

Shrewsbury Borough School District
ART Curriculum Guide
Grade 4
2016

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

Administration:

Brent MacConnell-Superintendent
Debi Avento-Business Administrator
Erica Reynolds-Supervisor of Curriculum & Instruction
Jennifer Zona-Supervisor of Special Services

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Implementation: September 2016

Course Philosophy:

The mission of Shrewsbury Borough Schools' Art program is to cultivate each student's unique creative expression, communication and discovery by providing a thorough education in the elements of art, principles of design, aesthetics and art history. Shrewsbury Borough School's art program values and implements 21st century arts education principles by providing guidance for all students to strive for their full potential, inspiration to be lifelong learners and responsible citizens in our ever-changing global society. Shrewsbury Borough School's art curriculum strives to provide each child an opportunity to meet and exceed the Visual and Performing Arts standards, as part of the New Jersey Core Curriculum Content Standard in a nurturing creative environment. Through hands on experiences in the arts and opportunities to work in a variety of mediums including: drawing, painting, collage, printmaking, digital media and sculpture- these artistic qualities blossom at each stage of development.

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Course Description:

The fourth grade visual art curriculum builds on the elements of art and principles of design, art history, creativity and imagination. Students will be exposed to various mediums within 2d & 3d projects that are centered on technique and creativity inspired by past and present artists, art movements and genres. In 4th grade, students explore 2d & 3d work involving figure drawing, op art, graphic design, illustration, pop art and independent art research and writing. At the 4th grade level, students will experience art once during a six-week cycle. Each art class is 46 minutes in duration.

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| Unit 1 Overview |
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| Unit Title/Marking Period: Illustration & Value: Illustrated Names – MP1 |
| Grade Level: 4 th grade |
| Recommended Pacing: 3 class meetings |
| Unit Summary: This unit explores illustration and imagination where students will re-create the letters of their names with fully rendered objects using the elements of art- specifically, line, shape, value and space. |
| NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5 |
| 21st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6 |
| Technology Standards: |

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8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2, 8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5, 8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

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| <p>Unit Essential Questions:</p> <p>What are the elements of art? How can we use the elements of art when we create an artwork? How would you render a 3d object / form? What is value?</p> | <p>Unit Enduring Understandings:</p> <p>Students will create an illustrated name composition using the elements of art: line, shape, value and space. Students will create a successful composition by laying out their line drawing using the element of art-space. Using their imaginations, students will recreate the letters of their names into objects that represent themselves. Value will be applied to render their illustrated forms.</p> |
| <p>Unit Learning Targets <i>Students will know...</i></p> | <p>Unit Learning Targets <i>Students will do...</i></p> |

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| <ul style="list-style-type: none">● Students will know how to define the elements of art.● Students will know how to use a blending technique to illustrate value and form in their drawings.● Students will know how to render objects to create the illusion of letters in their final compositions. | <ul style="list-style-type: none">● Students will recite the elements of art and define how to use them in a successful composition.● Students will practice illustrating objects from their imaginations to illustrate the same lines and shape that exist in a letter.● Students will use their imaginations to sketch objects that will match the same shape as the letters in their names.● Using the element of line and shape and space- students will sketch their names using carefully rendered objects to form their letters.● Using a blending technique, students will add value to their objects to illustrate form. |
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Evidence of Learning

Formative Assessments:

- Oral assessment on the elements of art
- Sketch of object to letter example.

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| Equipment Needed: Sketch paper, pencils, erasers, rulers, iPads, White drawing paper, colored pencils, baby oil, cotton swabs |
| Summative Assessments: <ul style="list-style-type: none">• Final illustrations |

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| Teacher Resources: |
| Technology Component (websites): |
| Resources: Powerpoint presentation of artists, art examples, history and techniques |

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| Teacher Notes: |
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| Unit 2 Overview |
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| Unit Title/Marking Period: Perspective: 1-Point Perspective Cityscapes, Keyhole Perspective and Narrative- MP 1 |
| Grade Level: 4 th grade |
| Recommended Pacing: Marking period |
| Unit Summary: This unit is centered on perspective and using 1-point perspective drawing techniques and value to render a city scape and imaginative landscape. |
| NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5 |
| 21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6 |
| Technology Standards: |

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8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5,
8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

