

Fourth Grade Art Curriculum Map 2022

<b>Pacing Guide</b>	<b>Standard Code &amp; Indicator</b>	<b>Sample Learning Activities</b>	<b>Sample Assessments</b>	<b>Additional Standards</b>
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<p><b>August - October</b></p>	<p><b>Creating</b></p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p><b>Media Art</b></p> <p>1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.</p> <p>1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.</p> <p>1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.</p> <p>1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.</p> <p>1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals</p>	<p>- Review art room rules and procedures.</p> <p>-Focus on adding value through shading</p> <p>- Create a chalk and glue and chalk drawing of a succulent plant</p> <p>- Identify the characteristics of and apply them to create an Enlargement drawing</p> <p>-Define and understand: proportion</p> <p>- Use cropping in a drawing</p> <p>-Learn about the artists, Georgia O’Keeffe and Glennray Tutor</p> <p>-Learn techniques in chalk pastel- blending to create value</p> <p>-Participating in critiques of art pieces using vocabulary and direct comments</p> <p><b>Instructional Resources:</b> Scholastic Art Magazine issue on Still Life Georgia O’Keeffe slide presentation</p>	<p><b>Formative Assessments:</b> Quizzes Homework/ Classwork Teacher Observation Student Participation</p> <p><b>Summative Assessments:</b> Graded su</p> <p><b>Benchmark Assessment:</b> BOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>Health and Phys. Ed. 2.2.5.PF.2</b> Review rules/procedures and safety in the art room.</p> <p><b>Technology Standard:</b> <b>Technology</b> 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p><b>Oct. - Dec.</b></p>	<p><b>Creating</b></p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p><b>Presenting</b></p> <p>1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p> <p><b>Responding</b></p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p><b>Media Art</b></p> <p>1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.</p> <p>1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.</p>	<p>- Translate a three-dimensional figure into a three-dimensional form, such as a model.</p> <p>-Apply the additive, subtractive, and/or modeling methods to create a sculpture.</p> <p>Decorate or ornament the surface of the clayware as required.</p> <p>- Discuss ceramic vocabulary and function of related equipment.</p> <p>- Discuss and understand the changes that take place during the firing process- bisque firing and glaze firing. Why does the glaze change color in the kiln? What happens?</p> <p>- Apply surface decoration or ornamentation proficiently through:</p> <ul style="list-style-type: none"> <li>carving</li> <li>excising</li> <li>glazing</li> <li>incising</li> <li>modeling</li> <li>piercing</li> <li>relief</li> </ul>	<p><b>Formative Assessments:</b></p> <p>Quizzes Homework/Classwork Teacher Observation Student Participation</p> <p><b>Summative Assessments:</b></p> <p>Graded 2D and 3D project</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard: RL.4.1 &amp; RL.4.2</b></p> <p>Students will read aloud from Scholastic Art Magazine on Wayne Thiebaud and complete the skills sheet to summarize the article.</p> <p><b>Math 4.MD.1 &amp; 4.MD.3</b></p> <p>Students will analyze how Wayne Thiebaud uses simple geometric forms in his artwork</p> <p>Students will use rulers to create a grid on paper</p> <p><b>Technology Standard:</b></p> <p>8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p><b>January - March</b></p>	<p><b>Creating</b></p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p><b>Media Art</b></p> <p>1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.</p> <p>1.2.5.Cr2b: Model ideas, plan in an effective direction.</p> <p>1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.</p>	<p>- Selectively use the elements and principles of design and composition in a work of art.</p> <p>-Students will research animals from local shelters and choose one to use for their poster.</p> <p>- Create an animal portrait from a photograph.</p> <p>-Students will write a “sales pitch” from the perspective of their chosen animal to convince someone to adopt it.</p> <p>-Students will turn their drawings into talking pet portraits to read the animals bio using the AR makr app.</p> <p><b>Instructional Resources:</b> Teacher Created Google Slides YouTube Tutorial Videos</p> <p><b>Student Technology:</b> iPads/Chromebooks</p> <p><b>Teacher Technology:</b> ActiView ActivPanel</p>	<p><b>Formative Assessments:</b> Quizzes Homework/Classwork Teacher Observation Student Participation</p> <p><b>Summative Assessments:</b> Graded dog portraits and bios</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard:</b> <b>Language Arts W.4.2 &amp; W.4.7</b> Students will research local animal shelters and choose an animal that is currently up for adoption Students will write a pitch, as if written by the animal, to get someone to adopt it.</p> <p><b>Technology Standard:</b> 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p><b>April - June</b></p>	<p><b>Creating</b></p> <p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p><b>Media Art</b></p> <p>1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.</p> <p>1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.</p> <p>1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.</p> <p>1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.</p> <p>1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.</p> <p>1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context</p>	<p>- Learn about the history of animation- early forms from flipbooks, to thaumatropes and zoetropes.</p> <p>-Discuss and analyze how technology has impacted the art of animation</p> <p>- Learn and apply techniques in creating a stop-motion animation video</p> <p>- Work collaboratively to create a stop-motion video in the medium of their choice</p> <p>-Provide peer feedback through critique</p> <p><b>Instructional Resources:</b> Google Slide presentation on the history of animation</p> <p><b>Student Technology:</b> iPads/Chromebooks Stop Motion Studio App</p> <p><b>Teacher Technology:</b> ActiView ActivPanel</p>	<p><b>Formative Assessments:</b> Quizzes Homework/Classwork Teacher Observation Student Participation</p> <p><b>Summative Assessments:</b> Graded stop motion video</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard: Writing 4.3.</b> Students will write narratives for their stop-motion video.</p> <p>9.4.5.TL.5: Collaborate digitally to produce an artifact.</p> <p><b>Technology Standard:</b> 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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**Alternate Assessments:** Dog Adoption Project, Class Critiques

**21st Century Standards:** 9.1.4.A.1, 9.1.4.F.2

**21st Century Skills:** Critical thinking, Creativity, Initiative, Technology literacy, Social skills

**Career Ready Practices:** CRP4, CRP6, CRP 8