

Unit One: Elements and Principles of Visual Arts

Course Time: Integrated throughout the year

Overview: The students will be able to examine the visual elements as a foundation for the visual arts.

Unit Essential Questions:

- How do people describe art when they make it or talk about it?
- How can many different tools be used to create one artwork?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How does collaboration expand the creative process?

Pennsylvania (PA) Arts & Humanities Standards

9.1.5 Fourth-Fifth Grades

- A. Know and use the elements and principles of each art form to create works in the arts and humanities
- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts
- C. Recognize and use fundamental vocabulary within each of the arts forms
- D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work
- E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts
- F. Identify works of others through a performance or exhibition
- G. Recognize the function of rehearsals and practice sessions
- H. Handle materials, equipment and tools safely
- I. Identify arts events that take place in schools and in communities.
- J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others
- K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities

National Arts & Humanities Standards:

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.
- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

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- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Textbooks:

(List core textbook if applicable, please include title of textbook, publisher, and copyright date)

PA Core English Language Arts Standards Addressed in this Unit:C.C.1.2.4.J

PA Core Math Standards Addressed in this Unit:C.C.2.2.4.A.2, C.C.2.2.4.A.4, C.C.2.3.4.A.3, C.C.4.4.A.I

PA Core Science Standards Addressed in this Unit:

(Please include specific standards being addressed)

ISTE Standards:

(Please include specific standards being addressed)

Career Education and Work Standards:

(Please include specific standards being addressed)

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

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PA Career Education and Work Standards found at <http://www.pdesas.org/standard/views/#0|785|0|0>

*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

Enrichment:

- Experiment with a variety of media at an art center upon completion of class project
- Activities at the art center are designed to allow further exploration of various media and techniques
- Invite guest artist to visit the classroom
- Visit an art gallery or museum and create a report based on the experience
- Use of the computer; cybervisit an art museum
- Critique a work of art using the art elements as a guide for a class discussion

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- Visit the library and read related literature

Remediation:

- Prompt students with questions that repeat the directions
- Rephrase, retell, review concepts taught
- Create small group cooperative group projects
- Conference with the instructor
- Post art vocabulary words, prints, and other visuals related to concepts being taught
- View videos and DVD's

(Please include additional generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/modul/content/search/>)

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

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Standards Which content standard are being addressing? Be specific about what it is reinforced and how they are reinforcing it.	Concepts What students need to know. Concepts are derived from the Standards	Competencies What students need to be able to do (skills): Competencies are the actual tasks the students must be able to do in order to demonstrate mastery of the concept.	Vocabulary Vocabulary is pulled from the Keystone vocabulary, standards, concepts, and competencies and may repeat across units.	Materials, Activities, Resources List all of our materials, resources and instructional materials that will be / could be used, as well as online resources. Include suggested instructional activities and strategies to help students master the concept and meet the competencies	Assessments List all of the assessments (formative, summative, and project-based learning that could be used in this unit, that prove mastery. You should also include diagnostic assessments as appropriate.
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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments

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Elements of Design

Standard	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.5A 9.1.5B 9.1.5C 9.1.5D 9.1.5E 9.1.5F 9.1.5G 9.1.5H 9.1.5I 9.1.5J 9.1.5K <p>See unit introduction for description of standards</p>	<p>Reinforce line as an element of design.</p> <p>Types lines:</p> <ul style="list-style-type: none"> expressive line <p>Reinforce Safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> View, discuss, and analyze expressive lines in works of art. Construct types of expressive lines with various mediums and tools in art Apply all safety techniques and procedures for handling materials 	<p>Review vocabulary used in previous grades.</p> <ul style="list-style-type: none"> Expressive line Emotional lines 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of expressive lines.</p> <p>Reproductions of the art work depicting expressive lines- examples could include but are not limited to: <i>Composition 1933</i>, Joan Miro</p> <p>Activity: Create an expressive line drawing. For example, beating a drum, falling leaf, speeding car. Feeling could be substituted for objects, e.g. angry lines, happy or excited lines.</p>	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction)</p>

