

Glen Ridge Public Schools –Visual & Performing Arts Curriculum

Course Title: Art

Subject: Visual & Performing Arts

Grade Level: 4th

Duration: 36 Weeks

Prerequisite: None

Elective or Required: Required

Visual & Performing Arts Mission Statement:

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

Course Description:

The 4th Grade school year will consist of sixty Art classes which will meet twice every six school days. Projects will cover primarily two-dimensional works as well as some three-dimensional works while utilizing a four pronged approach for each project. The disciplines of Aesthetics, Production, Art History, and Critique as well as the integration of multiple media and technology, frame the approach to every unit. Students are given broad-based exposure to those basic Art disciplines as well as the opportunity to

integrate cross curricular subject matter into each project. The goal in 4th Grade is to ensure every student attains basic literacy in the content knowledge and skills outlined in the NJ Department of Education standards for the arts for Grades 3 through 5.

Author: Douglas Hellstern

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Visual and Performing Arts – Curriculum Standards – 2016

The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Dance

Music

Theatre

Visual Art

History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

History of the Arts and Culture

Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Dance

Music

Theatre

Visual Art

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Aesthetic Responses

Critique Methodologies

4th Grade Art Unit 1 - Elements of Art

Approximate # Of Weeks: 12 Weeks

Essential Questions:

What is Art?

Why is Art necessary?

Upon completion of this unit students will be able to:

- Students will be able to understand the function and purpose of the elements of art.
- Students will be able to form an appreciation of how art and design enhance functionality and improve quality of living.
- Students will learn how characteristic approaches to content, form, style, and design define art genres.
- Students will learn how the elements of art and can be applied in an infinite number of ways.
- Students will be able to express personal responses to creative problems.
- Students will be able to identify criteria for evaluating performances results in deeper understanding of art and art-making.

Standard 1.1.5.D.1

Identify elements of art and principles of design that are evident in everyday life.

Standard 1.2.5.A.2

Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

Standard 1.3.5.D.1

Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

Standard 1.4.5.B.1

Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

Interdisciplinary Standards

Standard 9.1 21st-Century Life & Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 8.1 – Computer and Information Literacy

All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 – Technology Education

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Standard 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Standard 6.1 US History: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Activities:

“Origami Crows” project

“Aboriginal Animal Design” project

“Contour Still Life” project

View multi-media presentation about Art Genres

Teacher lecture/discussion
Art production
Demonstration
Digital camera
Smart Board
Interactive web sites
DVD / Television
Projector
Computer Lab

STEAM Activities (Visual Arts):

Origami Crows - affords students the opportunity to understand the educational benefits of origami and use paper folding as a cross-curricular tool to teach math, arts and social studies.

Aboriginal Animal Design - affords students exposure to a foreign culture and the beginnings of art production and story telling as a cross-curricular tool to teach social studies and primitive arts.

Contour Still Life - affords students the opportunity to use contour drawing to hone observational skills which can be applied in both architectural and engineering fields of study.

Enrichment Activity: Visual Group Story Telling Drawing

Methods of Assessments/Evaluation:

Student responses
Project creation
Oral evaluation
Tests and quizzes
Rubric creation
Drawing / sketching
Dialogue
Verbal / written teacher assessment

Resources:

Exploring Art (Glencoe/McGraw Hill 1999)
Prints

Online Resources:

Teacher webpage
Online image / web page search
Art-centric websites

4th Grade Art
Unit 2 - Principles of Design

Approximate # Of Weeks: 12 Weeks

Essential Questions:

How has Art changed through time?

What is the artistic process?

Upon completion of this unit students will be able to:

- Students will be able to understand the function and purpose of the principles of design.
- Students will recognize that the principles of design are universal.
- Students will recognize that the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
- Students will learn that contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
- Students will be able to decode simple contextual clues requiring evaluation mechanisms, such as rubrics, to create an objective base, rather than subjective, to assess art.

Standard 1.1.5.D.2

Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Standard 1.2.5.A.3

Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Standard 1.3.5.D.2

Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

Standard 1.4.5.B.2

Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Interdisciplinary Standards**Standard 9.1 21st-Century Life & Career Skills**

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career

awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 8.1 – Computer and Information Literacy

All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 – Technology Education

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Standard 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Standard 6.1 US History: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Activities:

“Fantastic Fruit Bowls” project

“Keith Haring Symmetrical Design” project

“Mini-Vinnies” project

View multi-media presentation about Art Genres

Teacher lecture/discussion

Art production

Demonstration
Digital camera
Smart Board
Interactive web sites
DVD / Television
Projector
Computer Lab

STEAM Activities (Visual Arts):

Fantastic Fruit Bowls - affords students the opportunity to build, observe & create a still life while utilizing construction skills which can be applicable to fields with a focus on visual / spatial aptitude.

Keith Haring Symmetrical Design - affords students exposure to art as a means to focus on political and social issues and discuss what topics they considered important enough to convey through art.

Mini-Vinnies - affords students the opportunity to use observation to make visual / spatial connections while understanding the use of perspective as it applies to real world math and engineering problems.

Enrichment Activities: Vermeer Re-creation - "Woman Pouring Milk"

Methods of Assessments/Evaluation:

Student responses
Project creation
Oral evaluation
Tests and quizzes
Rubric creation
Drawing / sketching
Dialogue
Verbal / written teacher assessment

Resources:

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Prints

Online Resources:

Teacher webpage
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Art-centric websites

4th Grade Art
Unit 3 - Applying Aesthetics

Approximate # Of Weeks: 12 Weeks

Essential Questions:

Where do we find Art in our everyday lives?

How does Art impact our everyday lives?

Upon completion of this unit students will be able to:

- Students will be able to identify the characteristics and physical properties of the various materials available for use in art-making.
- Students will be able to identify the many types of aesthetic arrangements for the exhibition of art.
- Students will recognize that works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Students will recognize that the visual arts have their own discipline specific arts terminology.

Standard 1.3.5.D.4

Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

Standard 1.3.5.D.5

Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Standard 1.4.5.A.1

Employ basic, discipline specific art terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

Standard 1.4.5.B.3

Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Interdisciplinary Standards

Standard 9.1 21st-Century Life & Career Skills

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Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 8.1 – Computer and Information Literacy

All students will use computer applications to gather and organize information and to solve problems.

Standard 8.2 – Technology Education

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engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

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Activities:

“Picasso People” project

“Winter Wonder-Landscape Design” project

“Rain Forest Collage” project

View multi-media presentation about Art Genres

Teacher lecture/discussion

Art production

Demonstration

Digital camera

Smart Board

Interactive web sites

DVD / Television

Projector

Computer Lab

STEAM Activities (Visual Arts):

Picasso People - affords students the opportunity to understand the educational benefits of abstraction and use the genre of cubism as a cross-curricular tool to teach math, arts and social studies.

Winter Wonderland - Landscape Design - affords students the opportunity to use observation to make connections while understanding the use of perspective as it applies to real world visual and spatial problems.

Rain Forest Collage - affords students exposure to art as a means to focus on environmental issues as well as make scientific and biological connections about other parts of the world.

Enrichment Activities: Group Puzzle Mural

Methods of Assessments/Evaluation:

Student responses
Project creation
Oral evaluation
Tests and quizzes
Rubric creation
Drawing / sketching
Dialogue
Verbal / written teacher assessment

Resources:

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