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| <b>Select a Course:</b> | Art Grade 4      |
| <b>Teacher:</b>         | CORE Art Grade 4 |
| <b>Course:</b>          | Art Grade 4      |
| <b>Year:</b>            | 2016-17          |
| <b>Months:</b>          | - All -          |

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| August    | <p><b>Grade 4 Art - Observation</b> Big Idea -Observation<br/>Unit on drawing from observation</p>  |   |   |  |  |
|           | <p><b>Enduring Understandings</b> ✕</p> <p>Observation, as a part of a creative process, can inspire art that communicates feelings, beliefs, or ideas.</p> | <p><b>Essential Questions</b> ✕</p> <p>How can artists use their observation skills to create art that reflects their feelings, beliefs, and ideas?</p> | <p><b>Standards</b> ✕</p> <p>VA:Cn.Grade4.10.1 - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. ~ Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>VA:Cn.Grade4.11.1 - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding ~ Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>VA:Cn.Grade4.11.1.a - Relate ~ Through observation, infer information about time, place, and culture in which a work of art was created.</p> | <p><b>Knowledge &amp; Skills</b> ✕</p> <p>Artist practice their observation skills by sketching frequently.</p> <p>Artists use observation to provide inspiration for creative choices in their work</p> | <p><b>Academic Language</b> ✕</p> <ul style="list-style-type: none"> <li>contour lines</li> <li>implied texture</li> <li>detail</li> <li>observation</li> <li>still life</li> <li>landscape</li> <li>portrait</li> </ul> <p>positive space</p> <p>negative space</p> |
| September | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>   | <p><b>Academic Language</b> ✕</p>  |
| October   | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>   | <p><b>Academic Language</b> ✕</p>  |
| November  | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>   | <p><b>Academic Language</b> ✕</p>  |
|           | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>   | <p><b>Academic Language</b> ✕</p>  |

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| December | <p><b>January</b></p> <p><b>Art Grade 4 - Point of View</b> Big Idea - Perspective<br/>Unit on one-point perspective</p>   |  |   |  |   |
|          | <p><b>Enduring Understandings</b> ✕</p>  | <p><b>Essential Questions</b> ✕</p>  | <p><b>Standards</b></p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>   | <p><b>Academic Language</b> ✕</p>   |
|          | <p>Art communicates a perspective.</p> <p>The elements of art and the principles of design are used in art to create the illusion of reality.</p> <p>Line direction can be manipulated in space to give the illusion of depth.</p> | <p>Why is perspective used in art?</p> <p>What does it mean to see someone else's point of view?</p> <p>Why does your perspective change as you get older?</p> | <p>VA:Cn.Grade4.10.1.a - Synthesize ~ Create works of art that reflect community <b>cultural traditions</b>.</p> <p>VA:Cr.Grade4.2.1.a - Investigate ~ Explore and invent art-making techniques and approaches.</p> <p>VA:Cr.Grade4.2.2.a - Investigate ~ When making works of art, utilize and care for <b>materials</b>, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA:Re.Grade4.7.2.a - Perceive ~ Analyze components in <b>visual imagery</b> that convey messages.</p> <p>IL.SEL.3-5.2.B.2b - Demonstrate how to work effectively with those who are different from oneself.</p> <p>IL.SEL.3-5.3.A.2a - Demonstrate the ability to respect the rights of self and others.</p> <p>IL.SEL.3-5.3.A.2b - Demonstrate knowledge of how social norms affect decision making and behavior.</p> <p>G3-5:1.4 - Demonstrate intermediate keyboarding skills and proper keyboarding techniques.</p> <p>G3-5:2.13 - Recognize and demonstrate ergonomically sound and safe use of equipment.</p> <p>G3-5:3.10 - Communicate with other students and other classes using appropriate technology, including e-mail if the district allows it.</p> | <p>Students will have a working knowledge of one-point perspective in art to create the illusion of depth.</p> <p>Students will create a linear composition that demonstrates an understanding of one-point perspective.</p> | <p>vanishing point<br/>orthogonal lines<br/>one-point perspective<br/>horizontal line<br/>linear perspective<br/>converging</p> |
| February | <p><b>Enduring Understandings</b> ✕</p>  | <p><b>Essential Questions</b> ✕</p>  | <p><b>Standards</b></p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>   | <p><b>Academic Language</b> ✕</p>   |
| March    | <p><b>Responding to Art</b> Unit on responding to and interpreting art.</p>  |  |   |  |   |
|          | <p><b>Enduring Understandings</b> ✕</p>  | <p><b>Essential Questions</b> ✕</p>  | <p><b>Standards</b></p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>   | <p><b>Academic Language</b> ✕</p>   |

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| <p> Visual literacy developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> | <p> How do artists repond to other artists and the art world?</p> | <p>VA:Re.Grade4.7.1.a - Perceive ~ Compare responses to a work of art before and after working in similar <b>media</b>.</p> <p>VA:Re.Grade4.7.2.a - Perceive ~ Analyze components in <b>visual imagery</b> that convey messages.</p> | <p> Compare repsonses to a work of art before and after working in similar media.</p> <p> Identify and analyze cultural associations suggested by visual imagery.</p> <p>Interpret art by analyzing contextual information, subject matter, visual elements used and mood conveyed. Compare one's own interpretation of a work of art with the interpretation of others. Recognize differences in criteria used to evaluate works of art depending on styles, historical and cultural contexts.</p> | <p> describe analyze interpret mood context process aesthetic theory Realism, Formalism. Emotionalism visual literacy</p> |
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| April | Enduring Understandings ✕ | Essential Questions ✕ | Standards ✕ | Knowledge & Skills ✕ | Academic Language ✕ |
| May   | Enduring Understandings ✕ | Essential Questions ✕ | Standards ✕ | Knowledge & Skills ✕ | Academic Language ✕ |
| June  | Enduring Understandings ✕ | Essential Questions ✕ | Standards ✕ | Knowledge & Skills ✕ | Academic Language ✕ |
| July  | Enduring Understandings ✕ | Essential Questions ✕ | Standards ✕ | Knowledge & Skills ✕ | Academic Language ✕ |