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Standards	Concepts	Competencies	Vocabulary	Visual Resources and materials	Assessments
				Materials for projects could include but are not limited to: <ul style="list-style-type: none">• paper• markers• crayons• pencil, and colored pencil	

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.5A 9.1.5B 9.1.5C 9.1.5D 9.1.5E 9.1.5F 9.1.5G 9.1.5H 9.1.5I 9.1.5J 9.1.5K <p>See unit introduction for description of standards</p>	<p>Reinforce shape as an element of design.</p> <p>Addition of new art vocabulary relating to shape could include:</p> <ul style="list-style-type: none"> tessellation <p>Reinforce safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> View, discuss, and analyze works of art that display the various shapes Identify and recall types of shapes. Construct and combine shapes with various mediums. Apply all safety techniques and procedures for handling materials 	<p>Types of Shape:</p> <ul style="list-style-type: none"> tessellation <p>Tessellation movements:</p> <ul style="list-style-type: none"> Slide rotation 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of shapes and tessellations.</p> <p>Reproductions of the art work depicting tessellation shapes: <i>Fish</i>, and <i>Regular Division of the Plane with Reptiles</i>, MC Escher</p> <p>Activity: Create a tessellation pattern design.</p>	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction)</p>

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Standards	Concepts	Unit Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Materials for projects could include but are not limited to –</p> <ul style="list-style-type: none">• drawing paper• pencils• erasers• crayons• masking tape,• oak tag squares• scissors• glue• markers• colored pencils	

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<ul style="list-style-type: none"> 9.1.5A 9.1.5B 9.1.5C 9.1.5D 9.1.5E 9.1.5F 9.1.5G 9.1.5H 9.1.5I 9.1.5J 9.1.5K <p>See unit introduction for description of standards</p>	<p>Reinforce colors as an element of design.</p> <ul style="list-style-type: none"> Monochromatic <p>Safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> View, discuss, and analyze monochromatic works of art. Construct a piece of monochromatic art. Apply all safety techniques and procedures for handling materials 	<p>Monochromatic:</p> <ul style="list-style-type: none"> Tints Shades Hues Color Value 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of monochromatic color schemes.</p> <p>Reproductions of artwork depicting monochromatic colors to include but not limited to: <i>First Steps</i>, Pablo Picasso, <i>Blue Night</i>, Paul Klee</p> <p>Activity: Create a monochromatic painting.</p> <p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none"> Paint brushes watercolors tempera paint watercolor crayons 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction)</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.5A 9.1.5B 9.1.5C 9.1.5D 9.1.5E 9.1.5F 9.1.5G 9.1.5H 9.1.5I 9.1.5J 9.1.5K <p>See unit introduction for description of standards</p>	<p>Reinforce the types of texture:</p> <p>Tactile:</p> <ul style="list-style-type: none"> smooth fuzzy bumpy scaly slippery gritty bricked <p>Visual:</p> <ul style="list-style-type: none"> smooth rough wooden soft sharp <p>Safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> View, discuss, and analyze works of art that display tactile and visual texture. Construct tactile and visual textures with various mediums and tools in art. Apply all safety techniques and procedures for handling materials 	<ul style="list-style-type: none"> Texture Tactile Texture Visual Texture 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of the types of texture.</p> <p>Reproductions of the art work depicting texture– examples could include but are not limited to: <i>The Blank Signature</i>, Rene Magritte</p> <p>Activity: Create a landscape utilizing various types of visual textures.</p> <p>Materials for the projects could include but are not limited to:</p> <ul style="list-style-type: none"> found objects paper texture glue poster board 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.5A 9.1.5B 9.1.5C 9.1.5D 9.1.5E 9.1.5F 9.1.5G 9.1.5H 9.1.5I 9.1.5J 9.1.5K <p>See unit introduction for description of standards</p>	<p>Reinforce space as an element of design.</p> <ul style="list-style-type: none"> 1 point perspective <p>Types of Space:</p> <ul style="list-style-type: none"> Positive Space Negative Space Foreground Middle ground Background 	<p>View, discuss, and analyze works of art that display space.</p> <p>Identify various types of space.</p> <p>Construct types of space with various mediums.</p> <p>Apply all safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> Space Positive Space Negative Space Foreground Middle ground Background 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include but are not limited to:</p> <p>Visual depictions of space.</p> <p>Activity- 1 point perspective drawing of a landscape with a road.</p> <p>Reproductions of paintings depicting diminishing size to create the illusion of distance could include but are not limited to: <i>Vonal - Ksz,</i> Victor Varsarely, <i>Dressed Ballerina,</i> Edgar Degas</p> <p>Activity: Create a landscape drawing using the concept: small, medium, and large.</p>	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction)</p>

