA:Cr.1.2.4a

Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

VA:Cn.10.1.4a

Create works of art that reflect community cultural traditions.

<p>Critique Process</p> <p>Elements & Principles</p>	<p><u>VA.4.C.1.2:</u> Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.</p> <ul style="list-style-type: none"> • Observe a work of art and interpret the work by applying prior knowledge. • Class discussion to critique <i>A Sunday Afternoon at La Grande Jette</i>. Focus on questions such as “What do you see? Include as many details as possible.” Ask students “Does this remind you of anything? Have you gone to a park? Describe your experience.” Finally, inquire “Is this art successful? Why or why not?” 	<p><i>How do artists use experiences to create art?</i></p> <p><i>How can works of art teach us about an artist?</i></p> <p><i>How does art make us think?</i></p>	<p><u>VA:Re.7.1.4a</u> <i>Compare responses to a work of art before and after working in similar media.</i></p>
<p>Enduring <u>UNDERSTANDING</u> 2: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>			
<p>Essential Question (s): <i>How do artists “talk” about their artwork? Why is revising art necessary?</i></p>			
<p><u>KNOW:</u> Elements & Principles</p>	<p><u>DO:</u> <u>VA.4.C.2.1:</u> Revise artworks to meet established criteria. Remarks/Examples e.g., criteria set by teacher, student, or both.</p> <ul style="list-style-type: none"> • Use teacher generated rubric to produce in-process critique • Revise an artwork completed prior to the task to meet a specific goal. • Observe a still life and create a sketch of what you notice. Move to a different seat and illustrate the still life again, but from a different view. Repeat two more times. Use the different viewpoint drawings to create a final collage of the still life in the manner of Cubism. 	<p><u>EXAMPLE</u> <u>GUIDED or</u> <u>ESSENTIAL</u> <u>QUESTIONS</u></p> <p><i>What is “good art?”</i></p> <p><i>How do artists know when a work of art is finished?</i></p> <p><i>How do artists grow?</i></p> <p><i>How do artists problem solve?</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS</u> <u>VA:Cr1.2.4a</u> <i>Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</i></p> <p><u>VA:Cr.3.1.4a</u> <i>Revise artwork in progress on the basis of insights gained through peer discussion.</i></p>

Elements & Principles	<u>VA.4.C.2.2:</u> Use various resources to generate ideas for growth in personal works.	<i>How do artists research?</i> <i>How do artists grow?</i>	<u>VA.Cr.1.2.4a</u> <i>Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</i>
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	<ul style="list-style-type: none"> • Prompts or themes serve as inspiration for personal student art (i.e. required to create 3 different works of art under the theme of “grow.”) • Research an idea through internet, books, images, experiences, etc. and document research with notes and/or drawings. • Create an initial drawing of a person dancing. Next, use your sketchbook to record ideas of movement after watching a video clip of a dancer. View and critique Edgar Degas <i>Dancer</i> series. • Observe sequential photographs of dancers moving. Finally, revise your beginning drawing based on your learning of movement. • Teacher collects various examples of artwork/posters containing messages. Analyze and discuss the statement made by the artist and the way the image is designed . 	<i>How do artists find ideas?</i>	
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Elements & Principles	<p><u>VA.4.C.2.3:</u> Develop and support ideas from various resources to create unique artworks.</p> <ul style="list-style-type: none"> • Compile an idea book to include inspiration for a work of art. • Research and record ideas on kinetic sculptures from artists such as Alexander Calder, Bob Potts, David C. Roy, Janet Echelman, and Theo Jansen. Now, create your own kinetic sculpture. 	<p><i>How do artists get ideas for their art?</i></p> <p><i>How do artists get ideas without copying?</i></p> <p><i>Why do artists research?</i></p> <p><i>What makes a work of art unique?</i></p>	
<p>Enduring <u>UNDERSTANDING</u> 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>			
<p>Essential Question(s): <i>How does art influence other learning? How does learning in other subjects affect art?</i></p>			
<p><u>KNOW:</u> Critique Process</p>	<p><u>DO:</u> <u>VA.4.C.3.1:</u> Use accurate art vocabulary when analyzing works of art.</p>	<p><u>EXAMPLE</u> <u>GUIDED or</u> <u>ESSENTIAL</u> <u>QUESTIONS</u></p>	<p><u>NATIONAL VISUAL</u> <u>ARTS STANDARDS</u></p>