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| <p>Unit Essential Questions:</p> <p>What is perspective? How would you illustrate perspective? What is 1 point perspective? What is a vanishing point? How would you illustrate depth using color?</p> | <p>Unit Enduring Understandings:</p> <p>Students will create a Cityscape drawing and a landscape painting that illustrate perspective by using value. We reviewed the principles of perspective by observing various artists' works and their use of value to illustrate perspective. Next we identified the foreground, background and middle ground. Using a vanishing point, students drafted their city buildings using straight lines vertically and horizontally. Students will use the elements of line, color form and value to illustrate depth within their perspective works. Students will follow their visual art with an imaginative written narrative that demonstrates strong artistic language and terminology. Student written work will also align with the 4th grade writing portfolio rubric.</p> |
| <p>Unit Learning Targets <i>Students will know...</i></p> | <p>Unit Learning Targets <i>Students will do...</i></p> |

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| <ul style="list-style-type: none"> ● Students will know how to define and identify perspective. ● Students will know how to create a 1 point perspective drawing. ● Students will know how to create depth in their work using color and value. ● Students will know how to use proportion in their work to further demonstrate perspective. | <ul style="list-style-type: none"> ● Students will identify the elements of line, shape, form, and value within various artworks that illustrate perspective. ● Students will distinguish the elements of perspective, illustration and narrative from various master artworks with different art styles. ● Students will create a perspective drawing and painting using value. ● Students will write a narrative about their illustration using art terminology. |
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| Evidence of Learning |
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| Formative Assessments: <ul style="list-style-type: none"> ● Oral assessment on perspective, 1 point perspective drawing technique, analyzing artist’s perspective work ● Sketch of perspective drawing |
| Equipment Needed: Sketch paper, pencils, erasers, rulers, iPads, White drawing paper, heavy weight white paper, tempera paint, colored pencils, brushes, water cups, baby oil, cotton swabs |
| Summative Assessments: <ul style="list-style-type: none"> ● Final illustrations ● Final written narrative |

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Teacher Resources:

Technology Component (websites):

Brainpopjr.com- Select artist and museum websites as per lesson: MC Escher, Edward Hopper, Guy Billout

Resources:

Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

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| Unit 3 Overview |
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| Unit Title/Marking Period: Figure Drawing: 2d & 3d figure- MP2 |
| Grade Level: 4 th grade |
| Recommended Pacing: 5 Class meetings |
| Unit Summary: This unit is centered on rendering the figure in a 2d drawing and a 3d sculpture. Students will be inspired by Degas' paintings along with other classical artists' work that illustrate the human form. Students will render a proportional figure in a 2d drawing and then create a sculpture of the same form. |
| NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5 |
| 21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6 |
| Technology Standards: |

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8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5,
8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

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| <p>Unit Essential Questions:</p> <p>How would you proportionally draw a figure? What is gestural figure drawing? How is line important when drawing the figure?</p> | <p>Unit Enduring Understandings:</p> <p>Students will view the figurative works from Degas, along with classical works from the Greco- Roman period. Next students will compare the classical works to current figurative work including fashion illustrations, sports photography and anatomical drawings. Inspired by the classic and current figurative works- students will create a 2d drawing of their figure, using proportion and scale. Students will then sculpt a 3d replication of their drawing using paper mache.</p> |
| <p>Unit Learning Targets <i>Students will know...</i></p> | <p>Unit Learning Targets <i>Students will do...</i></p> |
| <ul style="list-style-type: none"> ● Students will know how to render a proportional figure using observational drawing techniques. ● Students will know how to use line to create a gestural figure drawing. ● Students will know to transition a 2d sketch into a 3d sculpture using the elements of art- line, shape and form. ● Students will know how to build a paper mache figure using various art materials. | <ul style="list-style-type: none"> ● Students will identify the elements of line, shape, form, and the principles- proportion scale and balance in their figurative works. ● Students will analyze the works of classical artists from the Greco roman period and the work by current artists and illustrators for their use of line and proportion when drawing the figure. |

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| | <ul style="list-style-type: none">• Students will create a gestural figure drawing, a final figure drawing using proportional drawing techniques and a figurative sculpture of their own design. |
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| Evidence of Learning |
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| Formative Assessments: <ul style="list-style-type: none">• Oral assessment on figurative drawing, analyzing various artist's figurative work,• Sketch of perspective drawing |
| Equipment Needed: Sketch paper, pencils, erasers, rulers, iPads, heavy weight white paper, colored pencils, paper mache- newspaper, glue |
| Summative Assessments: <ul style="list-style-type: none">• Final illustrations• Final sculptures |

| Teacher Resources: |
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| Technology Component (websites): Brainpopjr.com |

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Resources:

Select artist and museum websites as per lesson: Greco Roman painting and sculptures, Degas, fashion illustration, sports photography

Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

Unit 4 Overview

Unit Title/Marking Period:

Graphic Design: Parodies – MP2

Grade Level:

4th grade

Recommended Pacing:

3 Class meetings

Unit Summary:

This unit explores graphic design and advertising, where students will use digital tools as a medium to create an advertisement parody.

