

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Visual Arts**  
**Grade 4**

<p><b>Marking Period 1:</b></p> <p><b>Unit 1:</b>  <u><b>Intensity, Texture, Emphasis and Balance</b></u></p> <p>“The Scream”</p> <p><b>Objectives:</b></p> <p>Learn about the Expressionist Artist, Munch.</p> <p>Learn about the developments and movements in art.</p> <p>Create a self-portrait focusing on the warm and cool colors of the foreground and background to create balance and emphasis in a work of art.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will listen and learn about the art movement, Expressionism, through the works of the famous artist, Munch.</p> <p>Draw an expressive self-</p>	<p><b>Marking Period 2:</b></p> <p><b>Unit 2:</b>  <u><b>Line, Shape, Repetition, Rhythm and Pattern</b></u></p> <p>“Miro Mysteries”</p> <p><b>Objectives:</b></p> <p>Learn about the artistic movement, Surrealism.</p> <p>Learn about the Surrealist Artist, Miro.</p> <p>Create a surreal work of art through autonomic drawing.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will view a short film about surrealism.</p> <p>Observe the works of art by famous Surrealist Artist, Miro, to identify what is real and what is not.</p> <p>Create an autonomic drawing and find meaning and ideas</p>	<p><b>Marking Period 3:</b></p> <p><b>Unit 3:</b>  <u><b>Color, Value, Movement, Harmony and Unity</b></u></p> <p>“Painting with Scissors”</p> <p><b>Objectives:</b></p> <p>Learn about the famous artist, Matisse.</p> <p>Understand the development and history of art in the 20<sup>th</sup> century.</p> <p>Identify paper cutouts.</p> <p>Create a collage inspired by Matisse.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will watch a movie about the famous artist Matisse.</p> <p>Choose a variety of shapes and sizes of colored pieces of construction paper.</p>	<p><b>Marking Period 4:</b></p> <p><b>Unit 4:</b>  <u><b>Form, Space and Proportion</b></u></p> <p>“Fish Food”</p> <p><b>Objectives:</b></p> <p>Understand the terminology of ceramics.</p> <p>Learn about the process of hand-building with clay.</p> <p>Identify the tools necessary to complete a clay sculpture.</p> <p>Create a sculpture.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will learn about the specific terminology of ceramics.</p> <p>Prepare the clay for hand-building.</p> <p>Model the clay into geometric</p>
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<p>portrait.</p> <p>Complete drawing with a compelling background, using repeated wavy lines and warm colors of oil pastels.</p> <p><b>Essential Questions:</b></p> <p>What does the art movement, Expressionism, mean?</p> <p>What is the artist trying to say in the painting, “The Scream”?</p> <p>How does it make you feel?</p>	<p>from the subconscious.</p> <p>Create a dream-like background and title work according to the discoveries made from the final piece.</p> <p><b>Essential Questions:</b></p> <p>What is surrealism?</p> <p>What is an automatic drawing?</p> <p>Why do you think the artists wanted to interpret their dreams?</p>	<p>Create a colorful collage using free-form shapes inspired by Matisse.</p> <p><b>Doodle-4-Google”</b></p> <p><b>Objectives:</b></p> <p>Recognize the importance of logos.</p> <p>Create a theme for the letters that spell out Google.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will observe the “Google” logo.</p> <p>Students will understand the importance of graphic design.</p> <p>Using a pre-drawn logo, students will draw their images around the letters of the logo.</p> <p><b>“Artist Research Paper”</b></p> <p><b>Objectives:</b></p> <p>Learn about a famous artist of choice.</p> <p>Understand the procedure of a research paper.</p>	<p>forms.</p> <p>Score and apply the geometric pieces to complete the hand-building process.</p> <p>Bisque fire and choose glazes for the final firing.</p> <p><b>Essential Questions:</b></p> <p>What are the tools you need to create a clay sculpture?</p> <p>What is a kiln?</p> <p>Why is it important to read the labels on the glaze containers?</p> <p>What happens in the final firing?</p>
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	<p>Identify various resources for historical information.</p> <p>Prepare writing for oral presentation.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will choose an artist to research.</p> <p>Complete packet about artist of choice.</p> <p>Research in the Library and Media Center using books, magazines and interactive websites.</p> <p>Write/type research paper and orally present their research in class.</p> <p><b>Essential Questions:</b></p> <p>What is a collage?</p> <p>How is a paper cutout different from collages?</p> <p>What is a free-form?</p> <p>What do free-forms represent in the cutouts and what kind of a story can you create from</p>	
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		<p>your paper cutouts?</p> <p>What was the artist trying to communicate and how did he contribute to the art movement of the 20<sup>th</sup> century?</p> <p>What was the most interesting fact you discovered about the artist you researched?</p> <p>What art movement was the artist you researched a part of?</p> <p>What was your favorite art piece by the artist you researched?</p> <p>What contributions did the artist you researched make in the art world?</p> <p>Do you know what a Logo is? Have you ever visited the website “Google?”</p> <p>Why do you think a logo is important?</p>	
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<p><b>Materials:</b></p> <p>Book: <i>Express Yourself</i>, samples of the famous work of art by Munch, <i>The Scream</i>, oak tag, pencil, permanent marker, oil pastels</p>	<p><b>Materials:</b></p> <p>Website: BrainPop: <i>Surrealism</i>, samples of famous Surrealist artist, Miro, large white drawing paper, pencil, ruler, permanent marker, colored markers, charcoal, soft tissue</p>	<p><b>Materials:</b></p> <p>DVD: <i>Dropping in on Matisse</i>, samples of Matisse’s paper cutouts, large white drawing paper, variety of colored construction paper, scissors, glue</p> <p>Samples of logos, Google website, samples of ways to incorporate a theme/drawing into a logo (doodle-4-google samples), pre-printed “Google” sheet, pencil, permanent marker, colored pencils</p> <p>Research Paper Packet includes: bio of artist, questions, word search, word jumble, crossword puzzle and coloring page of one their works of art, books about artists, computer, printer</p>	<p><b>Materials:</b></p> <p>Clay, clay sculpting tools, pin tool, water, kiln, glazes, brush</p>
<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p>	<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p>	<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p>	<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p>

<p><b>NJCCCS:</b></p> <p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2: Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.</p> <p>1.2.5.A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p>	<p><b>NJCCCS:</b></p> <p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2: Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.</p> <p>1.2.5.A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p>	<p><b>NJCCCS:</b></p> <p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2: Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.</p> <p>1.2.5.A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and belief.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p>	<p><b>NJCCCS:</b></p> <p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2: Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.</p> <p>1.2.5.A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p>
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<p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.3.5.D.4: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>1.3.5.D.5: Collaborate in the creation of works of art using</p>	<p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.3.5.D.4: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>1.3.5.D.5: Collaborate in the creation of works of art using</p>	<p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.3.5.D.4: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>1.3.5.D.5: Collaborate in the creation of works of art using</p>	<p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.3.5.D.4: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>1.3.5.D.5: Collaborate in the creation of works of art using</p>
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<p>multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2: Use evaluative tools, such as rubrics, for self-</p>	<p>multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2: Use evaluative tools, such as rubrics, for self-</p>	<p>multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context),.</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2: Use evaluative tools, such as rubrics, for self-</p>	<p>multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2: Use evaluative tools, such as rubrics, for self-</p>
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<p>assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<p>assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art</p>	<p>assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<p>assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>
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