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Elements & Principles	<ul style="list-style-type: none"> • Critique a work of art using appropriate art vocabulary terms (elements of art and principles of design, art styles, techniques, and media). • View art of Faith Ringgold. In small groups or pairs, students create a critique chart. Illustrate or photocopy Ringgold's art in the middle and use the critique process to write about the art. Focus on questions such as "How does Ringgold use line? Where do you see repetitions in designs?" 	<p><i>How do artists use a common language?</i></p> <p><i>How do the Principles relate the Elements used in art?</i></p>	
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Elements & Principles	<p><u>VA.4.C.3.2:</u> Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.</p> <p>Remarks/Examples e.g., inference from color, line, shape, form</p> <ul style="list-style-type: none"> • View Louis Nevelson's construction sculptures. Discuss: How has the artist shown unity through the use of color in this artwork? • View hand-stitched quilts from the Amish culture. How do repetitive shapes create pattern in this blanket. 	<p><i>Why do artists use the elements of art?</i></p> <p><i>How is art used in everyday life?</i></p>	
Art vocabulary Critique process	<p><u>VA.4.C.3.3:</u> Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.</p> <ul style="list-style-type: none"> • Use artist statements, poetry, descriptive paragraphs, graphic organizers, and summaries to reflect on the art process and art product. • Identify or discuss the use of art in other content areas as well as the use of other content areas in art. • View several portraits created by artists over time to identify historical cues. 	<p><i>How do the arts influence other subjects?</i></p> <p><i>How do other areas influence the arts?</i></p>	

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	Students create a portrait to show their own life by changing their clothing, background, symbols, colors, and expressions.		
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BIG IDEA **SKILLS, TECHNIQUES, AND PROCESSES**

Enduring UNDERSTANDING 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Essential Question(s): How are artists inspired? How do artists communicate through their artwork?

<p><u>KNOW:</u></p> <p>Variety of tools and materials in 2-D and 3-D</p> <p>Art safety and correct use of supplies</p>	<p><u>DO:</u></p> <p><u>VA.4.S.1.1:</u> Manipulate tools and materials to achieve diverse effects in personal works of art. Remarks/Examples e.g., charcoal, colored pencil, block printing: reduction, stencil</p> <ul style="list-style-type: none"> • Create centers set with assigned tools/materials. Allow students to create and discover for a set time at each center. • Use newspaper to create (i.e.: crumble newspaper to create a sculpture, a surface for drawing, cut/rip for a collage, or tear and adhere for paper mache. 	<p><u>EXAMPLE</u> <u>GUIDED or</u> <u>ESSENTIAL</u> <u>QUESTIONS</u></p> <p><i>How do artists work?</i></p> <p><i>How do artists work with tools?</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS</u> <u>VA:Cr.2.1.4a</u> <i>Explore and invent art making techniques and approaches.</i></p>
<p>Variety of tools and materials in 2-D and 3-D</p>	<p><u>VA.4.S.1.2:</u> Explore and use media, technology, and other art resources to express ideas visually.</p> <ul style="list-style-type: none"> • Allow students to use a variety of resources to gain inspiration for their next art piece (i.e.: magazines, books, student computers, photographs). <ul style="list-style-type: none"> ○ From resources, have students use 	<p><i>How do artists choose tools, techniques, and materials to express their ideas?</i></p> <p><i>What is the purpose of a sketchbook?</i></p>	<p><u>VA:Cr2.1.4a</u> <i>Explore and invent art making techniques and approaches</i></p>

	<p>sketchbooks to record 5 different ideas from 3 or more resources.</p> <ul style="list-style-type: none"> • Research, discuss and view art from Florida Native American tribes using books, virtual museum field trips, and pictures. Focus on how this art shows the life and history of these people. Students create a ceramic pot to show their history. 		
Art History	<p><u>VA.4.S.1.3:</u> Create artworks that integrate ideas from culture or history.</p> <ul style="list-style-type: none"> • Compare several styles of pop art including the work of Warhol, Lichtenstein, and Haring. Create a design to show your favorite candy in a pop art style (i.e.: using ben day dots to fill shapes of design). 	<p><i>How does art reflect as well as shape history/culture?</i></p> <p><i>How can artists learn from history?</i></p> <p><i>How do artists illustrate culture, history and society through images?</i></p>	<p><u>VA:Cr.2.3.4a</u> <i>Document, describe, and represent regional constructed environments.</i></p> <p><u>VA:Cr.10.1.4a</u> <i>Create works of art that reflect community cultural traditions.</i></p>
Elements & Principles	<p><u>VA.4.S.1.4:</u> Use accurate art vocabulary to discuss works of art and the creative process.</p> <ul style="list-style-type: none"> • Practice using the elements of art and principles to talk about art (master artists and/or students' work). • Set guidelines for discussion using art vocabulary. • View Ansel Adam's black and white photography. Create a class web/graphic organizer to write discussion points. Talk about the use of texture, space, and variety in his photograph work. 	<p><i>How do we talk about art?</i></p> <p><i>Why is it important to use art vocabulary when discussing an artwork?</i></p> <p><i>What can we learn from our responses to art?</i></p>	
Enduring <u>UNDERSTANDING</u> 2: Development of skills, techniques, and processes in the			