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NJCCSS:

1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5

21st Century Standards:

1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6

Technology Standards:

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2, 8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5, 8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

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| <p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is graphic design useful? 2. Where is graphic designs found? 3. What is typography and what are graphic representations? 4. Which three main elements and principals are used in a successful design composition? | <p>Unit Enduring Understandings:</p> <p>Students will use Graphic Design, the principals of design as well as traditional and digital rendering techniques in an advertisement parody. Students will also gain an understanding of foundational digital tools used in Sketchbook Pro to create a final design.</p> |
| <p>Unit Learning Targets <i>Students will know...</i></p> | <p>Unit Learning Targets <i>Students will do...</i></p> |
| <ul style="list-style-type: none"> ● Students will know how to <u>identify</u> the elements and principals as well as <u>interpret</u> typography and graphic representations within graphic design work ● Students will know how to <u>analyze</u> various graphic design works (specifically that of <i>Glaser, Fairey and Hische</i>) for use of text and image, balance, color, size and layering to visually communicate an idea. ● Students will know to <u>create</u> a digital ad design inspired by Graphic design principals. | <p>Students will discuss work from a PowerPoint presentation that exemplifies the use of graphic representations and use of typography in well-known advertisements or pop culture icons.</p> <p>Students will watch a BrainPop video that visually defines the principals of design and typography.</p> <p>Students will define a parody and identify elements and principals used in a successful design composition.</p> <p>Students will use Sketchbook pro tools such as the layers palette, the text tool, selection tools, brush, pencil, color palette and mirror</p> |

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| <ul style="list-style-type: none"> ● Students will know how to <u>interpret</u> their own as well as their peer’s printed designs for use of balanced typographic and graphic representational choices. | <p>image tools in the creation of their parodies.</p> <p>Students will print their designs and class will participate in a critique, using design vocabulary to describe their peer’s work.</p> |
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| Evidence of Learning |
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| Formative Assessments: <ul style="list-style-type: none"> ● Oral assessment on graphic design, select digital artists ● Sketch of advertisement ● Use of sketchbook pro tools |
| Equipment Needed: PowerPoint presentation, Brain Pop video “Graphic Design”, Ipads, Sketchbook Pro App, “Ms. Barnett’s How to” Worksheet (printed or digital), Sketchbook, pencils, erasers |
| Summative Assessments: <ul style="list-style-type: none"> ● Final illustration |

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Teacher Resources:

Technology Component (websites):

Select artist and museum websites as per lesson:

Resources:

Powerpoint presentation of artists, art examples, history and techniques

PowerPoint presentation, Brain Pop video "Graphic Design", Ipads, Sketchbook Pro App, "Ms. Barnett's How to" Worksheet (printed or digital)

Teacher Notes:

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| Unit 5 Overview |
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| Unit Title/Marking Period: Op Art: Fooling the Eye- MP 3 |
| Grade Level: 4 th grade |
| Recommended Pacing: 4 class meetings |
| Unit Summary: This unit explores the history and design of Op Art. |
| NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5 |
| 21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6 |
| Technology Standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2, 8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5, 8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4 |

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| <p>Unit Essential Questions:</p> <p>What is Op Art? How did op Art influence society? Where was it also found? How did Vaserey and Bridget Riley contribute to the Op art Movement? What is hard edge painting?</p> | <p>Unit Enduring Understandings:</p> <p>Students will create an optical illusion art work using the elements and principles: line, shape form pattern value and space. Inspired by Op Artists Bridget Riley and Victor Vaserey, students will explore the history and design of the Op Art Movement.</p> |
| <p>Unit Learning Targets <i>Students will know...</i></p> | <p>Unit Learning Targets <i>Students will do...</i></p> |
| <ul style="list-style-type: none"> ● Students will know how to <u>create</u> the illusion of a three-dimensional depth in a two dimensional composition that uses the Elements of Art and Principles of Design including shape, form, color, pattern, value, space, movement, pattern, and repetition. ● Students will know how to contemplate and discuss how color is perceived by the eye when examining the various styles of Optical Art created by Victor Vasarely and <u>apply</u> it to the influence on fashion in the 1960s. ● Students will know to create an abstract and cohesive 1960's inspired work that gives a visually stimulating | <p>Students will analyze the works of the ‘father of Op Art, ‘artist Victor Vasarely for his use of color, value and form.</p> <p>Students will explain what Elements of Art and Principles of Design they recognize in his work.</p> <p>Students will compare Optical Art and its influence on the psychedelic fashions of the 1960s.</p> <p>Students will create a drawing that exemplifies op art by using line pattern repetition and symmetry.</p> |