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				<p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none">• pencils• paper• markers• colored pencil	
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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.5A 9.1.5B 9.1.5C 9.1.5D 9.1.5E 9.1.5F 9.1.5G 9.1.5H 9.1.5I 9.1.5J 9.1.5K <p>See unit introduction for description of standards</p>	<p>Reinforce form as an element of design.</p> <p>Manipulation of materials into three dimensional forms.</p>	<p>View, discuss, and analyze works of art that display the various types of forms.</p> <p>Identify various types of Forms.</p> <p>Construct types of Forms with various mediums.</p> <p>Apply all safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> three dimensional art sculpture Ceramic wedge 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Visual depictions of forms.</p> <p>Reproductions of the art work depicting form examples could include but are not limited to: <i>The Science of Laziness</i>, Frank Stella</p> <p>Activity: Construct a construction paper sculpture.</p> <p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none"> pencils clay markers paint plaster craft paper 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.5A 9.1.5B 9.1.5C 9.1.5D 9.1.5E 9.1.5F 9.1.5G 9.1.5H 9.1.5I 9.1.5J 9.1.5k <p>See unit introduction for description of standards.</p>	<p>Reinforce Value as an element of design.</p> <p>Creating a value scale:</p> <ul style="list-style-type: none"> Tonal value scale 	<p>View, discuss, and analyze works of art that displays tonal values.</p> <p>Identify various types of tonal values.</p> <p>Construct tonal values with various mediums.</p> <p>Apply all safety techniques and procedures for handling materials</p>	<p>Types of value:</p> <ul style="list-style-type: none"> Tonal Value Scale 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include, but are not limited to:</p> <p>Reproductions of the art work depicting value could include but are not limited to: <i>Five Paintbrushes</i>, Jim Dine <i>Georgia/Fingerpaint</i>, Chuck Close</p> <p>Activity: Create a piece of artwork that displays a tonal value scale.</p> <p>Materials for projects could include but are not limited to:</p> <ul style="list-style-type: none"> drawing pencil paper tempera paint 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction)</p>

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Principles of Design

Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.1.5A 9.1.5B 9.1.5C 9.1.5D 9.1.5E 9.1.5F 9.1.5G 9.1.5H 9.1.5I 9.1.5J 9.1.5K 	<p>Principles of Design:</p> <p>Reinforce balance:</p> <ul style="list-style-type: none"> symmetrical asymmetrical <p>Reinforce contrast:</p> <ul style="list-style-type: none"> light dark <p>Reinforce emphasis:</p> <ul style="list-style-type: none"> focal point <p>Reinforce rhythm/movement:</p> <ul style="list-style-type: none"> composition order <p>Reinforce unity/harmony:</p> <ul style="list-style-type: none"> completion of a theme <p>Reinforce pattern:</p> <ul style="list-style-type: none"> repetition 	<ul style="list-style-type: none"> View, discuss and analyze works of art that display the principles of design Construct and design projects that display the principles of design with various mediums and tools in art. Reinforce all safety techniques and procedures for handling materials 	<p>Balance:</p> <ul style="list-style-type: none"> symmetrical asymmetrical <p>Contrast:</p> <ul style="list-style-type: none"> light dark <p>Emphasis:</p> <ul style="list-style-type: none"> focal point <p>Rhythm/movement:</p> <ul style="list-style-type: none"> composition order <p>Unity/harmony:</p> <ul style="list-style-type: none"> completion of a theme <p>Pattern:</p> <ul style="list-style-type: none"> repetition 	<p>The instructor has the freedom to create individual lessons that will meet the standards. Activities could include but are not limited to:</p> <p>Reproductions of artwork may include but are not limited to:</p> <p>Balance:</p> <ul style="list-style-type: none"> <i>Red Triumphant</i>, Alexander Calder <p>Activity: Students create a paper mobile</p> <p>Contrast:</p> <ul style="list-style-type: none"> <i>Combination Concrete</i>, Stuart Davis. <p>Activity: Students create a colored pencil drawing.</p>	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction)</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Emphasis:</p> <ul style="list-style-type: none"> • <i>Mona Lisa</i>, Leonardo Da Vinci. <p>Activity: Students create a cartoon strip</p> <p>Rhythm:</p> <ul style="list-style-type: none"> • <i>Movement in Squares</i>, Bridget Riley <p>Activity: Students create a paper silhouette</p> <p>Unity:</p> <ul style="list-style-type: none"> • <i>Starry Night</i>, Vincent Van Gogh <p>Activity: Students create a simple felt quilt.</p> <p>Pattern:</p> <ul style="list-style-type: none"> • <i>Egyptian Curtain</i> by Henri Matisse <p>Activity: Students draw a zentangle.</p>	