arts strengthens our ability to remember, focus on, process, and sequence information.

Essential Question (s): *Why is knowing techniques and processes necessary for learning?*

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<p><u>KNOW:</u> Elements & Principles</p>	<p><u>DO:</u> <u>VA.4.S.2.1:</u> Organize the structural elements of art to achieve an artistic objective. • Create an Elements of Art Understanding chart to identify vocabulary and illustrate examples of each element from the real world. • Identify the colors used in the <i>Haystack</i> and <i>Cathedral</i> series by Monet. Discuss how the colors affect the atmosphere and mood each painting. Create a landscape painting and use color to show your mood in a type of weather.</p>	<p><u>EXAMPLE GUIDED or ESSENTIAL QUESTIONS</u> <i>What do the structural elements of art mean?</i> <i>How do artists change the elements of art in their work?</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS</u></p>
<p>Elements & Principles</p> <p>Variety of material, tools and techniques in both 2-D and 3-D</p>	<p><u>VA.4.S.2.2:</u> Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.</p> <ul style="list-style-type: none"> • Select an art media and ask students to recall procedures for creating . • Identify or describe steps, techniques, skills, or processes used in a work of art. • Create a comic strip artwork to show the steps taken for your ceramic artwork from start to finish (plan, build, dry, fire, glaze, fire second time, and present/display). Present 	<p><i>Why is it important for artists to remember what they have done?</i></p> <p><i>What steps do artists take to create?</i></p>	

	your comic strip to a small group of students.		
Enduring <u>UNDERSTANDING</u> 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.			
Essential Question (s): <i>How do artists use tools and techniques to demonstrate growth?</i>			
<u>KNOW:</u> Variety of tools, materials, and techniques in both 2-D and 3- D art	<u>DO:</u> <u>VA.4.S.3.1:</u> Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two and/or three-dimensional artworks. <ul style="list-style-type: none"> • Demonstrate how materials, tools, techniques, and 	<u>EXAMPLE GUIDED or ESSENTIAL QUESTIONS</u> <i>Why do artists use different materials?</i>	<u>NATIONAL VISUAL ARTS STANDARDS</u> <u>VA:Cr.2.1.4a</u> <i>Explore and invent art making techniques and approaches.</i>

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Elements & Principles of Arts	<p>processes can produce various results in art works.</p> <ul style="list-style-type: none"> ○ Repeat a subject of study using varied drawing tools and/or techniques (i.e.: drawing with pen in pointillism then cross hatch, using wet-on wet watercolor then salt, etc). • Students create sample texture plates using a variety of materials to alter the surface. • Examine sculpture that displays positive and negative space and texture (ex: Henry Moore, M.C. Escher, Meret Oppenheim). 	<i>How do artists work differently?</i>	
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<p>Craftsmanship</p> <p>Variety of tools, materials, and techniques in both 2-D and 3- D art</p>	<p><u>VA.4.S.3.2:</u></p> <p>Plan and produce art through ongoing practice of skills and techniques. • Use a sketchbook to create thumbnail sketches and record ideas for future projects and reference.</p> <ul style="list-style-type: none"> • Create a ceramic pot at the beginning of the year; complete the same work near the end and evaluate your growth as an artist. 	<p><i>How does practicing skills and techniques affect the outcome?</i></p> <p><i>How do artists revise their artwork?</i></p> <p><i>Why do artists change their ideas as they work?</i></p>	
<p>Safety and correct use of art materials</p>	<p><u>VA.4.S.3.3:</u></p> <p>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</p> <ul style="list-style-type: none"> • Peer teaching responsibility and correct use of materials • Identify safe procedures as well as the consequences of unsafe procedures. • Small student groups create a safety poster to display next to each art material (i.e.: scissors should be stored blade down, closed when not in use). 	<p><i>Why is it important to practice safety in the art room?</i></p>	<p><u>VA:Cr2.2.4a</u></p> <p><i>When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</i></p>

