

Quinton Township School District
Grade 4
Art
[Pacing Guide](#)

Marking Period:	1	Unit Title:	Building Studio Habits: Exploring Ideas and Materials	Pacing:	10 weeks
------------------------	---	--------------------	---	----------------	----------

Unit Summary: In this unit, Grade 4 students review and practice studio center procedures while developing key Studio Habits of Mind such as observation, experimentation, and idea generation. Through drawing, painting, collage, and sculpture, students explore how artists get ideas—whether from memory, imagination, observation, or play. They create sketchbooks, experiment with a variety of materials and techniques, and learn how to work responsibly and independently across art centers. The unit culminates in mixed-media artworks that reflect personal creativity and a growing understanding of the artistic process.

Objectives

Week 1. Demonstrate drawing, painting and collage center procedures. Create a sketchbook for ideas.

Week 2. Create a drawing or collage on a completed sketchbook.

Week 3. Demonstrate dry media techniques; color pencils, markers, oil pastel, graphite pencil.

Week 4. Identify and practice 1 of the 4 drawing strategies: observation, imagination, memory, making marks and experimenting.

Week 5. Demonstrate procedures and processes for 4 different painting mediums.

Week 6. Demonstrate collage techniques, tearing, overlapping, close cropping.

Week 7. Use mixed media techniques to create a collage with mixed media.

Week 8. Demonstrate cardboard center procedures and cardboard attachment techniques.

Week 9. Identify bas relief sculpture and experiment with cardboard bas relief.

Week 10. Demonstrate and create using oil pastel blending, sgraffito, layering, or scrumbling techniques.

Essential Questions:

What are some tools and processes artists use?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.5.Cr2

Interdisciplinary Connections: W.IW.4.2, SL.PE.4.1, SL.UM.4.5, 2.1.5.EH.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students review art center procedures with the teacher. Fold signatures for a sketchbook. Week 2. Complete sketchbooks. Students use a drawing center or collage center to personalize their art sketchbook. Week 3 Students participate in “around the room” activity	Teacher-created signage and demonstration	paper, tag board, staples glue, assorted papers, color pencils, crayons, markers graphite pencils	• Smart Board Applications • Google Applications

experimenting with 4 different drawing tools. Week 4 Students review the 4 different drawing idea strategies. Experiment with 1 or more in their sketchbooks. Week 5 Students participate in “around the room’ activity and experiment with 4 different types of paint. Week 6 Students demonstrate and create using collage techniques tearing close cropping and overlapping. Week 7 Students combine a variety of art materials to create a mixed media artwork. Week 8 Students practice cardboard attachment techniques and participate in an “attachment challenge” activity. Week 9 Students review and demonstrate cardboard bas relief techniques.	Video of collage techniques. Teacher-made signage	watercolor paint, cake tempera, watercolor pencils, tempera sticks Glue stick, white glue, scissors, assorted papers, magazines cardboard, scissors, glue, tape, brass fasteners	
--	--	---	--

Week 10 Students demonstrate oil pastel techniques and create abstract art using 2 or more techniques.	Teacher demonstration	oil pastels	
---	-----------------------	-------------	--

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	relationships with people, societal institutions, nature and culture.
---	---	--	--

Quinton Township School District
Grade 4
Art

Marking Period:	2	Unit Title:	Dimensional Design: Paper Engineering and Perspective	Pacing:	10 weeks
------------------------	---	--------------------	---	----------------	----------

Unit Summary: In this creative unit, students explore three-dimensional paper techniques through origami, pop-ups, collage, and printmaking. Beginning with origami as a cultural art form, students practice paper folding using digital resources and then move into paper engineering to create pop-up holiday cards. They integrate stamping and collage for layered, mixed-media designs. In the second half of the unit, students study perspective by analyzing Bruegel's *Hunters in the Snow* and apply foreground, middleground, and background in winter-themed artworks. The unit concludes with personal reflection and an informal gallery walk to share their creations. @ ()