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Standards	Concepts	Competencies	Vocabulary	Visual Resources and materials	Assessments
				Materials for projects could include but are not limited to: <ul style="list-style-type: none">• pencils• crayons• markers• tempura paint• paper• watercolor• oil pastels• chalk• crayons	

Unit Two: Historical and Cultural Context of the Visual Arts

Course Time: Integrated throughout the year

Overview: The students will be able to examine the cultural context of the visual arts.

Unit Essential Questions:

- A. How do people describe art when they make it or talk about it?
- B. How can many different tools be used to create one artwork?
- C. What conditions, attitudes, and behaviors support creativity and innovative thinking?
- D. What factors prevent or encourage people to take creative risks?
- E. How does collaboration expand the creative process?

Pennsylvania (PA) Arts & Humanities Standards

9.2.5 - Fourth - Fifth Grades

- A. Explain the historical, cultural and social context of an individual work in the arts.
- B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- D. Analyze a work of art from its historical and cultural perspective.
- E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- G. Relate works in the arts to geographic regions:• of Africa, Asia, Austrailia, Central America, Europe, North America, South America
- H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
- J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., Plays by Shakespeare, works by Michelangelo, ethnic dance and music).
- K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).
- L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

National Arts & Humanities Standards:

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
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- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.
- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

PA Core English Language Arts Standards Addressed in this Unit:C.C.1.1.4.D, C.C.1.2.4.I, C.C. 1.2.4.J

PA Core Math Standards Addressed in this Unit:

(Please include specific standards being addressed)

PA Core Science Standards Addressed in this Unit:

(Please include specific standards being addressed)

ISTE Standards:

(Please include specific standards being addressed)

Career Education and Work Standards:

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

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ISTE found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Career Education and Work found at www.pacareerstandards.com/

PA Career Education and Work Standards found at <http://www.pdesas.org/standard/views/#0|785|0|0>

*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

Enrichment:

- Experiment with a variety of media at an art center upon completion of class project
- Activities at the art center are designed to allow further exploration of various media and techniques
- Invite guest artist to visit the classroom
- Visit an art gallery or museum and create a report based on the experience
- Use of the computer; cybervisit an art museum
- Critique a work of art using the art elements as a guide for a class discussion
- Visit the library and read related literature

Remediation:

- Remediation Strategies
- Prompt students with questions
- that repeat the directions
- Rephrase, retell, review
- concepts taught
- Create small group cooperative
- group projects
- Conference with the instructor
- Post art vocabulary words,
- prints, and other visuals related
- to concepts being taught
- View videos and DVD's

(Please include additional generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/modul/content/search/>)

