

Summit Public Schools
Summit, New Jersey
Grade Level: 4/ Content Area: Art

Overview: The fourth grade visual art curriculum provides experiences for students to explore as visual communicators. Visual messages have power to inform, educate, or persuade. The success of visual communication is determined by the artist's ability to command the tools of visual art. Students are provided with experiences to develop their skills, knowledge of elements and principles of art, and awareness of their own visual perception. Fourth graders are becoming more critical of their work and are developing more complex schemas. Overlapping and spatial relationships are more evident in their work through the use of value and light. Fourth graders are beginning to determine success by the level of realism they can accomplish in their work. At this age students may be between two developmental stages and oftentimes slip back and forth depending on the project at hand. Students can become frustrated during these developments or lack thereof. It is important to continue encouraging students and incorporating lessons where all students will feel successful, such as weaving, paper maché, creating coil pots, and realistic drawings such as animals and buildings, as they navigate transforming two dimensional objects into three dimensional forms through the use of shading. It is important to keep lessons interesting and varied all year long and to incorporate many new techniques for this developmental stage.

Unit 1: Artistic Process: Creating	
Big Ideas: Conceiving and developing new artistic ideas and work. ● Anchor Standard 1 (AS1) - Generating and conceptualizing ideas ● Anchor Standard 2 (AS2) - Organizing and developing ideas ● Anchor Standard 3 (AS3) - Refining and completing products	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
AS1- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? AS2 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? 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? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? AS3 - 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	AS1 - 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 art-making goals. AS2 - 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. AS3 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

more completely?	
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Practice: Explore 1.5.5.Cr1a. Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. 1.5.5.Cr1b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art making that is meaningful to the makers. Practice: Investigate 1.5.5.Cr2a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. 1.5.5.Cr2b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr2c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. Practice: Reflect, Refine, Continue 1.5.5.Cr3a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with	Lesson Examples: Weaving Loom (Form) - Students will create a woven fiber artwork using cardboard looms, yarn, and under and over weaving techniques. Students will also study famous fiber artwork artists. - Differentiate with plastic yarn needles. Papier Mâché Objects (Form) - Students will create a sculpture using newspaper, tape, and paper mâché. - Students will brainstorm ideas for how they will go about creating their sculpture. - Students will create an art classroom object using paper mâché. - Students will create an ice cream cone object using paper mâché. 3D Printing (Form and Shape) - Students will create a playground of their choice using basic shapes in TinkerCad. - Students will design a building in either an urban, suburban, or rural environment. (Students who need more of a challenge could create a community design.) - Students will create a choice based work in the TinkerCad program using basic shapes. - Students will use the Sim Lab in tinkercad to create an animated 3D design. Paintbrush Drawing (Color) - Students will draw three paint brushes, splatter paint using analogous colors on top of them, and end using shadows around the paintbrushes to create shading.

reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	● One Point Perspective Drawings of Buildings (Form, Shape, Line, Value, Perspective) ○ Students will learn the technique of one-point perspective. ○ This can also be taught as a drawing of the inside of a room for a more personal connection, or outside as a rural or urban street view. ● Google Drawing of a Sea Creature (Shape) ○ Students will use shapes, tools, and techniques in Google Draw to create a sea creature of their choice, layering geometric shapes together digitally. ● Google Draw of robots and monsters
Differentiation	Assessments
Interdisciplinary Connections ● Connection from general education studies ● STEAM connections in 3D sculpture building and 3D printing ● Science class connections to birds ● Math - facial proportion, perspective, and gridding. Technology Integration ● Google Maps ● Interactive web pages ● Online museum galleries ● Introduction to programs such as Tinkercad and Google Draw ● Ozobots & coding ● Continued social media, classroom Instagram ● Google Images for reference ● Google Classroom ● Google Slides ● Videos of demonstrations for learning reviews ● FlipGrid 3-D Modeling ● Prototype drawings to address solution ● foreshortening/perspective design ● Tinkercad/Google Sketch-Up design challenges for print	Formative Assessments: ● Think, pair, share ● Peer teaching ● One on one interaction with teacher ● Exit slips ● Observe and discuss what elements of art and principles of design are. ● Write-arounds to reflect essential questions and instructional focus. ● Group based projects ● Class discussions on personal choices in projects. ● FlipGrid videos Summative Assessments, Projects, and Celebrations: ● Formal Rubrics for each project ● Final works for the Art Show ● Artworks displayed in the hallway

