

# Grade 4 Art Overview

Content Area: **Art**  
Course(s): **ART-4**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

The purpose of this course is to increase students' understanding and application of the Elements of Art and the Principles of Design. The students will expand knowledge of media and be introduced to new techniques. The emphasis will be on visual problem solving, art history, critiquing, and fostering an aesthetic appreciation of various objects and adherence to the *New Jersey Student Learning Standards for Visual and Performing Arts*.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJSL Standards/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics	S	8. Technology Literacy			

## Textbooks and other resources

In order to fully implement the art program (curriculum) and to provide a broad, meaningful, safe, positive experience for every child, it is essential to provide a well-equipped art room including:

1. Storage facilities to accommodate materials, equipment, and student work
2. Computers and printers with appropriate software
3. Videocassette recorder, TV, slide projector and screen

4. Adequate materials and supplies
5. Paper cutter and pencil sharpeners
6. Sufficient space and ventilation
7. Appropriate furniture, i.e., chairs, stools, tables, etc. to accommodate students
8. Double sink
9. Kiln
10. Sufficient bulletin boards and chalkboards for demonstrating work and examples

## Standards and Scope of Sequence

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Unit Description:	Associ: Achiev
Unit 1: Color <ul style="list-style-type: none"> <li>• Identify complementary colors.</li> <li>• Acknowledge color as “bright” or “dull”</li> </ul>	1.1.5.D 1.1.5.D 1.2.5.A 1.2.5.A 1.2.5.A 1.3.5.D 1.3.5.D 1.3.5.D 1.3.5.D 1.3.5.D 1.3.5.D 1.4.5.A 1.4.5.A 1.4.5.A 1.4.5.B 1.4.5.B

	1.4.5.B
	1.4.5.B
	1.4.5.B
	8.1.5.A
	8.1.5.E
	8.2.5.A
Unit 2: Line/Shape/Form	1.1.5.D
<ul style="list-style-type: none"> <li>• Identify line contour and design.</li> <li>• Recognize that shape can be manipulated to create form.</li> <li>• Combine geometric forms to create form.</li> <li>• Manipulate form to create a sculpture</li> </ul>	1.1.5.D
	1.2.5.A
	1.2.5.A
	1.2.5.A
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.4.5.A
	1.4.5.A
	1.4.5.A
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B
	4.2.3.A
	4.2.3.A
	8.1.5.A
	8.1.5.E

	8.2.5.A
Unit 3: Composition	1.1.5.D
<ul style="list-style-type: none"> <li>• Identify horizon line, background, middle-ground and foreground.</li> </ul>	1.1.5.D
<ul style="list-style-type: none"> <li>• Identify that shapes create a unified composition.</li> </ul>	1.2.5.A
<ul style="list-style-type: none"> <li>• Identify the pattern can be used as an element of composition.</li> </ul>	1.2.5.A
<ul style="list-style-type: none"> <li>• Observe that size and relationships can create depth in two-dimensions.</li> </ul>	1.2.5.A
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.4.5.A
	1.4.5.A
	1.4.5.A
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B
	3.3.3.C
	8.1.5.A
	8.1.5.E
	8.2.5.A
	9.1.4.A
	9.1.4.A
	9.1.4.A
	9.1.4.B
	9.1.4.C

	9.1.4.L
	9.1.4.L
	9.1.4.L
	9.1.4.E
	9.1.4.E
	9.1.4.E
	9.1.4.F
	9.1.4.F
	9.1.4.F
	9.3.4.A
Unit 4 Pattern/Texture	1.1.5.D
<ul style="list-style-type: none"> <li>• Differentiate between tactile and visual texture.</li> <li>• Identify/locate, describe and use texture in environment</li> <li>• Apply knowledge to create visual texture and describe that a pattern is the repetition of shape, line, or color</li> <li>• Perceive that texture can create contrast.</li> </ul>	1.1.5.D
	1.2.5.A
	1.2.5.A
	1.2.5.A
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.4.5.A
	1.4.5.A
	1.4.5.A
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B

4.2.3.A

3.1.1.H

3.3.3.C

8.1.5.A

8.1.5.E

8.2.5.A

9.1.4.A

9.1.4.A

9.1.4.A

9.1.4.B

9.1.4.C

9.1.4.D

9.1.4.D

9.1.4.D

9.1.4.E

9.1.4.E

9.1.4.E

9.1.4.F

9.1.4.F

9.1.4.F

9.3.4.A

Unit 5: Balance/Emphasis

1.1.5.D

- Observe that size and relationships can create depth in two-dimensions.
- Recognize that balance can be symmetrical and asymmetrical.
- Investigate how emphasis can be created using size, color, contrast and texture.

1.1.5.D

1.2.5.A

1.2.5.A

1.2.5.A

1.3.5.D

1.3.5.D

1.3.5.D

1.3.5.D

1.3.5.D

1.4.5.A

1.4.5.A

1.4.5.A

1.4.5.B

1.4.5.B

1.4.5.B

1.4.5.B

1.4.5.B

*3.1.1.H*

*3.1.1.H*

*3.3.3.C*

*8.1.5.A*

*8.1.5.E*

*8.2.5.A*

*9.1.4.A*

*9.1.4.A*

*9.1.4.A*

*9.1.4.B*

*9.1.4.C*

*9.1.4.D*

*9.1.4.D*

*9.1.4.D*

*9.1.4.E*

*9.1.4.E*

	9.1.4.E
	9.1.4.F
	9.1.4.F
	9.1.4.F
	9.3.4.A
Unit 6: Rhythm/Movement	1.1.5.D
<ul style="list-style-type: none"> <li>• Experiment with repetition of color and shapes to create unity/harmony.</li> <li>• Apply knowledge of rhythm and movement to create works of art.</li> </ul>	1.1.5.D
	1.2.5.A
	1.2.5.A
	1.2.5.A
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.3.5.D
	1.4.5.A
	1.4.5.A
	1.4.5.A
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B
	1.4.5.B
	3.3.3.C
	8.1.5.A
	8.1.5.E
	8.2.5.A
	9.1.4.A



	<i>9.1.4.A</i>
	<i>9.1.4.A</i>
	<i>9.1.4.B</i>
	<i>9.1.4.C</i>
	<i>9.1.4.D</i>
	<i>9.1.4.E</i>
	<i>9.1.4.E</i>
	<i>9.1.4.E</i>
	<i>9.1.4.E</i>
	<i>9.1.4.F</i>
	<i>9.1.4.F</i>
	<i>9.1.4.F</i>
	<i>9.3.4.A</i>

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.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.
VPA.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.
VPA.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.
VPA.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.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.
VPA.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.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.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.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.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.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

## **Grading and Evaluation Guidelines**

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### GRADING PROCEDURES

## COURSE EVALUATION

In Elementary Art, Grade Four the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (S or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

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### Other Details

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#### #4284 Elementary Grade 4 Art (All Elementary Schools)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
700	AE	A	F	4	5.00	80	R	4/21/1986