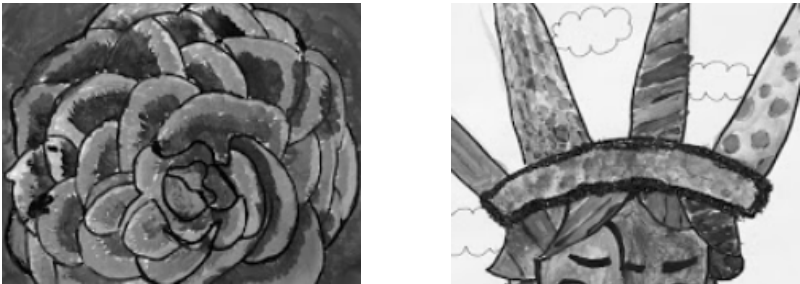
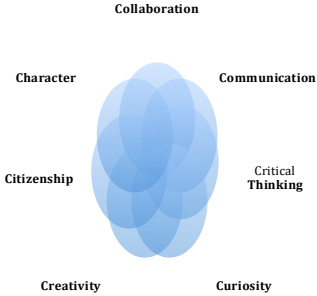


Content Area: Art	Course: Art	Grade Level: Four
		
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Shape 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Line 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Color 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Form 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Value 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Texture 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Space 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • The Etiquette of Art 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Art History 	<ul style="list-style-type: none"> • Ongoing 	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding
Respond	<ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Title	Shape	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do we use shapes in our artwork? • How can students experiment with line, shape, color, value and texture in collage? • Where is shape found? • How are organic and non-organic shapes used in art and design?
Standards*	<p>Create: Investigate: VA:Cr2.2.4a Investigate: VA:Cr2.3.4a</p> <p>Respond: Perceive: VA:Re7.1.2.4a Perceive: VA:Re7.2.4a</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Types of Shapes (organic, geometric) • Creating animals using organic shapes
Key Vocabulary	organic, geometric

*Standards based on *National Core Arts Standards*
For more information visit: [National Standards for Art](#)

Unit Title	Shape	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • organic and geometric shapes • line of symmetry • the difference between an organic and geometric shape 	<ul style="list-style-type: none"> • identify shapes in their environment • distinguish between a variety of shapes in design • discuss shapes in artwork • identify organic and non-organic shapes • create a collage using different shapes • create shapes on a 2 dimensional surface • create organic and non organic shapes

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Line	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How is the repetition of line used to enhance details and textures? • How can the use of line evoke emotion or convey meaning in a work of art? • How can students experiment with line, shape, color, value and texture in mixed media? • How can students use line to create a outline of an object? 		
Standards*	<p>Create: Investigate, Plan, Make: VA:Cr1.1.4a Investigate, Plan, Make: VA:Cr1.2.4a Investigate: VA:Cr2.2.4a Investigate: VA:Cr2.3.4a</p> <p>Respond: Perceive: VA:Cr7.2.4a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Types of Lines • Contour drawing 		
Key Vocabulary	contour drawing, zigzag, straight, dotted, wavy, curved, horizontal, vertical, diagonal, parallel		

Unit Title	Line	Length of Unit	Ongoing
-------------------	------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● various kinds of lines ● techniques to control lines using various mediums ● the technique of contour drawing 	<ul style="list-style-type: none"> ● use line to emphasize characteristic details and textures ● use line to create the illusion of three-dimensional forms ● experiment with line, shape, color, value and texture in collage ● draw the outline of an object from life

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Color	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can students create different values of colors? • How can students use color and texture to enhance the finished product? • How is color used in art? • What are tints and shades, complementary and analogous colors? • How do colors convey meaning? • How do colors affect emotions? 		
Standards*	<p>Create: Investigate: VA: CR2.2.4a Reflect-Refine-Continue:VA:Cr3.1.4a</p> <p>Present: Select: VA: Pr4.1.4a Analyze: VA: Pr5.1.4a</p> <p>Respond: Perceive: VA: Re7.2.4a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Complementary and Analogous Color Schemes • Mixing tints of a color 		
Key Vocabulary	translucent, transparent, opaque		

Unit Title	Color	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> translucent, transparent, and opaque 	<ul style="list-style-type: none"> understand color mixing to create value use color and texture to enhance the finished product identify complementary colors recognize and use analogous colors recognize and use tints and shades discuss how colors can be used to express a mood or emotion recognize how artists have used color to convey meaning, emotions and moods visually express an emotion through the use of color effectively use complementary colors in a composition create paintings using tints and shades create a composition using large scale proportions

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Form	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do we create the illusion of three-dimensional form using lines? • How can students create forms? • How can students work with and create a three-dimensional form? • What role does form play in our environment? • How do we differentiate between shape and form? 		
Standards*	<p>Create: Investigate- Plan- Make: VA:Cr1.1.4a Investigate- Plan- Make: VA Cr1.2.4a Investigate: VA: Cr2.1.4a Investigate: VA: Cr2.2.4a Reflect- Refine- Continue: VA: Cr3.1.4a</p> <p>Respond: Perceive: VA: Re7.1.4a Perceive: VA: Re7.2.4a Analyze: VA:8.1.4a Interpret: VA: Re9.1.4a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Create form using natural and man made materials • Create the illusion of form on a 2 dimensional surface • Slab Pockets • Clay joining techniques 		
Key Vocabulary	2 dimensional art work, 3 dimensional art work, natural forms, man made forms, slab construction		