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<p>Copyright/trade mark</p> <p>Original art</p>	<p><u>VA.4.S.3.4:</u></p> <p>Discuss the importance of copyright law in regard to the creation and production of art.</p> <p>Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources</p> <ul style="list-style-type: none"> • Class discussion on what is original and what is copied; value of unique art. • Identify situations in which it is 	<p><i>What makes a work of art original?</i></p> <p><i>Why is image ownership necessary?</i></p>	
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	appropriate or inappropriate to use another's work.		
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BIG IDEA ORGANIZATIONAL STRUCTURE

Enduring UNDERSTANDING 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

Essential Question(s): *How are the elements of art connected to the principles of design?*

<u>KNOW:</u> Elements & Principles Proportion, balance, value, portrait, self portrait	<u>DO:</u> <u>VA.4.O.1.1:</u> Use the structural elements of art and organizational principles of design to understand the art-making process. • Create an elements and principles book. Students use book throughout year to identify how artists make art. • View art of Dale Chihuly and a short video clip of his team creating glass figures. Discuss how Chihuly adjusts and changes his art to create organic forms. Compare individual glass pieces to an entire installation sculpture. • Find an image of a straight forward portrait. Have students cut the image vertically and practice proportion and value by completing the missing half.	<u>EXAMPLE</u> <u>GUIDED or</u> <u>ESSENTIAL</u> <u>QUESTIONS</u> <i>How do the elements of art spark creativity?</i> <i>How do artists create?</i>	<u>NATIONAL VISUAL</u> <u>ARTS STANDARDS</u>
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	<ul style="list-style-type: none"> ○ Use these techniques to create a self portrait. 		
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<p>Elements & Principles</p> <p>Perspective, point of view, space, foreshortening</p>	<p><u>VA.4.O.1.2:</u></p> <p>Identify the structural elements of art used to unite an artistic composition. • View the collage artwork of Henri Matisse. Illustrate the shapes Matisse used to create his work. Categorize a majority of shapes as organic (irregular, flowing, growing, inspired by nature). Why do these shapes feel like they belong together?</p> <p>• Compare and contrast viewpoints (ex: bird's eye view, bug's view, etc.).</p>	<p><i>Why do we need to know the elements of art?</i></p> <p><i>How is a work of art unified?</i></p>	
<p>Enduring UNDERSTANDING 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>			
<p>Essential Question (s): <i>How does understanding the use of elements and principles in composition affect the artistic objective?</i></p>			
<p><u>KNOW:</u></p> <p>Problem solving skills</p>	<p><u>DO:</u></p> <p><u>VA.4.O.2.1:</u></p> <p>Use a variety of resources and art skills to overcome visual challenges in personal artworks.</p> <p>• Identify a problem for a work of art in-progress. Journal your thoughts including what is working and what is not. Use peer and class discussion to overcome common problems. Adjust your artwork and reflect on the improvements you made/how you overcame problems.</p>	<p><u>EXAMPLE GUIDED or ESSENTIAL QUESTIONS</u></p> <p><i>How do artists problem solve?</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS</u></p>
<p>Enduring UNDERSTANDING 3: Every art form uses its own unique language, verbal and non verbal, to document and communicate with the world.</p>			
<p>Essential Question (s): <i>How can I communicate my ideas, thoughts, and feelings through art?</i></p>			
<p><u>KNOW:</u></p> <p>Symbolism</p>	<p><u>DO:</u></p> <p><u>VA.4.O.3.1:</u></p> <p>Apply meaning and relevance to document self or others visually in artwork. Remarks/Examples e.g., personal ideas, observations</p>	<p><u>EXAMPLE ESSENTIAL QUESTIONS</u></p> <p><i>Why do people create art?</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS</u></p> <p><u>VA:Re.7.2.4a</u></p> <p><i>Analyze components in visual imagery that</i></p>

			convey messages.
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	<ul style="list-style-type: none"> • Create a mixed media self portrait to show the place(s) you live and/or have lived. • Create a graphic organizer where students can list personal attributes/characteristics. • Make a graphic illustration that symbolically incorporates those attributes into the piece. 	How can art be a form of expression?	<u>VA:Cn.10.1.4a</u> Create works of art that reflect community cultural traditions.
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BIG IDEA HISTORICAL AND GLOBAL CONNECTIONS

Enduring UNDERSTANDING 1: Through study in the arts, we learn about and honor others and the worlds in which they live (d).

