

# SMCPS Course Syllabus

<b>Course:</b>	Visual Arts - Grade 4	<b>Course Number:</b>	
<b>Dates Covered:</b>	2019-2020	<b>Course Duration:</b>	Year Long
<b>Text Resources:</b> used throughout the course	Scott Foresman Art		
<b>Supplemental Resources:</b> used throughout the course	(To be determined by individual teacher.)		
<b>MCCRS Connection:</b> Appropriate connections to be regularly included in the planning for implementation of the standards below	<div>How will students</div> <ul style="list-style-type: none"> <li>• Demonstrate independence</li> <li>• Build strong relationships</li> <li>• Respond to the varying demands of audience, task, purpose, and discipline.</li> <li>• Comprehend, as well as critique</li> </ul>		
	<ul style="list-style-type: none"> <li>• Value evidence</li> <li>• Use technology and digital media strategically and capably</li> <li>• Understand other perspectives and cultures</li> <li>• Make sense of problems and persevere in solving them</li> </ul>	<ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with music</li> <li>• Use appropriate tools strategically</li> </ul>	<ul style="list-style-type: none"> <li>• Attend to precision</li> <li>• Look for and make use of structure</li> <li>• Look for and express regularity in repeated reasoning</li> </ul>

## Scope and Sequence:

Semester	Unit/Theme	Learning Objectives	Revolving Indicators	Instructional Resources (e.g., text and chapters)	Classroom Assessments
1	(To be determined by individual teacher.)	<p><b>1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.</b></p> <p>3. Analyze the use of the elements of art and principles of design in order to plan and develop compositions that convey personal meaning.</p> <p>a. Describe how the elements of art and principles of design are used to communicate personal meaning in visual compositions. (A2, A4, P3-P4)</p> <p>b. Select and use principles of design, such as pattern, contrast, repetition, rhythm/movement, balance, emphasis, variety, harmony/unity, and proportion, to give personal meaning to visual compositions. (A1-A2, P4)</p> <p><b>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.</b></p>	<p>1.1.a Analyze ways that the elements of art, such as color, line, and shape are used to represent visual and tactile texture and movement in artworks. (A1, A2, A4, P3)</p> <p>1.1.b Represent relationships among observed people, animals, and objects in composition by selecting and using the elements of art to</p>	(To be determined by individual teacher.)	Projects Evaluations Test and Quizzes Discussion Notes

		<p>2. Explain differences between and among historical, social, or cultural reasons for creating and using art, by studying artworks and other sources of information.</p> <p>b. Describe the origins of selected technologies, processes, and materials used in the visual arts.</p> <p>4. Compare processes used to interpret and express ideas in the visual arts and other disciplines.</p> <p>a. Identify common themes in art that relate to content explored in other disciplines. (C3-C4)</p> <p>b. Describe processes used in art and other disciplines to express ideas. (C4, P1)</p> <p>c. Demonstrate how visual arts processes are used to interpret and express ideas in the visual arts and other disciplines. (C4, P1)</p> <p><b>3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</b></p> <p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.</p> <p>a. Describe sources for ideas and compare the processes used to create artworks based on those sources. (C1-C3, A1-A4)</p> <p><b>4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.</b></p> <p>1. Develop and apply criteria to analyze personally created artworks and the artworks of others.</p> <p>a. Critique selected artworks using criteria based on the elements of art and selected principles of design.</p>	<p>achieve special effects. (A2, P3)</p> <p>2.2.a Identify technologies, processes, and materials used to create visual art. (C1-C4, A3-A4)</p> <p>3.1.a Experiment with media, processes and techniques to express thoughts and feelings that have personal meaning. (P1)</p> <p>3.1.b Manipulate art media, materials, and tools safely. (P2)</p> <p>3.1.c Create artworks that explore the uses of the elements of art and selected principles of design, such as pattern, repetition, contrast, balance, and variety, to express personal meaning. (P3-P4)</p> <p>3.2.b Identify and describe color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, contrast, balance, and variety in artworks that convey what they see, know and feel. (P3, P4, A2, A4)</p>		
	Common Assessments (PLC)			County Assessment	
	Reviewed at monthly PLC meetings.			Quarterly	
Semester	Unit/Theme	Learning Objectives	Revolving Indicators	Instructional Resources	Classroom Assessments

				(e.g., text and chapters)	
2	(To be determined by individual teacher.)	<p><b>1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.</b></p> <ol style="list-style-type: none"> <li>2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.               <ol style="list-style-type: none"> <li>a. Compare ways that artists use and communicate mood and point of view using art vocabulary. (A1-A4, P3, P4)</li> <li>b. Create and describe artworks that communicate mood and point of view. (A1-A4, P1-P4)</li> </ol> </li> </ol> <p><b>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.</b></p> <ol style="list-style-type: none"> <li>1. Determine ways in which works of art express ideas about self, other people, places, and events.               <ol style="list-style-type: none"> <li>a. Analyze selected works of art and describe how different artists express ideas and feelings about human experience. (C1-C3, A1-A4)</li> <li>b. Describe the process used to select ideas, images, and forms to express meaning in visual compositions. (C1-C3, A4)</li> </ol> </li> <li>2. Explain difference between and among historical, social, or cultural reasons for creating and using art, by studying artworks and other sources of information.               <ol style="list-style-type: none"> <li>b. Describe the origins of technologies, processes, and materials used in the visual arts. (C1-C4, A3)</li> </ol> </li> <li>3. Differentiate among works by artists, representative of different times and cultures.               <ol style="list-style-type: none"> <li>a. Compare selected artworks from different times and cultures to determine similarities and differences in theme, content, form, and style. (C1-C3)</li> <li>b. Categorize attributes of theme, style, and form that convey meaning in artworks. (C1-C3)</li> </ol> </li> </ol> <p><b>4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.</b></p> <ol style="list-style-type: none"> <li>1. Develop and apply criteria to analyze personally created artworks and the artworks of others.               <ol style="list-style-type: none"> <li>b. Describe the relationship between the elements of art and principles of design and the aesthetic qualities of works of art. (CR1-CR3)</li> <li>c. Use established criteria to justify personal responses to works of art. (CR1-CR3)</li> </ol> </li> <li>2. Identify and apply criteria to evaluate personally created artworks and the artworks of others.               <ol style="list-style-type: none"> <li>a. Describe the aesthetic qualities of personal artworks and the</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1.1.a Analyze ways that the elements of art, such as color, line, and shape are used to represent visual and tactile texture and movement in artworks. (A1, A2, A4, P3)</li> <li>1.1.b Represent relationships among observed people, animals, and objects in composition by selecting and using the elements of art to achieve special effects. (A2, P3)</li> <li>2.2.a Identify technologies, processes, and materials used to create visual art. (C1-C4, A3-A4)</li> <li>3.1.a Experiment with media, processes and techniques to express thoughts and feelings that have personal meaning. (P1)</li> <li>3.1.b Manipulate art media, materials, and tools safely. (P2)</li> <li>3.1.c Create artworks that explore the uses of the elements of art and selected principles of design, such as pattern, repetition, contrast, balance, and variety, to express personal meaning. (P3-P4)</li> </ol>	(To be determined by individual teacher.)	<p>Projects</p> <p>Evaluations</p> <p>Test and Quizzes</p> <p>Discussion</p> <p>Notes</p>

		artworks of others. (CR1-CR3) b. Interpret artworks to establish criteria for making judgments. (CR1-CR3) c. Apply criteria to evaluate personal artworks and the artworks of others. (CR1-CR3)	3.2.b Identify and describe color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, contrast, balance, and variety in artworks that convey what they see, know and feel. (P3, P4, A2, A4)		
	<b>Common Assessments (PLC)</b>			<b>County Assessment</b>	
	Reviewed at monthly PLC meetings.			Quarterly	

## Grading Elements:

Weight	Grading Element	Example Evidence of Learning	Frequency
15%	Process (Homework/Classwork)		
85%	Product (Projects/Performances/Quiz/Test)		

## Teacher Information:

<b>Name:</b>		<b>SMCPS Email</b>	
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