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.2.5A 9.2.5B 9.2.5C 9.2.5D 9.2.5E 9.2.5F 9.2.5G 9.2.5H 9.2.5I 9.2.5J 9.2.5K 9.2.5L <p>See unit introduction for description of standards</p>	<p>Culturally significant works of art from various Geographic Regions:</p> <p>Africa</p> <p>Asia</p> <p>Australia</p> <p>Central America</p> <p>Europe</p> <p>North America</p> <p>South America</p>	<p>View, discuss, and analyze various works of art from various geographic regions</p> <p>Construct and design an original piece of artwork based on significant works of art from various geographic regions including but not limited to:</p> <p>Africa:</p> <ul style="list-style-type: none"> Adinkra Cloths African Cerimonial Masks Masai Necklace <p>Asia:</p> <ul style="list-style-type: none"> Sumi-e Paintings Kabuki masks Japanese Lanterns <p>Australia:</p> <ul style="list-style-type: none"> Aboriginal Art Didgeridoo <p>Central America:</p> <ul style="list-style-type: none"> Otomi Indian Yarn Painting 	<p>Including but not limited to:</p> <p>Africa:</p> <ul style="list-style-type: none"> Adinkra Massi <p>Asia:</p> <ul style="list-style-type: none"> Sumi-e Painting Kabuki <p>Australia:</p> <ul style="list-style-type: none"> Dream Paintings Bark Paintings X-Ray images <p>Central America:</p> <ul style="list-style-type: none"> Molas Yarn Paintings Clay Suns <p>Europe:</p> <ul style="list-style-type: none"> Wycinanki Art 	<p>The instructor has the freedom to create individual lessons that will meet the standards.</p> <p>Activities: Produce a piece of art that reflects the art of various geographic regions.</p> <p>Materials/Resources for projects could include but are not limited to:</p> <p>Africa:</p> <ul style="list-style-type: none"> Photographs and samples of Adinkra Cloths Instructor generated chart of Adinkra symbols. Map of Africa 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
		<ul style="list-style-type: none"> • Cuna Indian Molas • Aztec and Mayan Clay Suns <p>Europe:</p> <ul style="list-style-type: none"> • Pysanky eggs • Irish Knots <p>North America:</p> <ul style="list-style-type: none"> • Pennsylvania Dutch Art • Colonial Art • Native American Art <p>South America:</p> <ul style="list-style-type: none"> • Peruvian Art • Chilean Art • Incan Art 	<p>North America:</p> <ul style="list-style-type: none"> • Pennsylvania Dutch Hex signs • Weather vanes • Fraktur • Scherenschnitte • Clay pots • Weavings <p>South America:</p> <ul style="list-style-type: none"> • Peruvian Masks • Chilean Rain Sticks • Pottery 	<p>Asia:</p> <ul style="list-style-type: none"> • Photographs and samples of Sumi-e paintings • Map of Asia <p>Australia:</p> <ul style="list-style-type: none"> • Photographs of Aboriginal dream paintings • Related literature: Aboriginal Art of Australia: Exploring Cultural Tradition, Carol Finley • Australian Dreamings, a curriculum resource for grades 4-12, Julee Nordin <p>Central America:</p> <ul style="list-style-type: none"> • Photographs and samples of molas 	

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<ul style="list-style-type: none">• yarn paintings• Related literature: Latin American Arts and Culture, Dorothy Chaplik <p>Europe:</p> <ul style="list-style-type: none">• Map of Europe• Photographs and samples of Wycinanki art.	

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> • 9.2.5A • 9.2.5B • 9.2.5C • 9.2.5D • 9.2.5E • 9.2.5F • 9.2.5G • 9.2.5H • 9.2.5I • 9.2.5J • 9.2.5K • 9.2.5L <p>See unit introduction for description of standards</p>	<p>Historically significant works of art from various schools of art.</p> <p>Reinforce styles of art :</p> <ul style="list-style-type: none"> • Medieval art • Renaissance • Baroque • Realism • Impressionism • Expressionism • Surrealism • Abstract • Fauvism • Pop • Primitive or Native • Non Objective 	<p>View, discuss and analyze various styles of art.</p> <p>Define various styles of art.</p> <p>Create multiple pieces of art that reflect various styles of art.</p> <p>Apply all safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> • Medieval art • Renaissance • Baroque • Realism • Impressionism • Expressionism • Surrealism • Abstract • Fauvism • Pop • Primitive or Native • Non Objective 	<p>Related literature could include, but is not limited to:</p> <ul style="list-style-type: none"> • Stories by Philip Yenawine (the Museum of modern Art, new York, Delacorte, Press 1991) • Getting to Know the World's Greatest Artists Series by Mike Venezia (Children's Press 1988) • Art for Children series by Ernest Raboff <p>Artists could include but are not limited to:</p> <p>Medieval art:</p> <ul style="list-style-type: none"> • Donatello 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Renaissance</p> <ul style="list-style-type: none"> • Michelangelo • Leonardo daVinci <p>Baroque</p> <ul style="list-style-type: none"> • Rembrandt Van Rijn • Fran Hals <p>Realism</p> <ul style="list-style-type: none"> • Andrew Wyeth • Mary Cassatt <p>Impressionism</p> <ul style="list-style-type: none"> • Claude Monet • Edgar Degas • Paul Cezanne • Vincent van Gogh <p>Pointillism</p> <ul style="list-style-type: none"> • Georges Seurat <p>Cubism</p> <ul style="list-style-type: none"> • Pablo Picasso 	