Essential Question(s): *What is the impact of arts on people throughout the world?*

<u>KNOW:</u>	<u>DO:</u>	<u>EXAMPLE GUIDED or ESSENTIAL QUESTIONS</u>	<u>NATIONAL VISUAL ARTS STANDARDS</u>
Art History Elements & Principles	<u>VA.4.H.1.1:</u> Identify historical and cultural influences that have inspired artists to produce works of art. <ul style="list-style-type: none"> • Artist study and research of history to identify inspiration (i.e.: influence of African masks on Picasso's artwork) • Artist study of Frida Khalo's artwork; read brief article on Khalo's life experiences and Mexican heritage. View several examples of Khalo's self portraits and talk about how her experiences influence the symbols/meaning of her artwork. • Choose two different artist/styles/movements from the timeline of Art History and compare and contrast. <ul style="list-style-type: none"> ○ Use graphic organizers. ○ Discuss how you can use those ideas in your 	How does history influence art? How does culture influence art?	

	artwork.		
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Etiquette	<p><u>VA.4.H.1.2:</u> Identify suitable behavior for various art venues and events.</p> <ul style="list-style-type: none"> • Generate list of expectations for behavior while viewing art of others and its importance (i.e. hands off art, walking, low voice level) • Role play game to model appropriate versus inappropriate conduct at an art museum (i.e. one student demonstrates running in the “gallery” while another demonstrates respectfully walking to enter the gallery) 	<p><i>How do we respect the art of others?</i></p> <p><i>Why do we respect the art of others?</i></p> <p><i>Why do artists display their work?</i></p>	
Background/ culture of specific artist or group	<p><u>VA.4.H.1.3:</u> Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.</p> <ul style="list-style-type: none"> • Compare and contrast artwork from groups, events and/or cultures • Describe what an artwork says about the individual, group, event, and/or culture. • View several kente cloths from the African culture. Discuss the function of kente cloths, color symbols, and weaving patterns. Discuss: How do kente cloths honor important people in the African culture? 	<p><i>How does art represent a culture?</i> <i>How does culture reflect art?</i></p> <p><i>How is art used in celebrations?</i></p> <p><i>How does art honor people?</i></p>	

Etiquette	<p><u>VA.4.H.1.4:</u> Identify and practice ways of showing respect for one's own and others' personal works of art.</p> <ul style="list-style-type: none"> • Generate a class chart of ways to show respect for own art and art of others (with words and actions)—review/refer to chart before/during/after activities to share art. • “Gallery walk” activity to view art of others in the class using appropriate behavior and respectful language. • 3-2-1 Bridge Activity using sticky notes to give respectful feedback to classmates on their art (3 words to describe the piece, 2 questions to the artist, 1 positive statement/smile). 	<p><i>How do you respect the work of another artist?</i></p> <p><i>Why is it important to respect the art of others?</i></p> <p><i>Why do we view the art of others?</i></p>	
<p>Enduring <u>UNDERSTANDING</u> 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>			
<p>Essential Question(s): <i>How does art change over time?</i></p>			
<p><u>KNOW:</u> Elements & Principles</p>	<p><u>DO:</u> <u>VA.4.H.2.1:</u> Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.</p> <ul style="list-style-type: none"> • Venn diagram to compare and contrasting artwork from two specific time periods. • Create a timeline, representing changes in artistic style in a specific culture/area. • Research history of sculptures over time such as Greek/Roman statues, Terra Cotta Figures, Frederic Remington's figures and Man Ray's hand. Identify the use of space and texture in each piece. Talk about the changes 	<p><u>EXAMPLE</u> <u>GUIDED or</u> <u>ESSENTIAL</u> <u>QUESTIONS</u></p> <p><i>How do the style of art grow over time?</i></p> <p><i>How can we learn from historical art?</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS</u> <u>VA:Cn.11.1.4a</u> <i>Through observation, infer information about time, place, and culture in which a work of art was created.</i></p>

	of sculpture materials over time.		
Decorative versus functional	<p><u>VA.4.H.2.2:</u> Identify differences between artworks and utilitarian objects.</p> <ul style="list-style-type: none"> • View a variety of lamps created by artists and manufactures. Discuss function and design. 	<p><i>How is art used in everyday life?</i></p> <p><i>How does art influence our life?</i></p>	