- Ozobots & coding

Media Literacy Integration

- Books on birds
- Books on the Northern Lights and how climate and environmental changes are being impacted.
- van Gogh's bedroom paintings
- Books on skyscrapers
- Famous artist information in slide shows and online

Global Perspectives

- Generate ideas about the environment and climate change.
- Recognize famous skyscrapers across the world.
- Be able to identify and recognize different species of birds.
- Recognize famous works of art.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

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Unit 2:	
Artistic Process: Presenting	
Big Ideas: Interpreting and sharing artistic work. ● Anchor Standard 4 (AS4) - Selecting, analyzing, and interpreting work. ● Anchor Standard 5 (AS5) - Developing and refining techniques and models or steps needed to create products. ● Anchor Standard 6 (AS6) - Conveying meaning through art.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
AS4 - How are artworks cared for and by whom? What	AS4 - Artists and other presenters consider various

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? AS5 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? AS6 - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?	techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. AS5 - 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. AS6 - 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.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Practice: Analyze 1.5.5.Pr4a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. Practice: Select 1.5.5.Pr5a. Prepare and present artwork safely and effectively. Practice: Share 1.5.5.Pr6a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee.	Lesson Examples: - Tiny Art Show (Color, Line, Shape) - Students will create “tiny art,” and present it in a small fitting space around the school to make their own group “tiny art,” show. - Class discussions on where to display their works and why? What do curators have to think about when presenting artworks? What challenges might they face? - Create Your Own Color (Color) - Students will mix their own color using primary colors only and come up with a unique name for their color to be presented in the hallway. - Class discussion about how we should hang up/ present the different colors and why? Discussion about different art jobs including naming of paint colors. - MET Kids

CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	○ Using the MET Kids website, groups will research an exhibit and later present their findings to the class. ● Art Show Final Piece ○ Students will select their favorite work at the end of the year to be shown in the art show. Individual discussions about how to present or mount their work and why they are selecting a certain piece will be held with the art teacher. ○ Discuss as a class why you might choose one work over another. Discuss how artists may select works to show, or why they might display artworks in a certain order. ● Creating an Art Portfolio (Color, Line, Shape, Space) ○ Students will create their own art portfolio, designing it how they wish, giving them a sense of ownership over the portfolio. They will then organize and store their artworks in their portfolios. ● Design Your Own Playground (Form) ○ If you could design your own playground what would it look like? Where would it be? What features would you include? Why? How could you make it different from the playgrounds you have been on? Could you incorporate some environmentally friendly structures of features? How will your design help the environment? ○ This can be done as a drawing, sculpture, or 3D artwork on TinkerCad.
Differentiation	Assessments
Interdisciplinary Connections ● Connection from general education social studies/ history class. ● STEAM connections in 3D sculpture building and 3D printing	Formative Assessments: ● Think, pair, share ● Peer teaching ● One on one interaction with teacher ● Exit slips

Technology Integration

- TinkerCad
- 3D Printing
- Interactive web pages
- Online museums and galleries
- Google Draw
- Google Images for reference
- Google Classroom
- Google Slides
- Videos of demonstrations for learning reviews
- FlipGrid

Media Literacy Integration

- <https://www.metmuseum.org/art/online-features/metkids/>
- Books on museums and famous artists

Global Perspectives

- Discovering different artists' work and learning from their cultures.
- Discovering museums around the world.
- Support the arts in their local, state, national, and global communities.
- New appreciation for art displays, art museums, art galleries, and what it takes to present artwork.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

- Teacher observations of effort and initiative
- Observe and discuss what elements of art and principles of design are.
- Write-arounds to reflect essential questions and instructional focus.
- Group based projects
- Class discussions on personal choices in projects.
- FlipGrid Videos to check for understanding
- Self assessment
- Google Form questionnaires

Summative Assessments, Projects, and Celebrations:

- Formal Rubrics for each project
- Final works for the Art Show
- Artworks displayed in the hallway

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

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Unit 3:

Artistic Process: Responding

Big Ideas: Understanding and evaluating how the arts convey meaning.