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Expressionism</p> <ul style="list-style-type: none"> • Paul Klee • Edvard Munch <p>Surrealism</p> <ul style="list-style-type: none"> • Marc Chagall • Salvador Dali <p>Abstractism</p> <ul style="list-style-type: none"> • Jean Dubuffet <p>Fauvism</p> <ul style="list-style-type: none"> • Henri Matisse <p>Pop</p> <ul style="list-style-type: none"> • Roy Lichtenstein • Andy Warhol <p>Primitive or Native</p> <ul style="list-style-type: none"> • Grandma Moses • Henri Rousseau <p>Non Objective</p> <ul style="list-style-type: none"> • Piet Mondrian • Frank Stella 	

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.2.5A 9.2.5B 9.2.5C 9.2.5D 9.2.5E 9.2.5F 9.2.5G 9.2.5H 9.2.5I 9.2.5J 9.2.5K 9.2.5L <p>See unit introduction for description of standards</p>	<p>Reinforce genres of art:</p> <ul style="list-style-type: none"> Landscape Cityscape Sea Scape Still Life Portrait Architecture Illustration Printmaking Sculpture Ceramic Collage 	<p>View, discuss and analyze various genres of art.</p> <p>Define various genres of art.</p> <p>Create multiple pieces of art that reflect the genres of art.</p> <p>Apply all safety techniques and procedures for handling materials</p>	<ul style="list-style-type: none"> Landscape Cityscape Sea Scape Still Life Portrait Architecture Illustration Printmaking Sculpture Ceramic Collage 	<p>Landscapes:</p> <ul style="list-style-type: none"> John Constable Grant Wood <p>Seascapes:</p> <ul style="list-style-type: none"> Winslow Homer Joseph Turner <p>Still life:</p> <ul style="list-style-type: none"> Georges Braque Henri Matisse <p>Portrait:</p> <ul style="list-style-type: none"> Chuck Close Frida Kahlo <p>Cityscapes:</p> <ul style="list-style-type: none"> Giorgio De Chirico Edward Hopper <p>Architecture:</p> <ul style="list-style-type: none"> Frank Lloyd Wright Frank Gehry 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
				<p>Illustration:</p> <ul style="list-style-type: none"> • Norman Rockwell • John James Audubon <p>Printmaking:</p> <ul style="list-style-type: none"> • Ukiyo-e • Albrecht Durer <p>Sculpture:</p> <ul style="list-style-type: none"> • Constantin Brancusi • Alexander Calder <p>Collage:</p> <ul style="list-style-type: none"> • Henri Matisse • Faith Ringold <p>Painting:</p> <ul style="list-style-type: none"> • James Whistler • Edouard Manet 	

Unit Three: : Aesthetic and Critical Response to the Visual Arts

Course Time: Integrated throughout the year

Overview: The students will be able to recognize and identify critical processes and meaning used in the examination of works of art.

Unit Essential Questions:

- A. How do life experiences influence the way you relate to art?
- B. How does learning about art impact how we perceive the world?
- C. What can we learn from our responses to art?
- D. What is the purpose of engaging in the process of art criticism?
- E. How is a personal preference different from an evaluation?