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<p>Art vocabulary</p> <p>Understanding community and public places</p>	<p><u>VA.4.H.2.3:</u> Identify reasons to display artwork in public places.</p> <p>Remarks/Examples e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air</p> <ul style="list-style-type: none"> • Discuss art in local community and “What if..” writing activity (What if _____ piece of art did not exist at _____?) • View photographs of sculptures displayed throughout Brevard County (i.e: Kelly Slater sculpture in Cocoa Beach). Discuss importance to community and artist. • View photographs or short video clip of the sand sculptures displayed at the Brevard Zoo in 2013. Discuss importance to community and artist. 	<p><i>Why do artists display artwork?</i></p> <p><i>How does art impact a community?</i></p>	<p><u>VA:Pr.4.1.4a</u> <i>Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</i></p> <p><u>VA:Pr.6.1.4a</u> <i>Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</i></p>
<p>Enduring <u>UNDERSTANDING</u> 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>			
<p>Essential Question(s): <i>How can art help learning in other areas?</i></p>			

<p><u>KNOW:</u></p> <p>Problem solving skills</p>	<p><u>DO:</u></p> <p><u>VA.4.H.3.1:</u> Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. Remarks/Examples e.g., identify facts, ideas, and solutions.</p> <ul style="list-style-type: none"> • Compare and contrast the scientific method to the creative process. • Identify or describe how art is used to solve problems outside the art classroom. • Illustrate the other half of a photograph. Reflect and talk about what skills you used to complete the portrait. 	<p><u>EXAMPLE</u> <u>GUIDED or</u> <u>ESSENTIAL</u> <u>QUESTIONS</u></p> <p><i>How can art help with problem solving?</i></p> <p><i>How can art strategies be used in other classes?</i></p>	<p><u>NATIONAL VISUAL</u> <u>ARTS STANDARDS</u></p>
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<p>BIG IDEA: INNOVATION, TECHNOLOGY, AND THE FUTURE</p>
<p>Enduring <u>UNDERSTANDING</u> 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<p>Essential Question(s): <i>Does art have boundaries?</i></p>

<p><u>KNOW:</u></p> <p>Elements & Principles</p> <p>Variety of media and techniques in both 2-D and 3-D</p> <p>Art History</p>	<p><u>DO:</u></p> <p><u>VA.4.F.1.1:</u></p> <p>Combine art media with innovative ideas and techniques to create two and/or three-dimensional works of art.</p> <ul style="list-style-type: none"> • Experiment with using/mixing traditional and non-traditional art materials to make new works (i.e.: use pencil shavings to create a new cartoon character). • Use found objects such as lace, bubble wrap, sponges, and cardboard to create an original print. • Study and discuss surrealist artists and their artworks (i.e.: Salvador Dali, Rene Magritte, etc.). 	<p><u>EXAMPLE</u></p> <p><u>GUIDED or</u></p> <p><u>ESSENTIAL</u></p> <p><u>QUESTIONS</u></p> <p><i>How can paper be used to create both two-and three-dimensional art?</i></p> <p><i>How can materials be used to create?</i></p>	<p><u>NATIONAL VISUAL</u></p> <p><u>ARTS STANDARDS</u></p>
<p>Elements & Principles</p> <p>Problem solving skills</p> <p>Vocabulary – sculpture, form, 2-dimensional, 3-dimensional</p>	<p><u>VA.4.F.1.2:</u></p> <p>Examine and apply creative solutions to solve an artistic problem.</p> <ul style="list-style-type: none"> • Create a sculpture of new playground equipment using only paper and scissors. • Give students a specific amount of time to brainstorm different ways to use one common material for art. (i.e. You have 5 minutes to create a work of art using only paper clips). Follow up by discussing the variety of solutions to the problem. • Practice observational drawings of three dimensional objects. • Define sculpture. View and discuss sculptors such as Henry 	<p><i>How do artists solve problems?</i></p>	

	Moore and Jeff Koons and the		
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	<p>locations their sculptures are displayed.</p> <ul style="list-style-type: none"> • Discuss relevant elements of art. 		
<p>Enduring UNDERSTANDING 2: Careers in and related to the arts significantly and positively impact local and global economies.</p>			
<p>Essential Question (s): <i>How has art influenced cultural trends and historical events?</i></p>			
<p><u>KNOW:</u> Art History</p>	<p><u>DO:</u> <u>VA.4.F.2.1:</u> Discuss how artists and designers have made an impact on the community. • Explore Isaiah Zagar’s Philadelphia Magic Gardens recycled mosaic artwork by visiting his website. Discuss how his art makes a difference in the community.</p> <ul style="list-style-type: none"> • Research mural artists such as Meg Fish Saligman. Talk in small groups about how the mural works of art change the building. 	<p><u>EXAMPLE</u> <u>GUIDED or</u> <u>ESSENTIAL</u> <u>QUESTIONS</u></p> <p><i>How can art influence the community?</i></p> <p><i>How can art change a place?</i></p>	<p><u>NATIONAL VISUAL</u> <u>ARTS STANDARDS</u> <u>VA:Pr.5.1.4a</u> <i>Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</i></p>

