

Moonachie School District Visual Arts Curriculum: Grade 4

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adoption: August 26, 2025

1.5 Visual Arts: Grades 4

ARTISTIC PROCESS: Creating

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
<p>Anchor Standard 1: Generating and conceptualizing ideas.</p>	<p>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.</p>	<p>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?</p>	<p>Explore</p>
<p>Anchor Standard 2: Organizing and developing ideas.</p>	<p>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.</p>	<p>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?</p>	<p>Investigate</p>
<p>Anchor Standard 3: Refining and completing products.</p>	<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over</p>	<p>What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms?</p>	<p>Reflect, Refine, Continue</p>

	time.	How does collaboratively reflecting on a work help us experience it more completely?	
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PERFORMANCE EXPECTATIONS

- 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.
- 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.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>Unit 1: Color and Value Tertiary colors, mixing, experimenting, tint, value, analogous colors, complimentary colors, interaction of colors, unity, color schemes, Warm, cool, primary, secondary, color wheel, tertiary, tints, shades, monochromatic, light, dark, pressure, blending, tints, metallic, neutral colors, neon</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Brainstorm and curate ideas about the use of color to create various art pieces and innovatively problem solve during artmaking and design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. ● Experiment and develop skills in various ways of using color, through invention and practice. ● Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 	<ul style="list-style-type: none"> ● The teachers will lead an exploration of Sol Lewitt to explore the mixing of colors including tertiary color, tints and shades. Students will create curved line and geometric line pieces. ● The class will discuss fauvism, the wild beasts, a more abstract way of displaying a landscape. The teacher will display examples and they will explore the elements. Students will then create their own fauvism landscapes utilizing abstract colors. ● Students will create an under the sea project with interdisciplinary connections to science class. Through the discussions of connections between climate change and art. Students will explore the cool colors for water, analogous color scheme for the fish, and monochromatic is used to display that coral. ● The teacher will lead an exploration of the work of Gutav Kimp and “The Tree of Life”. Students will then use 	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p>

		metallic paint and crayons to make their pieces.	Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison
<p>Unit 2: Lines Abstract, collage, shape, pattern, color, horizon line, Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy, diagonal, movement, linear movement, contour lines, abstract art, inspiration, theme, symbolism</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Brainstorm and curate ideas about the use of lines to create various art pieces and innovatively problem solve during artmaking and design projects. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. Experiment and develop skills in various ways of using lines through invention and practice. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 	<ul style="list-style-type: none"> Students will explore the works of Romero Britto, specifically, patterns and lines. Based on the works of Britto, students will create pieces around the theme of friendship with bright lines and colors. The students will come up with their own ideas based on personal significant experiences in their lives. With teacher guidance the students will explore the works of Joan Miro focusing on his use of lines and “eyes”. Students will create “eyeball monsters” inspired by his work. In addition, the idea and role of symbolism will be incorporated into the students' pieces. The class will explore stamp quilt design with lines. The teacher will help facilitate interdisciplinary connections to social studies and the underground railroad. Students will create their own stamp quilt that communicates a message or idea that is important to them. 	<p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
<p>Unit 3: Shape and Form Organic, geometric, recycled, realistic, abstract, positive and negative space, cubism, Cultural symbols, spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, symbols, circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Brainstorm and curate ideas about the use of shapes and forms to create various art pieces and innovatively problem solve during artmaking and design projects. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. Experiment and develop skills in 	<ul style="list-style-type: none"> The teacher will lead an exploration of the planets within the solar system with a focus on the shapes of each. Students will make the interdisciplinary connection to science and the solar system through the creation of Chalk pastel solar system. Students will create spheres and shadows to create the planets of our solar system. The teacher will lead an exploration of Laurence Vallières and her 	