Pennsylvania (PA) Arts & Humanities Standards

9.3.5 Fourth - Fifth Grades -

Critical Response:

- A. Recognize critical processes used in the examination of works in the arts and humanities.
 - a. Compare and Contrast
 - b. Analyze
 - c. Interpret
 - d. Form and test hypothesis
 - e. Evaluate/form judgments
- B. Know that works in the arts can be described by using the arts elements, principles and concepts.
- C. Know classification skills with materials and processes used to create works in the arts.
- D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.
- E. Recognize and identify types of critical analysis in the arts and humanities.
 - a. Contextual criticism
 - b. Formal criticism
 - c. Intuitive criticism
- F. Know how to recognize and identify similar and different characteristics among works in the arts.
- G. Know and demonstrate what a critics position or opinion is related to works in the arts and humanities.

Pennsylvania (PA) Arts & Humanities Standards
9.4.5 Fourth - Fifth Grades -

Aesthetic Response:

- A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., “Can artworks that depict or are about ugly or unpleasant things ever be beautiful?”).
- B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).
- C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).
- D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist’s interpretation through the use of classical ballet of the American West in Agnes De Mille’s Rodeo).

National Arts & Humanities Standards:

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.
- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.
- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

PA Core English Language Arts Standards Addressed in this Unit: C.C.1.2.4.D, C.C.1.2.4.F, C.C.1.3.4.C, C.C.1.3.4.D

PA Core Math Standards Addressed in this Unit:

(Please include specific standards being addressed)

PA Core Science Standards Addressed in this Unit:

(Please include specific standards being addressed)

ISTE Standards:

(Please include specific standards being addressed)

Career Education and Work Standards:

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

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National Common Core found at www.corestandards.org

ISTE found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Career Education and Work found at www.pacareerstandards.com/

PA Career Education and Work Standards found at <http://www.pdesas.org/standard/views/#0|785|0|0>

*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

Enrichment:

- Experiment with a variety of media at an art center upon completion of class project
- Activities at the art center are designed to allow further exploration of various media and techniques
- Invite guest artist to visit the classroom
- Visit an art gallery or museum and create a report based on the experience
- Use of the computer; cybervisit an art museum
- Critique a work of art using the art elements as a guide for a class discussion
- Visit the library and read related literature

Remediation:

- Remediation Strategies
- Prompt students with questions
- that repeat the directions
- Rephrase, retell, review
- concepts taught
- Create small group cooperative
- group projects
- Conference with the instructor
- Post art vocabulary words,
- prints, and other visuals related
- to concepts being taught
- View videos and DVD's

(Please include additional generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/modul/content/search/>)

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

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Standards	Concepts	Competencies	Vocabulary	Materials, Activities, Resources	Assessments
<ul style="list-style-type: none"> 9.3.5.A 9.3.5.B 9.3.5.C 9.3.5.D 9.3.5.E 9.3.5.F 9.3.5.G 9.4.5.A 9.4.5.B 9.4.5.C 9.4.5.D <p>See unit introduction for description of standards</p>	<p>Critical Response</p> <ul style="list-style-type: none"> Critique Classify <p>Aesthetic Response</p> <ul style="list-style-type: none"> Identify Understand 	<p>View, discuss and analyze art by categorizing subject matter and identifying the characteristics.</p> <p>Classify artwork based on different reasons for preferences.</p> <p>Identify times, places, and reasons by which students make art outside of school.</p> <p>Understand that people from different places and times have made art for a variety of reasons.</p>	<ul style="list-style-type: none"> Subject matter Content Medium Style analysis Interpretation Judgment Value Significance Opinion Focal point Objective Subjective Expressive qualities 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Art Games- I spy Artery – the Artistic Literacy Game Token Response- Art Criticism and Aesthetics Game Articulate Game (Crystal Productions). Art reproductions, Videos DVDs Student art works. 	<p>Teacher observations</p> <p>Student projects (individual or group)</p> <p>Demonstration of skills and techniques</p> <p>Test / Quiz</p> <p>Question and answer sessions</p> <p>Class discussions and critiques</p> <p>Remediation and enrichment (see unit introduction) the visual arts unit for grades kindergarten to grade 5.</p>