Art Careers	<p><u>VA.4.F.2.2:</u> Identify the work of local artists to become familiar with art-making careers.</p> <ul style="list-style-type: none"> • View the artwork of local Brevard artists such as collage artist Derek Gores. Explore the role of graphic artists in advertisement. 	<p><i>How is art used in everyday life?</i></p> <p><i>How do artists influence society?</i></p>	
<p>Enduring <u>UNDERSTANDING</u> 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>			

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Essential Question(s): <i>How can we use art to promote social issues?</i>			
<p><u>KNOW:</u></p> <p>Symbolism</p> <p>Advertising</p>	<p><u>DO:</u></p> <p><u>VA.4.F.3.1:</u> Create art to promote awareness of school and/or community concerns. Remarks/Examples e.g., poster, billboard</p> <ul style="list-style-type: none"> • Research recycling and its importance in society. Encourage your school to recycle by creating a collage. 	<p><u>EXAMPLE</u> <u>GUIDED or</u> <u>ESSENTIAL</u> <u>QUESTIONS</u></p> <p><i>How does art bring awareness?</i></p> <p><i>How does art show a message?</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS</u></p> <p>VA:Pr.5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</p>
<p>Collaboration and group skills</p>	<p><u>VA.4.F.3.2:</u> Collaborate with peers in the art room to achieve a common art goal. • Create patterned pinwheel art to promote International Peace Day. Student classes install the pinwheel art on school campus grounds to promote awareness of this day. Follow up discussion: How did your art make a difference? What impact does your art have with our group installation?</p>	<p><i>How do artists work together?</i></p>	

Time management	<p><u>VA.4.F.3.3:</u> Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.</p> <ul style="list-style-type: none"> • Create a timeline to complete a ceramic sculpture (Example: day 1 sketch idea, day 2 build sculpture, day 3 paint or glaze sculpture). 	<p><i>How do artists use their time?</i></p> <p><i>Why are goals important?</i></p> <p><i>How do artists meet a deadline?</i></p>	
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Additional Content Area Benchmarks (required):		
<p><u>KNOW</u></p> <p>Collaborative and listening skills</p>	<p><u>DO</u></p> <p><u>LAFS.4.SL.1.1:</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • View artwork of Winslow Homer to understand American life in the mid to late 1800's. Discuss what you notice with a small group (clothing, scenery, games, buildings etc.). How do Homer's paintings show history? 	<p><u>EXAMPLE GUIDED or ESSENTIAL QUESTIONS</u></p> <p><i>How can we learn from the art of others?</i></p>
<p>Comprehension skills</p>	<p><u>LAFS.4.SL.1.2:</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> • Read a brief article on the history and purpose of mola art. Create a graphic organizer to summarize the important information. 	<p><i>How do artists find the main idea?</i></p>

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<p>Listening and comprehension skills</p>	<p><u>LAFS.4.SL.1.3:</u> Identify the reasons and evidence a speaker provides to support particular points.</p> <ul style="list-style-type: none"> • Watch a short video clip of Eric Carle 	<p><i>What can you learn from others?</i></p>
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	explaining his collage method to create book illustrations.	
Comprehension skills	<p><u>LAFS.4.W.1.2d:</u> Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • In small groups, students use textbooks to research an art movement. Present the art movement, key artists, specific artwork, and materials used to the class. 	<p><i>How does other vocabulary from other content areas integrate into art?</i></p>
<p>Craftsmanship</p> <p>Correct use/procedures of tools</p>	<p><u>MAFS.K12.MP.5.1:</u> Use appropriate tools strategically.</p> <ul style="list-style-type: none"> • Use the paper cut method to cut and tape a tessellation shape. Use the pattern to trace the tessellation to create a repetitive design filling your whole paper. 	<p><i>How do artists work cleanly and neatly?</i></p> <p><i>What is craftsmanship?</i></p>
Craftsmanship	<p><u>MAFS.K12.MP.6.1:</u> Attend to precision.</p> <ul style="list-style-type: none"> • Measure the length and width of your best 2-D art. Measure, cut and glue your art to the center of a background paper for an upcoming art show/display. 	<p><i>How do artists work neatly?</i></p> <p><i>Why do artists work precisely?</i></p>
<p>Estimation skills</p> <p>Identifying shape and form</p>	<p><u>MAFS.K12.MP.7.1:</u> Look for and make use of structure.</p> <ul style="list-style-type: none"> • View pyramid artwork of Sol LeWitt. Estimate the number of cubes the artist used to create the pyramid. Compare your answer to your classmates. What mathematical equation can you use to find the exact number of blocks? • View a variety of I.M. Pei's buildings. Discuss how he uses geometric shapes to create large forms with his architecture. 	<p><i>How do architects use structure?</i></p> <p><i>How do artists plan?</i></p>

Symmetry Axis line	<p>MACC.4.G.1.3: Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <ul style="list-style-type: none"> • Draw a line of symmetry through a photocopy of a mask artwork. Find the lines, colors and shapes that mirror one another on each half of the line. • Photograph each student and print copies. Cut photo in half vertically and glue onto background paper. Students use the photo resource to “finish the picture” and create 	How is math connected to art?
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	the other half of their face (focus on similar sizes and placement of features).	
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Resources
<p>Websites: http://www.incredibleart.org/files/portfolio2.htm, http://www.incredibleart.org/links/galleries.html (reference artist’s work) http://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx (student critique) http://www.incredibleart.org/links/artists.html (reference artist’s work) http://www.incredibleart.org/files/ideas.htm (resource site for reference) http://www.brainpop.com/english/writing/copyright/preview.weml (resource for copyright) http://www.brainpop.com/english/writing/plagiarism/preview.weml (Plagiarism) http://www.brainpopjr.com/artsandtechnology/art/elementsofart/preview.weml (reference for elements) http://www.incredibleart.org/files/ideas.htm (reference: Where and how artists get ideas) http://www.youtube.com/watch?v=v3m1How0ZP8 (reference: Art Attack) http://safety.lovetoknow.com/Art_Classroom_Health_and_Safety (reference-art safety) http://www.incredibleart.org/files/art.htm (reference: Artistic Process) http://www.incredibleart.org/files/elements.htm (reference elements/principles) http://www.goshen.edu/art/ed/Compose.htm (reference for composition/design, elements/principles, visual effects) http://www.goshen.edu/art/ed/Compose.htm (reference for composition/design, elements/principles, visual effects) http://www.publicartarchive.org/ (reference: public art) http://www.artsbrevard.org/art-public-places (Reference Art in Public places) http://www.artsbrevard.org/members?directorytype=organizations (reference local art organizations) https://www.goshen.edu/art/ed/self.html (conversation game; generating art ideas) http://www.sbcusd.com/DocumentCenter/View/114320 (4-Step Art Critique)</p>

<http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities/elements-of-art.html>

(National Gallery of Art elements of art lessons)

<http://www.pinwheelsforpeace.com/pinwheelsforpeace/home.html> (pinwheels for peace) Launchpad and resources

Artists:

Andy Warhol: Pop Art Painter by Susan Goldman Rubin

Claude Monet: Sunshine and Water Lilies by Steven Packard and True Kelley

Frida by Jonah Winter

Getting to Know the World's Greatest Artists (Series) by Mike Venezia

Georgia O'Keefe study:

<http://www.brainpop.com/socialstudies/famoushistoricalfigures/georgiaokeeffe/preview.we>

[ml](http://www.brainpop.com/socialstudies/famoushistoricalfigures/georgiaokeeffe/preview.we) Rosie Revere; Engineer by Andrea Beaty

Edgar Degas: <http://www.edgar-degas.org/>

Claude Monet: <http://www.learn.columbia.edu/monet/swf/>

Instructional Resources and Textbooks:

Art Everywhere (Level 4) textbook

Portfolio textbook

13 Art Techniques Children Should Know by A. Roeder

13 Buildings Children Should Know by A. Roeder/Amy Wenzel

13 Sculptures Children Should Know by A. Roeder/Amy Wenzel

A Child's History of Art: Painting by V.M. Hillyer and E.M. Huey

Come Look with Me Series - Varied Authors

Eyewitness Art (DK series)

Opposites by Cynthia Weill and Martin Santiago

Opuestos: Mexican Folk Art

The Art Book for Children (Book 2) Ed. Phaidon Press

The Story of Architecture by Francesco Milo and Simone Boni

Usborne Introduction to Art by Rosie Dickens, Mary Griffith, and Jane Chisolm

Winter Trees by Carole Berber