- **Anchor Standard 7 (AS7) - Perceiving and analyzing products.**
- **Anchor Standard 8 (AS8) - Applying criteria to evaluate products.**
- **Anchor Standard 9 (AS9) - Interpreting intent and meaning.**

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

AS7 - How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

AS8 - What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

AS9 - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Enduring Understandings

What will students understand about the big ideas?

AS7 - 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 arts influences understanding of and responses to the world.

AS8 - People gain insights into meanings of artworks by engaging in the process of art criticism.

AS9 - People evaluate art based on various criteria.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Practice: Perceive

- 1.5.5.Re7a. Speculate about artistic processes, interpret, and compare works of art and other responses.
- 1.5.5.Re7b. Analyze visual arts including cultural associations.

Lessons

Lesson Examples:

- Keith Haring Inspired Black Line Paintings (Line)
 - Students will analyze Keith Haring's artistic process and abstract black line paintings. Students will also find Haring's "hidden images," in his works and discuss what they think he is trying to convey.
 - Students will then work on very large paper using squeeze bottles of black paint to create their own black line paintings. There will be a discussion about how

Practice: Interpret

- 1.5.5.Re8a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Practice: Analyze

- 1.5.5.Re9a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Haring worked quickly but mindfully on his paintings and how the materials for this project allow us to do the same. Working directly in paint rather than sketching in pencil will be liberating for some students and frustrating for others. Have a conversation about trying to “let go,” but remain focused at the same time. How can we turn “mistakes,” into creative ideas?

- Class discussion on if students added any “hidden images” into their work or if they decided to only use lines and shapes.
- Next students will decide which sections they would like to add color to and why. Class discussion on selecting color schemes and how color choices and types of shapes can impact the mood of an artwork.
- Statue of Liberty Drawn in Famous Art Styles (Space, Line, Shape, Color)
 - Students will recreate the Statue of Liberty in varying famous art styles; pop, impressionism, pointillism, abstract, realism, cubism, art deco etc. They will research their art style and make a plan for how to draw the statue of liberty in this style.
- Georgia O'Keeffe Flowers (Space)
 - Students will draw a flower filling the entire paper focusing on a zoomed in perspective.
- Pop Art Andy Warhol Animals (Color)
 - Students will draw an animal of their choice, dividing the background into four sections, in a pop art style, after studying Andy Warhol.
- Yayoi Kusama Pumpkins (Line and Shape)
 - After reading the book, *Yayoi Kusama: From Here to Infinity!*, as a class, and learning about the life of Yayoi Kusama, students will design a Kusama inspired pumpkin

	and exercise individual aesthetically pleasing design decisions in their work. ○ Students will use colored scratch paper to etch in their pumpkin drawings and polka dot designs. The fun being they don't know what color they will reveal when they scratch away. Students will then use their scratching tools to create a patterned background in response to Kusama's "webbing" backgrounds found in her works. ● Q-Tip Dot Art Inspired by George Seurat ○ After viewing and discussing <i>A Sunday on La Grande Jatte—1884</i> students will create their own masterpieces using q-tips to dot paint onto their papers. ○ Students can also view Aboriginal Artwork that uses the same method of painting with small dots of paint.
Differentiation	Assessments
Interdisciplinary Connections ● Touch on parody and satire as vocabulary words and how they can be used in a literature class. ● Broader sense of geography when learning where famous artists are from on a map. ● Math integration by measuring out a grid to use when recreating a famous artwork in the art parody lesson. Technology Integration ● Museum websites ● Artists' websites ● Interactive web pages ● Online museums and galleries ● Google Images for reference ● Google Classroom ● Google Slides ● Videos of demonstrations for learning reviews ● FlipGrid Media Literacy Integration ● <i>Yayoi Kusama: From Here to Infinity!</i> ● Famous Works of Art	Formative Assessments: ● Think, pair, share ● Turn and talk at your tables ● Peer teaching ● One on one interaction with teacher ● Exit slips ● Teacher observations of effort and initiative ● Observe and discuss what elements of art and principles of design are. ● Write-arounds to reflect essential questions and instructional focus. ● Group based projects ● Class discussions on personal choices in projects. ● FlipGrid Videos to check for understanding ● Self assessment ● Google Form questionnaires Summative Assessments, Projects, and Celebrations: ● Formal Rubrics for each project ● Final works for the Art Show ● Artworks displayed in the hallway ● Slideshow researching a famous artwork or artist with a rubric included

- Videos of artists and their works

Global Perspectives

- Students will get a broader scope of historical and cultural contexts in the art room.
- Expressing the differences between two works of art or between different artistic styles.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

	feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

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Unit 4:	
Artistic Process: Connecting	
Big Ideas: Relating artistic ideas and work with personal meaning and external context. ● Anchor Standard 10 (AS10) - Synthesizing and relating knowledge and personal experiences to create products. ● Anchor Standard 11 (AS11) - Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
AS10 - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to	AS10 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

awareness and understanding of their lives and the lives of their communities through artmaking? AS11 - How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	AS11 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Practice: Synthesize 1.5.5.Cn10a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. Practice: Relate 1.5.5.Cn11a. Communicate how art is used to inform the values, beliefs and culture of an individual or society. 1.5.5.Cn11b. Communicate how art is used to inform others about global issues, including climate changes. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee.	Lesson Examples: - Design Your Own Robot (Form) - If you could design your own robot to help the Earth's environment what would it look like? What features and details would you include? How would it work? What energy source does it need? - This can be done as a drawing, sculpture, or 3D artwork on TinkerCad. - Design Your Own Eco Friendly House or Building (Form) - If you could design your eco-friendly home or building what would it look like? What features and details would you include? How could it sustainably get its energy source? Tie this into global issues on climate change. - This can be done as a drawing, sculpture, or 3D artwork on TinkerCad. - Fruit Drawings (Value) - View and discuss the techniques of adding value to drawings through the use of highlights, shadows, shading, and blending oil pastels. Create an observational

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CRP12: Work productively in teams while using cultural global competence.

drawing of fruit using oil pastel blending techniques.

- Onomatopoeia (Space, Line, Color)
 - Students will create a work of art by first selecting an onomatopoeia word and then creating a drawing to represent the sound it makes. Class discussion on how to depict sounds and action in a drawing.
- Bee Anatomy Drawings (Value)
 - Students will learn about the importance of bees and all that they do for us. They will study the anatomy of bees and use shading techniques to create a realistic drawing of a bee.
 - Class discussion about how environmental issues are impacting bees and how we can help.
- Exquisite Corpse Collaborative Drawings and Sculptures (Shape, Texture, Form)
 - Working in groups students will create a creature passing their work around in a circle and they will relate their work and have a conversation about the artists who invented the game.
 - Students will then recreate this “monster/creature” in clay together as a table or individually.
- Alphabet Design (Color, Space, and Shape)
 - After analyzing fonts students will create their own font by drawing out each letter of the alphabet in the theme of their font.
- Coil Pots (Form)
 - Cultural and historical references to coil vessels
- Pinch Pots (Form)
 - Cultural and historical references to coil vessels

Differentiation	Assessments	
Interdisciplinary Connections ● Tessellations are used in everyday life and appear in nature and math often. Connection to math general education studies. ● Science connection to bees and pollination that students will learn about when they study the anatomy of a bee. Technology Integration ● Museum websites ● Artists’ websites ● Interactive web pages ● Online museums and galleries ● Google Images for reference ● Google Classroom ● Google Slides ● Videos of demonstrations for learning reviews ● FlipGrid Media Literacy Integration ● <i>The Great Migration Jacob Lawrence</i> ● Books on bees and videos online about pollination Global Perspectives ● Learning about how important bees are to our environment. ● Understanding the great struggles different cultures have had to overcome. ● How the arts can encourage people to make environmental changes. ● How artwork can help tell a story to its viewers about historical events.	Formative Assessments: ● Think, pair, share ● Peer teaching ● One on one interaction with teacher ● Exit slips ● Teacher observations of effort and initiative ● Observe and discuss what elements of art and principles of design are. ● Write-arounds to reflect essential questions and instructional focus. ● Group based projects ● Class discussions on personal choices in projects. ● FlipGrid Videos to check for understanding ● Self assessment ● Google Form questionnaires Summative Assessments, Projects, and Celebrations: ● Formal Rubrics for each project ● Final works for the Art Show ● Artworks displayed in the hallway	
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Recommended Texts to Support Unit:

- <https://www.deepspacesparkle.com/student-milestones-art-third-fourth-fifth-grade/#:~:text=Fourth%20Grade%3A,into%20a%20three%2Ddimensional%20form.>
- <https://thevirtualinstructor.com/blog/the-stages-of-artistic-development>