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| effect which <u>demonstrates</u> their comprehension of the Op Art movement. | |
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| Evidence of Learning |
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| Formative Assessments: <ul style="list-style-type: none"> ● Oral assessment on graphic design, select digital artists ● Sketch of advertisement ● Use of sketchbook pro tools |
| Equipment Needed: <ul style="list-style-type: none"> ● PowerPoint presentation, white Bristol paper, Handout with op art directions, pencils, erasers, sharpies, rulers |
| Summative Assessments: <ul style="list-style-type: none"> ● Final artwork |
| Teacher Resources: |
| Technology Component (websites): https://www.youtube.com/watch?v=VxTFGVp2R-8 |
| Resources: Select artist and museum websites as per lesson: Powerpoint presentation of artists, art examples, history and techniques |

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PowerPoint presentation

Teacher Notes:

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| Unit 6 Overview |
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| Unit Title/Marking Period: Independent Research & Artist study MP3 |
| Grade Level: 4 th grade |
| Recommended Pacing: Marking period |
| Unit Summary: Students will choose an artist to research and study which will culminate in a final artwork for collaborate display and a three paragraph essay on their chosen artist. |
| NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5 |
| 21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6 |
| Technology Standards: |

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8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2,
8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5,
8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

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| <p>Unit Essential Questions:</p> <p>How would you search for artist facts on the internet? How did the artist create their work? What were they known for? Which elements of art are used in the artwork? How does the artwork make you feel?.. why?</p> | <p>Unit Enduring Understandings:</p> <p>Students will re create their favorite artwork from their chosen artist as well as complete a three paragraph essay describing the life and work of that chosen artist. Students will search for artist facts using appropriate search engines and websites, as well as decipher important information regarding their artist. Students will re create the work of their artists by using the same technique and subject matter.</p> |
| <p>Unit Learning Targets <i>Students will know...</i></p> | <p>Unit Learning Targets <i>Students will do...</i></p> |
| <ul style="list-style-type: none"> ● Students will know how to research and decipher general information and facts of an artist using the internet. ● Students will know how to assess their artist facts and formulate a cohesive 3-paragraph essay using correct sentence structure and art terminology. ● Students will know how to create an artwork that represents their chosen artist, by using similar technique and medium. | <p>Students will independently research an artist using the internet.</p> <p>Students will write their facts in the worksheet sections.</p> <p>Students will construct a cohesive three-paragraph essay using their facts.</p> <p>Students will explain what Elements of Art and Principles of Design they recognize in their artist’s work.</p> <p>Students will re create their favorite artist’s work using similar medium and technique.</p> |

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| <ul style="list-style-type: none">● Students will know how to define the elements of art that exist in their artist's work. | |
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| Evidence of Learning |
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| Formative Assessments: <ul style="list-style-type: none">● Oral assessment on researching artist facts, writing a cohesive essay using art vocabulary, elements and principles of art in artist's work.● Artist study worksheet● Sketch of final painting |
| Equipment Needed: <ul style="list-style-type: none">● PowerPoint presentation, white Bristol paper, artist study worksheet, iPads, pencils, erasers, paint, water, brushes |
| Summative Assessments: <ul style="list-style-type: none">● Final artwork |
| Teacher Resources: |
| Technology Component (websites): |

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| Select artist and museum websites as per lesson: http://www.biography.com , metmuseum.com , artcyclopedia.com |
| Resources: Powerpoint presentation of artists, art examples, history and techniques |

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| Teacher Notes: |
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| Unit 7 Overview |
| Unit Title/Marking Period: Pop Art: Self Portraits and Comic Strips- MP4 |
| Grade Level: 4 th grade |
| Recommended Pacing: 5 Class meetings |
| Unit Summary: |

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This unit explores Pop Art and Comic Art. Students will be exposed to the history of the pop art movement as well as current art practices that have been influenced by the historic movement. This unit will culminate in two final art works.

NJCCSS:

1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5

21st Century Standards:

1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6

Technology Standards:

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2, 8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5, 8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

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| <p>Unit Essential Questions:</p> <p>What is Pop Art? Who were some influential artists from this movement? What are some characteristics of Pop Art? Which Elements and Principles do you see in Pop Art works? What are Ben-Day dots? Why were they used in fine art?</p> | <p>Unit Enduring Understandings:</p> <p>Students will create a Pop art self-portrait and a comic strip inspired by artist Roy Lichtenstein. Students will review the Pop art movement and some key facts and techniques used by Lichtenstein and other prominent artists. Students will compare the works of 1950's pop art to current day comic and pop inspired art.</p> |
| <p>Unit Learning Targets <i>Students will know...</i></p> | <p>Unit Learning Targets <i>Students will do...</i></p> |
| <ul style="list-style-type: none"> ● Students will know how to identify Pop art works and describe the uses of the elements of art and principles of design in the works. ● Students will know how to analyze the works of Roy Lichtenstein, for his use of comic inspired text and image, bold use of colors, and outlines. ● Students will know how to create a pop artwork using Ben-Day dots, limited color palette and a variety of lines. | <p>Students will analyze the work of Roy Lichtenstein for his use of color, bold imagery, text and outline.</p> <p>Students will compare Pop art work from 1950's to current day comic and pop inspired art.</p> <p>Students will create a self-portrait using pop art characteristics, including Ben-day dots.</p> <p>Students will create a comic strip that illustrates a narrative, and includes pop art characteristics.</p> |

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| <ul style="list-style-type: none">● Students will know how to create a short visual narrative using a comic strip template and pop art characteristics. | |
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| Teacher Resources: |
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| Technology Component (websites): |
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| Select artist and museum websites as per lesson |
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| Resources: |
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| Powerpoint presentation of artists, art examples, history and techniques |
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| Evidence of Learning |
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| Formative Assessments: |
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| <ul style="list-style-type: none">● Oral assessment on Pop Art movement, identifying elements of art and principles of design in art work● Sketch of final illustrations |
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| Equipment Needed: |
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| <ul style="list-style-type: none">● PowerPoint presentation, white Bristol paper, pencils, erasers, rulers, sharpies, paint, brushes |
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| Summative Assessments: |
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| <ul style="list-style-type: none">● Final illustrations |
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| Teacher Notes: |
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| Unit 8 Overview |
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| Unit Title/Marking Period: Repetition and Variation in everyday objects- illustrating form using four value techniques- MP4 |
| Grade Level: 4 th grade |
| Recommended Pacing: Marking period |
| Unit Summary: This unit explores the illustrating a still life using elements of perspective and value techniques. |
| NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5 |
| 21st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6 |
| Technology Standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2, 8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5, 8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4 |

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| <p>Unit Essential Questions:</p> <p>Define value.</p> <p>What is stippling? Cross hatching? Hatching? Blending?</p> <p>How would you illustrate depth using a value technique?</p> | <p>Unit Enduring Understandings:</p> <p>Students will achieve an understanding of perspective and value by using observational drawing and value techniques in a drawing of an everyday object. Students will examine various perspectives of an object and illustrate a series of sides, angles and distances using four value techniques. Students will complete value scales that demonstrate the four techniques- <i>blending, stippling, cross hatching, and hatching</i>. Students will be introduced to the foundational elements of composition, including <u>space</u>, and <u>balance</u>.</p> |
| <p>Unit Learning Targets <i>Students will know...</i></p> | <p>Unit Learning Targets <i>Students will do...</i></p> |
| <ul style="list-style-type: none"> ● Students will know how to interpret observational drawings for use of shape, value and form as well as composition ● Students will know how to identify and compare value techniques in various historic and contemporary works ● Students will know how to create a drawing that illustrates four value techniques, perspective and space. | <p>Students will define the difference between a 2-dimensional shape and a 3 dimensional form.</p> <p>Students will identify different value techniques in the works of M.C Escher, Magritte, Seurat and Christoph Schmidberger.</p> <p>Students will complete 4 value scales using four different value techniques- stippling, blending, hatching, cross hatching.</p> <p>Students will sketch their object from 4 perspectives and further their drawings by applying 4 different value techniques.</p> |

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| <ul style="list-style-type: none">• Students will know how to analyze their drawing work for use of value, perspective and space in their composition. | |
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| Evidence of Learning |
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| Formative Assessments: <ul style="list-style-type: none">• Oral assessment on value and techniques, use of art vocabulary, identifying elements and principles in artist's work• Value scales• Sketch of final drawing |
| Equipment Needed: PowerPoint presentation, HB pencils, erasers, ebony pencils, sharpies, white drawing paper, rulers, random everyday objects |
| Summative Assessments: <ul style="list-style-type: none">• Final still life drawings |

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| Teacher Resources: |
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| Technology Component (websites): Websites as per lesson |
| Resources: Select artist and museum websites as per lesson: Magritte, Seurat, Escher Powerpoint presentation of artists, art examples, history and techniques |