



# Grade 4th Grade Course Quarter 1 Instructional Guide - Building an Arts Community

**Unit:** Building an Arts Community  
**Topic:** Classroom Procedures and Expectations

**Frequency:** 1st Rotation / Week

**Texts:**

- Welcome students
- Seating chart per class
- Classroom rules and expectations
- Clean up routines
- Assign leadership roles (optional)
- Emergency Drill Procedures
- Safety Procedures
- Behavior routines. (Rewards and Consequences)
- Introduction to Studio Habits of Mind
- Introduction of Universal Rubric

**Materials Needed:**

- Activity 1
- Classroom Procedures and Expectations - Safety
- Activity 2
- Studio Habits of Mind
- Activity 3
- Universal Rubric
- Instructional Guide Resources
- [The Easiest Way to Teach Routines](#)
  - [Routines to Teach the First Week](#)
  - [8 Fundamental Routines](#)
  - [Using the Studio Habits of Mind](#)
  - [Studio Habits of Mind for Reflective Self Assessment](#)
- (Safari playlist)*

## Stage 1 - Standards and Curriculum

What do we want our students to know and be able to do?

**Essential Question (EQ):** *What are the procedures and expectations in the art room? Why is it important to follow safety procedures?*

**Focus Standards:**

- ★ [VA.4.S.3.3](#)
- ★ [VA.4.C.2.1](#)

**Supporting Standards:**

- [VA.4.H.1.2](#)

1<sup>st</sup>

The first time this standard is being taught.



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<p><b>Students will KNOW:</b></p> <ul style="list-style-type: none"> <li>• Understand expectations for the art room</li> <li>• Routines</li> <li>• Procedures for emergency drills</li> <li>• Expectations for art room behavior</li> </ul>	<p><b>Students will BE ABLE to DO:</b></p> <ul style="list-style-type: none"> <li>• Students will follow and demonstrate art room routines</li> <li>• Students will follow all safety protocols</li> <li>• Students will demonstrate safe practices for tools and procedures</li> <li>• Students will develop ownership of the creative process which includes but is not limited to planning, describing, assessing, and revising</li> </ul>
<p><b>Previewing/Prerequisite Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 4th Grade Focus Standard</li> </ul> <p><a href="#">VA.4.S.3.3</a> - Handle tools and media safely in the art room  <a href="#">VA.4.C.2.1</a> - Describe personal choices made in the creation of artwork</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Procedures</li> <li>• Safety</li> <li>• Routines</li> </ul>

<p align="center"><b>Stage 2 - Assessment</b> How will we know if they learned it?</p>				
<p><b>Lesson Assessment:</b></p>				
<p align="center"><b>Achievement Level Descriptors</b></p>				
Focus Standard	Level 2	Level 3	Level 4	Level 5
<p><a href="#">VA.4.S.3.3</a></p>	<p>I spent no time observing my subject matter, art making processes and/or the environment around me.</p>	<p>I spent limited time observing my subject matter, art making processes and/or the environment around me.</p>	<p>I spent time observing my subject matter, art making processes and/or the environment around me that I may have otherwise missed.</p>	<p>I spent an extensive amount of time observing my subject matter, art making processes and /or the environment around me that I may have otherwise missed.</p>
<p><a href="#">VA.4.C.2.1</a></p>	<p>I am unaware of my art making process and/or I have no</p>	<p>I am becoming more aware of my art making processes and my</p>	<p>I am aware of my art making processes and my self-evaluations</p>	<p>I am very conscious of my art making process and my honest</p>



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	self-evaluations of my work.	self-evaluations are starting to reflect that.	reflect that.	self-evaluations reflect that.

<b>Stage 3 - Instruction</b> How will we teach it?	
<i>Description of Instructional Approach</i>	
<b>Standard/Benchmark (Optional):</b>	<b>Learning Activity 1</b>



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Future:

**Learning Goal:**

*(Within the leveled activities differences between levels should be bolded, High Yield Strategies should be denoted, ELL Supports should be denoted, HOT Questions should be written in where they are relevant and appropriate)*

::Activity Description::

**Check for Understanding:**

### Learning Activity 2

**Standard/Benchmark (Optional):**

Future:

**Learning Goal:**

*(Within the leveled activities differences between levels should be bolded, High Yield Strategies should be denoted, ELL Supports should be denoted, HOT Questions should be written in where they are relevant and appropriate)*

::Activity Description::



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Check for Understanding:

### Learning Activity 3

Standard/Benchmark (Optional):

Future:

Learning Goal:

*(Within the leveled activities differences between levels should be bolded, High Yield Strategies should be denoted, ELL Supports should be denoted, HOT Questions should be written in where they are relevant and appropriate)*

::Activity Description::

Check for Understanding:

### Stage 4 – Response to Learning

#### RETEACH

How will we respond when some students do not learn?

#### EXTENSION

How will we extend the learning for students who are already proficient?



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*\*adapted from Wiggins, Grant and J. McTighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development*

*\*adapted from Learning-Focused*

[Instructional Guide Purpose Document](#) & [Instructional Guide Feedback Form](#)