	<p>various ways of using shapes, through invention and practice.</p> <ul style="list-style-type: none"> ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 	<p>creation of animals through recycled material. Class discussion of conservation and the impact of climate change on animals will be highlighted. Students will create animals out of recycled materials. They will have voice and choice in the animal creations that are meaningful to them.</p> <ul style="list-style-type: none"> ● Students will explore the work of Jeff Koons to create a cityscape that is meaningful to them. 	
<p>Unit 4: Texture Implied or actual texture, bumpy, scaly, smooth, rough, rubbing plate, quilt, mixed media, glossy, matte, satin</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Brainstorm and curate ideas about the use of texture to create various art pieces and innovatively problem solve during artmaking and design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. ● Experiment and develop skills in various ways of using texture, through invention and practice. ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 	<ul style="list-style-type: none"> ● The teacher will lead a class exploration of the works of Albrecht Durer and his artwork of animals. Students will explore endangered species of animals and set a goal for which they will create and how they will create texture. They will then create drawings, larger than the picture they find, that display the texture of the fur on the animal. The purpose is to display the implied texture and mark making. Students will collaborate and revise based on feedback. ● The class will explore Native American Totem Poles. They will create their own Totem poles with texture using various collage materials including mylar paper and found materials, i.e. wrappers for fruit rollups. Students will reflect and refine their work based on feedback and be able to explain their artistic choices. 	
<p>Unit 5: Space Foreground, background, middle</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Brainstorm and curate ideas about creating space in art pieces and 	<ul style="list-style-type: none"> ● The teacher will display various image examples of roads, railroads, or paths that display parallel lines. 	

<p>ground, size variations, placement, shadows, horizon line, depth, parallel lines, depth, one point perspective, pointillism</p>	<p>innovatively problem solve during artmaking and design projects.</p> <ul style="list-style-type: none"> ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. ● Experiment and develop skills in various ways of using texture, through invention and practice. ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 	<p>These will create the illusion of creating space in the drawing. Students use lines to demonstrate or create the illusion of space through one point drawings. One point drawing perspective using a bridge, farm, or other place.</p> <ul style="list-style-type: none"> ● Teacher led exploration of the artist Georges Seurat to explore the use of visual depth with pointillism. Students will create a painting using a variety of materials to create the dots that will display space within the painting. This includes brushes, opposite ends of the brush, Q-tips, etc. Students can make the connection that they can use everyday objects in their life to create art. Students will investigate the various materials and refine with paintings in collaboration with the teacher and peers. 	
<p>Resources/Materials</p>	<p>Unit 1 Artists: Sol Lewitt: Wall Drawings, Gustav Klimt, Matisse- fauvism Materials:metallic paint, metallic crayons, tempera paint, water color, colored pencils, watercolor pencils, acrylic paint</p> <p>Unit 2 Artists: Romero Britto, Joan Miro Materials:pencils, paper, markers, recycled styrofoam, scissors, colored pencils</p> <p>Unit 3 Artists: Laurence Vallières, Jeff Koons Materials: chalk, crayons, markers, scissors, glue, paint, water color, neon colors</p> <p>Unit 4 Artist: Albrecht Durer Materials: pencils, paper, colored pencils, mylar paper, recycled materials, glitter, rubbing plates</p> <p>Unit 5</p>		

	<p>Artist: Georges Seurat Materials: paint, paint, brushes, q-tips, pencils, paper, colored pencils, recycled materials Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/</p>
Interdisciplinary Connections	<p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p>
Computer Science and Design Thinking	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding Word walls	Word walls Visual aides	Teacher tutoring Peer tutoring	Curriculum compacting Challenge assignments	Word walls Visual aides

Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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1.5 Visual Arts: Grades 4

ARTISTIC PROCESS: Presenting

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	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?	Analyze
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	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.	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?	Select
Anchor Standard 6: Conveying meaning through art.	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.	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?	Share

PERFORMANCE EXPECTATIONS

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>Gallery walk, art safety/protection, respect of art, information about art, matting, mounting, enhancing artwork, detract from art work, curator, art preservation, art area</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Prepare and present artwork safely and effectively. ● Discuss how exhibits and museums provide information and in person experiences about concepts and topics for their own pieces of art displayed in a gallery walk. ● Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork in relation to how the students will care for their artwork when they take it home. 	<ul style="list-style-type: none"> ● The teacher will model to the students how to store various artworks safely, i.e. chalk pastels stored within the “folder”. Students will then store their artwork and be respectful of others. ● The teacher will display and explore the information that is provided by museums for pieces of art. Students will create sentences to inform others about their artwork. ● The teacher will lead discussion on the manner/way that students will present their artwork, i.e. color choice for matting and how it can enhance or detract from the artwork. ● The teacher will discuss the responsibilities of an art curator and how to create and preserve student artwork at home. This includes how to bring artwork home safely and creating a space at home to keep the artwork “safe” as the home curator of their artwork. 	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a</p>

			<p>common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
<p>Resources/Materials</p>	<p>Virtual MET field trip Louvre Virtual Tour Smithsonian Virtual Tour Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/ Google Slides, Google Classroom</p>		
<p>Interdisciplinary Connections</p>	<p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>		

	<p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p>
Computer Science and Design Thinking	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast
Cognates				Parent communication
				Modified assignments

1.5 Visual Arts: Grades 4

ARTISTIC PROCESS: Responding

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	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.	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?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	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?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	People evaluate art based on various criteria.	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?	Analyze

PERFORMANCE EXPECTATIONS

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.

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

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

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
India, Ancient Greece, Ancient Rome, Asia, cultures, artistic process, culture, conditions, environment, time and place, relationships,	Students will be able to: <ul style="list-style-type: none"> Speculate about artistic processes. Interpret and compare works of art and other responses. Analyze visual arts including cultural associations. 	<ul style="list-style-type: none"> The teacher will encourage students to explain what they see. Then ask probing questions to identify why students think that the artist made the choices based on what they see in the artwork. 	Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery

<p>personal narrative, form, structure, context, subject, visual elements, geometric, organic, mood, colors convey mood.</p>	<ul style="list-style-type: none"> ● Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 	<ul style="list-style-type: none"> ● The teacher will lead students through comparing and contrasting art to previous knowledge from other years. They will model and encourage students to find connections between pieces of art. ● Teacher led discussion on the time and place of what is going on at the time the artist is living in their culture with consideration of the conditions/environment and how that impacts the artwork. Students will then make comparisons to their own experience and culture. 	<p>walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
<p>Resources/Materials</p>	<p>Virtual MET field trip Louvre Virtual Tour</p>		

	Smithsonian Virtual Tour Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/ Google Slides, Google Classroom
Interdisciplinary Connections	SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
Career Readiness, Life Literacies and Key Skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
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1.5 Visual Arts: Grades 4

ARTISTIC PROCESS: Connecting

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	Synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	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?	Relate
PERFORMANCE EXPECTATIONS			
1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.			
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 change.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)

<p>Community, culture, traditions, ethnic identities, respect, perspectives, values, beliefs, society, sharing, acceptance, family, artist's intent, recycle, reuse, conserve</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. ● Communicate how art is used to inform the values, beliefs and culture of an individual or society. ● Communicate how art is used to inform others about global issues, including climate change. 	<ul style="list-style-type: none"> ● The teacher will lead a discussion with the students and model how to be respectful of each other's cultures, traditions, values, family, etc in relation to art and artwork. The students will then have the opportunity to share with whole and small groups their cultural traditions in relation to art. ● The teacher will model how to identify and communicate how cultural art can be identified personally and how it can be explored respectfully with their peers. ● The teacher will identify examples within the classroom that display "waste" including water running, throwing out/misused paper, recycled materials used for art projects 	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or</p>
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			small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance
Resources/Materials	Virtual MET field trip Louvre Virtual Tour Smithsonian Virtual Tour Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/ Google Slides, Google Classroom		
Interdisciplinary Connections	SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points		
Career Readiness, Life Literacies and Key Skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.		

Modifications

Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling