

Subject Area: Visual Art	Course: Grade 4	
Unit 8 Title: Aboriginal Art	Start: April	End: April
Unit Summary: Students will learn about Aboriginal dot painting and create their own artwork using tempera paint in this style.		

Stage 1: Desired Results

Massachusetts Learning Standards

Creating

- 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)
- 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)
- Refine and complete artistic work. Respond to an artistic challenge and draft possible resolutions. (3-4.V.Cr.03)

Presenting

- Develop and refine artistic techniques and work for presentation. Refine a specific technique to produce a desired effect (e.g., creating realistic shading). (3-4.V.P.05)

Responding

- 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)
- Interpret intent and meaning in artistic work. Describe contrasting interpretations of an artwork to identify multiple perspectives and diverse community ideas. (3-4.V.R.08)
- Apply criteria to evaluate artistic work. Develop criteria for evaluating how skillfully or expressively an artist uses the basic elements of art (e.g., color, line, shape). (3-4.V.R.09)

Connecting

- Synthesize and relate knowledge and personal experiences to make art. Distinguish one’s own preferences in art from those of others (e.g., friends or family). (3-4.V.Co.10)
- 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...

- Create an original dot painting that reflects their understanding of Aboriginal dot art, applying the dot technique to represent animals, landscapes, or abstract designs.

Meaning

Enduring Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● All societies create art to tell stories, and represent the animals, landscapes that surround them, and spiritual beliefs. ● Learning specific techniques from many cultures around the world allows an artist to explore, control, and manipulate materials to build texture, depth, and meaning within their artwork. ● Color, pattern, and repetition are artistic elements that contribute to creating dynamic and expressive designs. ● Art can communicate cultural narratives, beliefs, ways of life, and storytelling traditions. ● Creative expression is enhanced through refining our fine motor skills and developing confidence in our 	<p>Students will consider...</p> <ul style="list-style-type: none"> ● How can art tell stories or represent elements of nature and culture? ● How can having a variety of artistic techniques allow artists to create meaning and express themselves visually? ● How can color, pattern, and repetition enhance our own artwork? ● How does art represent our cultural beliefs and traditions, and how can we respectfully incorporate elements of this into our own creative work? ● How can we develop and refine our artistic techniques to create a cohesive and meaningful piece of art?

abilities as artists.	
Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> ● Cultural significance of Aboriginal Dot art ● Key characteristics of Aboriginal dot art ● Symbolism ● Dot art techniques <ul style="list-style-type: none"> ○ Forms ○ Patterns ○ Placement ○ Color layering ○ Texture ○ Depth. ○ Repetition ● Composition ● Visual impact and meaning in artwork 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Using the dot painting technique ● Creating detailed and cohesive images or patterns ● Using Q-tips or small brushes to control the size and placement of each dot ● Layering colors ● Creating texture ● Adding depth and interest to their artwork. ● Planning and creating their own artwork ● Incorporating elements such as animals, nature, or abstract patterns in their designs. ● Reflecting on and critiquing artwork ● Discussing their process ● Analyzing their artwork ● Sharing their creative choices with their peers ● Performing a gallery walk ● Engaging in class discussions.