Unit Title	Form	Length of Unit	Ongoing
-------------------	------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● proper use of clay tools ● forms in our environment ● forms in nature ● forms are viewed from multiple sides 	<ul style="list-style-type: none"> ● identify form in specific works of art ● understand the difference between shape and form ● recognize where forms exist in our environment ● understand the role of forms in nature ● create a form from natural and manmade material ● create the human form in a variety of interpretations ● create clay pottery using a variety of methods

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Value	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is value? • How can students create different values of colors? • What is the difference between changing the tint/shade of a color and changing the tone of a color? 		
Standards*	<p>Create: Investigate: VA:Cr2.2.4a</p> <p>Respond: Perceive: VA: Re7.1.4a Perceive: VA: Re7.2.4a Analyze: VA:8.1.4a Interpret: VA: Re9.1.4a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Creating tints and shades of a color • Tone verses tints or shades of a color 		
Key Vocabulary	value, tint, shade, tone, shading		

Unit Title	Value	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • understand tint, shade, and tone of a color 	<ul style="list-style-type: none"> • understand color mixing to create value

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Texture	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<p>How is the repetition of line used to enhance details and textures? How can students use brush strokes to create texture? How can students create a composition with a variety of textures? How can students experiment with line, shape, color, value and texture in collage? How can students use texture and pattern for enrichment? How can students use color and texture to enhance the finished product?</p>		
Standards*	<p>Create: Investigate: VA: Cr2.1.4a Investigate: VA: Cr2.2.4a Respond: Perceive:VA: Re7.1.4a Interpret: VA: Re9.1.4a</p>		
Unit Strands & Concepts	<p>Patterns in Art Texture in Art</p>		
Key Vocabulary	<p>texture, pattern</p>		

Unit Title	Texture	Length of Unit	Ongoing
-------------------	---------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● modeling techniques ● rubbing methods ● painting methods 	<ul style="list-style-type: none"> ● use line to emphasize characteristic details and textures ● use brush strokes to create texture ● create a composition with a variety of textures ● experiment with line, shape, color, value and texture in collage ● use texture and pattern for enrichment ● use color and texture to enhance the finished product.

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Space	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is space in art? • What are ways that space that can be used in our own artwork and the artwork of others? • How do we show and explain the relationship between parts and the whole? • How do we use overlapping to create a sense of space? • How can you make objects appear closer or farther away? • What is the difference between foreground and background? • How are positive and negative space used in art? 		
Standards*	<p>Create: Investigate: VA: Cr2.1.4a Investigate: VA: Cr2.2.4a</p> <p>Present: Select: VA: Pr4.1.4a Analyze: VA: Pr5.1.4a Share: VA: Pr6.1.4a</p> <p>Respond: Perceive: VA: Re7.1.4a Perceive: VA: Re7.2.4a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Space • Depth • Foreground • Middle ground • Background 		
Key Vocabulary	right, left, over, under, top, bottom, front, back, side, foreground, middleground, background, symmetric, asymmetric, overlapping, positive and negative space		

Unit Title	Space	Length of Unit	Ongoing
-------------------	-------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● foreground ● middleground ● background 	<ul style="list-style-type: none"> ● apply color to make objects appear closer or farther away ● adjust the size of objects to make them appear closer or farther away ● overlap objects to make them appear closer or farther away ● distinguish the difference between the foreground, middleground, and background ● recognize foreground, background, and middle ground in artist's work ● identify objects that are closer and farther away ● demonstrate overlapping as it relates to space ● use positive and negative space appropriately in a piece of artwork

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	The Etiquette of Art	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>		
Standards*	<p>Create: Investigate: VA:Cr2.2.4a Reflect- Refine- Continue: VA: Cr3.1.4a Present: Select: VA:Pr4.1.4a Analyze: VA:PR5.1.4a Share: VA:Pr6.1.4a Respond: Perceive:VA:Re7.2.4a Analyze: VA:Re8.1.4a Interpret: VA:Re9.1.4a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Art Critique (peer, self, and teacher) • Art Show (preparation, set up, striking) • Art Room Etiquette 		
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgment.</p>		

Unit Title	The Etiquette of Art	Length of Unit	ongoing
-------------------	-----------------------------	-----------------------	---------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one's creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work

Unit Title	Art History	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence chape deas, beliefs, and experiences? How do objects, artifact, and artworks collected, preserved, or presented, cultivate appreciate and understanding? • How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life? 		
Standards*	<p>Present: Share: VA:Pr6.1.4a</p> <p>Connect: Relate: VA:Cn11.1.4a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art 		
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance		

Unit Title	Art History	Length of Unit	ongoing
-------------------	--------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● art history is the study and appreciation of art and artists within the context of past and present cultures ● artists and the periods in which they worked ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language ● artists synthesize the ideas of their own and other cultures to create their work ● artists have communicated ideas in different ways 	<ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● recognize common elements in different artists' work that represent a movement ● make connections between their understanding of their heritage, social experience, and environment ● make connections between art and culture ● recognize that art and the artist connecting links between cultures ● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources Artists website - based on medium Former student work