Objectives

- Week 1.** Identify origami as a cultural artform and demonstrate how to use the origami center. @
- Week 2.** Practice origami models using the digital art choice board for reference.
- Week 3.** Engineer paper by creating a pop-up.
- Week 4.** Create a card for a holiday of choice using pop-ups and collage.
- Week 5.** Combine paper engineering, stamping, and collage to create a holiday card of choice.
- Week 6.** Identify foreground, middleground, and background. Analyze Bruegel's *Hunters in the Snow* for content and perspective.()
- Week 7.** Demonstrate beginning perspective techniques in a winter-themed art work.
- Week 8.** Demonstrate painting, drawing, and atmospheric perspective in a winter-themed art work.
- Week 9.** Refine, revise, and reflect on artwork of choice. Write 1-sentence reflection.
- Week 10.** Present artwork of choice in an informal art room gallery walk.

Essential Questions:

How can paper be made 3 dimensional?

What is atmospheric perspective?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Cr3 1.5.5.Pr5 1.5.5.Re7 1.5.5.Re8

Interdisciplinary Connections: W.IW.4.2, SL.PE.4.1, SL.UM.4.5, 2.1.5.EH.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1. Students watch a short film on the history and culture of origami. Practice folding techniques. Review vocabulary associated with folding. @() Week 2. Students use the origami choice board to fold origami of choice.	Video on history of origami, teacher demonstration, Teacher-made diagrams	YouTube video, origami paper	• Smart Board Applications • Google Applications

Week 3 Students practice simple paper pop-ups. Week 4 Students create a holiday card of choice using pop up technique. Week 5 Students use a variety of art supplies including stamps to create a finished pop up holiday card. Week 6 Students watch a video on medieval artist Pieter Bruegel and analyze atmospheric perspective. () Week 7 Students work on planning a winter landscape using atmospheric perspective: foreground middleground and background. Week 8 Students use art supplies of choice to create a winter-themed picture that shows atmospheric perspective. Week 9 Students refine, revise, and reflect in their sketchbooks on artwork of choice. Week 10 Students present an artwork	Video on making pop-ups. Teacher demonstration Khan Academy video “Hunters in the Snow” by Bruegel () Teacher demonstration Teacher-provided reflection questions	paper, scissors, glue stick assorted papers, color pencils, stamps Paper, pencils, paint, markers, oil pastels, ‘ sketchbook, previously made art work to be revised.	
--	---	--	--

of choice in an informal art room gallery walk.			
---	--	--	--

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	and culture.
---	--	--	---------------------

Quinton Township School District
Grade 4
Art

Marking Period:	3	Unit Title:	Fiber Arts & Printmaking: Crafting with Texture and Layers	Pacing:	10 weeks
------------------------	---	--------------------	---	----------------	----------

Unit Summary: In this unit, students explore the world of fiber arts and printmaking through sewing, weaving, oil pastel transfer, and block printing. Beginning with safe tool use and pattern-making, students sew soft sculptures or pillows using hand-stitching techniques. They examine how artists use fibers to express ideas and practice weaving on various looms. The unit then shifts to printmaking, where students explore value through oil pastel transfers, create etched designs on styrofoam blocks, and learn to layer prints to produce a limited edition series. *

Objectives

Week 1. Demonstrate safe and effective use of all tools in the fiber art center.

Week 2. Create a paper pattern for soft sculpture or pillow.

Week 3. Demonstrate how to sew fabric together using whipstitch to create a project of choice.

Week 4. Discuss, analyze and interpret how and why artists use fibers to create artwork.

Week 5. Demonstrate weaving techniques on a variety of looms.

Week 6. Demonstrate design principle “value” in an oil pastel transfer.

Week 7. Create styrofoam etching for styrofoam block printing.

Week 8. Print an etched image using printmaking tools.

Week 9. Demonstrate layering to create a layered block print.

Week 10. Create a limited edition of a layered block print.

Essential Questions:

How can art be functional?

What is a block print and how is it used in fabric design?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.5.Cr2 1.5.5.Re7 1.5.5.Re8 1.5.5.Re9

Interdisciplinary Connections: W.IW.4.2, SL.PE.4.1, SL.UM.4.5, 2.1.5.EH.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1. Students review procedures for using the fiber art center. Begin planning a sewing project. Week 2. Students create a paper template for soft sculpture or pillow shape. Week 3. Students demonstrate how to sew a whipstitch and work on soft	Teacher-made signage Video on how to sew a whipstitch	Felt, needles, thread, buttons, scissors, paper, fabric markers	• Smart Board Applications • Google Applications

sculpture or other fiber art.			
Week 4. Groups analyze and interpret the fiber work <i>Tar Beach</i> by author/illustrator Faith Ringgold. *	Video on Faith Ringgold*		
Week 5 Present alternative looms: cups, straws, paper plates, fingers.	Teacher demonstration	Plastic cups, straws, plates yarn	
Week 6 Students practice oil pastel and pastel transfer and demonstrate the art element “Value.”	Teacher demonstration	Oil pastels, paper	
Week 7 Students plan and create a styrofoam stamp.			
Week 8 Students create single color prints using styrofoam and block printing ink.	Video and teacher demonstration	paper, block printing ink brayers scissors	
Week 9 Students cut styrofoam and print pieces over initial print to create layering.			
Week 10 Students work to create a small edition of block printed images and mat for display.		Black matt construction paper, staples	

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
--	---	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Quinton Township School District
Grade 4
Art

Marking Period:	4	Unit Title:	Design, Build, Reflect: Art & Engineering in Action	Pacing:	10 weeks
------------------------	---	--------------------	---	----------------	----------

Unit Summary: In this dynamic, students combine creativity and problem-solving as they design posters for an annual contest and explore 3D construction through collaborative engineering challenges. Using the Studio Habits of Mind Envision and Engage & Persist, students move from brainstorming to finished poster designs. They then shift to hands-on building using KEVA planks, modeling clay, and straw connectors to turn 2D ideas into 3D models. The unit concludes with personal reflection and a gallery walk, where students present and celebrate their creative process and final artworks.

Objectives

- Week 1.** Work in groups to brainstorm ideas for the annual poster contest.
- Week 2.** Demonstrate studio habit Envision to draw a rough draft for a poster on a yearly theme.
- Week 3.** Demonstrate studio habit Engage and Persist and drawing materials of choice to create a poster with a yearly theme.
- Week 4.** Work collaboratively to create structures engineering challenges using KEVA planks.
- Week 5.** Create a 3-dimensional model from a 2-dimensional diagram using KEVA planks.
- Week 6.** Create a 3-dimensional model from a drawing using modeling or air dry clay.
- Week 7.** Work collaboratively to build a structure using art straws and connectors.
- Week 8.** Work individually to build 3-dimensional models from building straws and connectors.
- Week 9.** Reflect on an art work of choice and create a 2-sentence artist statement in their sketchbooks.
- Week 10.** Present artwork of choice in a class gallery walk.

Essential Questions:

What makes an effective poster?

What do engineers and architects do?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Cr3 1.5.5.Pr5

Interdisciplinary Connections: 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, W.IW.4.2, SL.PE.4.1, SL.UM.4.5

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students brainstorm ideas for an annual poster contest and start rough draft. Week 2 Students complete work on a rough draft of the poster for PSEG. Begin final poster. Week 3 Students work on the final draft of PSE&G posters.	Fact sheet from PSEG containing topic for the poster	Paper pencils	• Smart Board Applications • Google Applications

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Week 4 Students work in small groups to build a structure based on a prompt using KEVA planks. Week 5 Students work individually to solve KEVA building challenges. Week 6 Students create a 3D model from clay using an original drawing as a starting point. Week 7 Students participate in a building challenge using art straws and connectors to create a collaborative structure. Week 8 Students work individually to create a 3D model or structure of choice. Week 9 Students choose one of their art works and write a reflection in their sketchbooks. Week 10 Students mat a selected art work and present in a classroom gallery walk.	KEVA plank website Printed challenge cards Teacher demonstration Teacher-created prompt questions on reflection	Keva planks modeling clay art straws pipe cleaners Sketchbook	
---	--	---	--

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
--	---	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI