



Unit Calendar 2013-2014
 Green Brook Township School District
 / **Visual Art Curriculum 4 (D)** / Grade 4 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:07AM



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
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<u>Perspective</u>	■									
<u>Imaginary Fish</u>	■									
<u>Clay Relief Sculpture</u>	■ ■									
<u>Shapes and Structures</u>		■								
<u>Renaissance Profile Portrait</u>		■ ■								
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Mon, Oct 14, 2013 - Sun, Oct 20, 2013
 Last Updated: Sunday, August 14, 2011, 3:48PM



Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 4 (D)** / Grade 4 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:08AM

Green Brook Township
Public Schools

Unit: Perspective (Week 1, 1 Week) 📅 📄

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

D. Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

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

A. History of the Arts and Culture

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

D. Visual Art

- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

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.

A. Aesthetic Responses

- 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.

- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

<p>Description of Unit</p>	<p>Essential Questions</p>
<p>Perspective is creating the illusion of depth on a two-dimensional surface. When students learn a one-point perspective it introduces them to the concept of point of view. Students will create a one-point perspective of their name in this unit.</p>	<ul style="list-style-type: none"> • How do underlying structures unconsciously guide the creation of art works? • To what extent does the viewer affect the artist and his/her art? • What is the difference between a thoughtful and thoughtless artistic judgment?
<p>Knowledge</p>	<p>Skills</p>
<ol style="list-style-type: none"> 1. Perspective is creating the illusion of depth on a two-dimensional surface. 2. One-point perspective was developed during the Italian Renaissance, from the fourteenth to sixteenth centuries. 3. In a one-point perspective drawing, the artwork has a single vanishing point. 4. The basic rule of one-point perspective is that all lines that are parallel in space either remain parallel in the picture plane or intersect at a single vanishing point. 5. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. 	<ol style="list-style-type: none"> a. Explain the concept of perspective in artwork. b. Identify the origin of one-point perspective artwork. c. Define one-point perspective. d. Create a one-point perspective piece of artwork. e. Evaluate the aesthetic merits of one's own artwork.
<p><u>Assessments</u></p>	
<p>History of Perspective Diagnostic: Other oral assessments The students will define one-point perspective and identify when in history one-point perspective developed in art. 1.1.5.D.1 1.2.5.A.3</p> <p>Rules to Perspective Formative: Other oral assessments</p>	

The students will look at two paintings and indicate where in the paintings the artist has followed the rules of perspective.
 1.1.5.D.1
 1.1.5.D.2
 1.2.5.A.3

Critique

Formative: Other written assessments

The students will critique their own artwork. They will describe the art, analyze the compositional design, and evaluate the aesthetic merits of their work.

1.4.5.A.1
 1.4.5.A.2

Student Names

Summative: Visual Arts Project

Students will create one-point perspective drawings of their own names.

1.1.5.D.1
 1.1.5.D.2
 1.3.5.D.1
 1.3.5.D.3

<p>Activities</p>	<p>Activities to Differentiate Instruction</p>
<ul style="list-style-type: none"> • Discuss the historical origin of one-point perspective • Using a sample, identify how a piece of art uses one-point perspective • Demonstrate how a piece of artwork follows the rules of perspective • Draw points on a piece of paper and add lines to connect the points to a single vanishing point • Write first name using block or bubble letters • Draw parallel lines from the letter points toward the vanishing point • Add contrasting colors for each letter of the name • Create an abstract design for the background 	<ul style="list-style-type: none"> • Create a one-point perspective drawing using only two initials • Students work at their own pace/teacher-reduced project expectations • Review and repeat instructions • Use proximity control • Incorporate frequent modeling and prompting • Use visuals, when possible, to accompany instructions • Preferential seating
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>

In social studies, the students will learn about the culture of the early Native Americans of the USA. Students will compare and contrast great Native American art with great Renaissance art.

- "Art Display Cards - Drawing & Perspective" by Crystal Productions
- *The Adoration of the Magi* by Sandro Botticelli
- *The School of Athens* by Raphael Sanzio
- Art supplies

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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 4 (D)** / Grade 4 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:09AM

Green Brook Township
Public Schools

Unit: Imaginary Fish (Week 2, 1 Week) 📅 📄

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

D. Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

D. Visual Art

- 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.
- 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.
- 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.

Description of Unit

In this unit, students will create an imaginary fish picture. The fish picture will incorporate the principles of design. Students will pay particular attention to creating a picture using the art principles of contrast and balance.

Essential Questions

- How can contrast be used in art?
- How does a picture achieve balance?
- Does art have boundaries?

Knowledge

1. The principles of design are: unity, contrast, variety, emphasis and balance.
2. In art, balance can be created by using symmetrical, asymmetrical, or radial designs.

Skills

- a. Identify the different principles of design: unity, contrast, variety, emphasis and balance.
- b. Create a piece of art that has symmetrical, asymmetrical, or radial balance.

3. Art achieves unity by the use of balance, repetition and/or design harmony.

c. Create a piece of art that achieves unity in its design.

Assessments

The Principles of Design

Diagnostic: Other written assessments

Students will write their own definition for three of the principles of design.

1.1.5.D.1

Drawing an Imaginary Fish

Formative: Other visual assessments

Students will draw an imaginary fish using a pencil. The drawing will be balanced and neat.

1.1.5.D.1

1.1.5.D.2

1.3.5.D.4

Coloring an Imaginary Fish

Summative: Visual Arts Project

Students will color a fish drawing using markers. The coloring will represent a unified design.

1.1.5.D.1

1.1.5.D.2

1.3.5.D.1

1.3.5.D.3

1.3.5.D.4

Activities

- Identify and discuss the purpose of each of the different principles of design
- Discuss how to properly critique the aesthetic elements of artwork
- Demonstrate how to create an imaginary fish drawing
- Point out the characteristics that make the fish drawing balanced
- Have students draw an imaginary fish
- Demonstrate how to properly color a picture, by starting in the background
- Color the imaginary fish

Activities to Differentiate Instruction

- Students who excel will create an underwater background scene for their fish picture; the level of detail for the background will be determined by time constraints and abilities
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction	Resources
<p>Students will learn in their science classes the different taxonomic classification terms. The students will learn the different levels of taxonomic classification: kingdom, phylum, class, order, family, genus, and species. Students will investigate the genus and species classification terms for a goldfish and will use that terminology to title their artwork.</p>	<ul style="list-style-type: none">• Adventures in Art, Grade 4 by Laura Chapman, Davis Publications, 1998• Art supplies

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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 4 (D)** / **Grade 4 (District Elementary Curriculum)**

Wednesday, August 28, 2013, 10:10AM

Green Brook Township
Public Schools

Unit: Clay Relief Sculpture (Week 3, 2 Weeks) 📅 📄

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

D. Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

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

A. History of the Arts and Culture

- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

D. Visual Art

- 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.
- 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.
- 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.
- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

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.

A. Aesthetic Responses

- 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.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 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).

B. Critique Methodologies

- 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.
- 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.

Description of Unit	Essential Questions
<p>In this unit, students will create a relief sculpture using clay. The relief sculpture will represent a building and will be constructed using the principles of design. The sculpture will include a variety of architectural elements.</p>	<ul style="list-style-type: none"> • How do underlying structures unconsciously guide the creation of art works? • What roles do unity and balance play in the creation of sculptures? • What is the difference between a thoughtful and thoughtless artistic judgment?
Knowledge	Skills
<ol style="list-style-type: none"> 1. There are many different building materials, e.g. brick, concrete, wood, glass, or clay. 2. The principles of design are: unity, contrast, variety, emphasis and balance. 3. Architectural elements are the unique details and parts that come together to form a structure, e.g. windows, doors, and arches. 4. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between 	<ol style="list-style-type: none"> a. Identify different building materials. b. Identify the different principles of design: unity, contrast, variety, emphasis and balance. c. Give examples of the different architectural elements present in a typical home. d. Evaluate the aesthetic merits of artwork. e. Differentiate between contrasting and monochromatic color schemes.

compositional design and genre provides the foundation for making value judgments about the arts.

5. Colors opposite each other on the color wheel are contrasting. Colors near each other on the color wheel are monochromatic. It is aesthetically pleasing to use either contrasting or monochromatic colors in artwork.

Assessments

Building Materials

Diagnostic: Other written assessments

Students will list as many types of building materials as possible.

1.1.5.D.1

1.2.5.A.2

Clay Relief Sculpture

Formative: Other visual assessments

Students will create a clay relief sculpture. The sculpture will represent a building and will incorporate the principles of design.

The sculpture will also include a variety of architectural elements.

1.3.5.D.1

1.3.5.D.4

Architectural Elements

Formative: Other visual assessments

In addition to a variety architectural elements, students will include in their clay relief sculptures variations of similar architectural elements. For example, students should have at least two types of windows for a building sculpture. This feature will improve the aesthetics of the sculpture by further utilizing the design principle of variety.

1.3.5.D.1

1.3.5.D.4

Critique

Formative: Other written assessments

Students will critique their own artwork. The students will describe their artwork, analyze the compositional design, and evaluate the aesthetic merits of their work.

1.4.5.A.1

1.4.5.A.2

1.4.5.B.1

1.4.5.B.3

Critiquing Peers

Formative: Other written assessments

Students will be assigned to write a critique of one of their peers' artwork. The students will describe the artwork, analyze the compositional design, and evaluate the aesthetic merits of the work. The critique will offer constructive criticism.

- 1.4.5.A.1
- 1.4.5.A.2
- 1.4.5.B.1
- 1.4.5.B.3

Paint Sculpture

Summative: Visual Arts Project

Students will paint their clay relief sculpture using color theory. The colors they choose will be either monochromatic or contrasting.

- 1.1.5.D.1
- 1.3.5.D.1
- 1.3.5.D.2
- 1.3.5.D.4
- 1.3.5.D.5

Mid-Year Benchmark Assessment

Summative: Benchmark Assessment

Students will complete a benchmark assessment that includes a performance drawing task and closed-response questions.

- 1.1.5.D.1
- 1.2.5.A.2
- 1.2.5.A.3
- 1.3.5.D.1
- 1.3.5.D.2
- 1.3.5.D.3
- 1.3.5.D.4
- 1.4.5.A.1
- 1.4.5.A.2
- 1.4.5.A.3

Activities

- Discuss different types of building materials
- Draw on the board representations of different building materials
- Demonstrate how to create a relief sculpture
- Demonstrate how to keep clay moist, but not slippery
- Demonstrate how to create recesses in clay

Activities to Differentiate Instruction

- All students will include at least three different architectural elements (windows, doors, and roofs); advanced students may choose to include up to six different elements
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions

- Demonstrate how to score the clay surface before adding more clay, in order to build up the surface
- Dry the clay sculpture
- Fire the clay in a kiln
- Recall color theory and discuss monochromatic and contrasting colors
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction	Resources
<p>During the students' social studies lessons, they will learn different Native American architectural styles, which are representative of their regions. Students may choose to model their sculptures on one of these styles.</p>	<ul style="list-style-type: none"> • Adventures in Art, Grade 4 by Laura Chapman, Davis Publications, 1998 • Art supplies <p> Visual Art 4 Benchmark Mid Year.doc</p>

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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 4 (D)** / Grade 4 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:10AM

Green Brook Township
Public Schools

Unit: Shapes and Structures (Week 5, 1 Week) 📅 📄

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

D. Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

D. Visual Art

- 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.
- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

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.

A. Aesthetic Responses

- 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.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

B. Critique Methodologies

- 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.

- 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.

<p>Description of Unit</p>	<p>Essential Questions</p>
<p>In this unit, the students will use texture and value to draw a tree canopy. They will begin their drawing with main shapes, then fill in the details. Students will analyze their work and the artwork of one peer to determine which elements of the drawing are aesthetically pleasing.</p>	<ul style="list-style-type: none"> • How do underlying structures unconsciously guide the creation of art works? • How can implied texture create depth? • What is the difference between a thoughtful and thoughtless artistic judgment?
<p>Knowledge</p>	<p>Skills</p>
<ol style="list-style-type: none"> 1. The elements of art are: space, line, color, shape, texture, form, and value. 2. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. 3. The tree canopy is all of the branches and foliage of a tree above the ground. 4. Texture is an element of art, relating to the perceived surface quality of an object. 5. Value is an element of art that refers to the relationship between light and dark on a surface. 6. Constructive feedback helps to validate/improve one's work. 	<ol style="list-style-type: none"> a. Identify the different elements of art: space, line, color, shape, texture, form, and value. b. Evaluate the aesthetic merits of artwork. c. Draw a tree canopy. d. Create implied texture in a drawing of a tree canopy. e. Use different values to create the appearance of depth in a drawing. f. Provide constructive feedback to peers based upon an established rubric.
<p>Assessments</p>	
<p>Elements of Art Diagnostic: Other written assessments Students will write their own definition for three of the elements of art. 1.1.5.D.1</p> <p>Critique Formative: Other written assessments Students will critique their own artwork. The students will describe their artwork, analyze the compositional design, and evaluate the aesthetic merits of their work. 1.4.5.A.1</p>	

- 1.4.5.A.2
- 1.4.5.B.1
- 1.4.5.B.3

Critiquing Peers

Formative: Other written assessments

Students will write a critique of one of their peers' artwork. The students will describe the artwork, analyze the compositional design, and evaluate the aesthetic merits of the work. The critique will offer constructive criticism.

- 1.4.5.A.1
- 1.4.5.A.2
- 1.4.5.B.1
- 1.4.5.B.3

Tree Canopy

Summative: Visual Arts Project

Students will create a pencil drawing of a tree canopy. The drawing emphasis will be to successfully use the elements of texture and value.

- 1.1.5.D.1
- 1.1.5.D.2
- 1.3.5.D.1
- 1.3.5.D.3
- 1.3.5.D.4

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Describe and discuss texture and value • Discuss how texture and value are used together to create depth and perception • Look at pictures of tree-dotted landscapes • Demonstrate how to draw the basic shapes in a tree-dotted landscape • Have students draw three trees in a landscape • Demonstrate how to apply texture to the tree-dotted landscape using charcoal pencils • Have students first critique their own artwork, then the artwork of a peer 	<ul style="list-style-type: none"> • Students who are unable to draw three trees with texture will focus on just one tree • Students who excel will include additional trees in their picture • Students work at their own pace/teacher-reduced project expectations • Review and repeat instructions • Use proximity control • Incorporate frequent modeling and prompting • Use visuals, when possible, to accompany instructions • Preferential seating
Integrated/Cross-Disciplinary Instruction	Resources

Students will learn in their science classes about different climate regions. After the students have created their tree-dotted landscape, they may add details to make the landscape appear more like a specific climate region. Based on the details they have added and the trees they drew, they will label the landscape.

- [Adventures in Art, Grade 4](#) by Laura Chapman, Davis Publications, 1998
- Art supplies

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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 4 (D)** / **Grade 4 (District Elementary Curriculum)**

Wednesday, August 28, 2013, 10:11AM

Green Brook Township
Public Schools

Unit: Renaissance Profile Portrait (Week 6, 2 Weeks)  

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

D. Visual Art

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

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

A. History of the Arts and Culture

- 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

D. Visual Art

- 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.
- 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.
- 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.
- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

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.

A. Aesthetic Responses

- 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.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

B. Critique Methodologies

- 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.
- 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.

Description of Unit	Essential Questions
<p>Combining art and science, Renaissance artists analyzed the proportions of the head and face and created measurements for facial proportion. Students will use these measurements as a tool to create a Renaissance profile portrait. Students will critique the portraits in order to formulate judgments regarding artistic and aesthetic merits of artwork.</p>	<ul style="list-style-type: none"> • Does art define culture or does culture define art? • How does art preserve history? • What is the difference between a thoughtful and thoughtless artistic judgment?
Knowledge	Skills
<ol style="list-style-type: none"> 1. According to artists of the Renaissance, human facial features are based on proportions between the individual features. 2. A profile is a portrait picture of a person from the side. 3. The Renaissance was a time period of European history, lasting from approximately 1400-1600. 4. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. 5. The use of color and a knowledge of value are important elements of art. 	<ol style="list-style-type: none"> a. Identify the proportions between typical human facial features. b. Draw a profile portrait. c. Identify clothing and jewelry styles from the Renaissance. d. Evaluate the aesthetic merits of artwork. e. Use different colors and values to give form and create the appearance of depth in a picture.

Assessments

Renaissance Standards

Diagnostic: Other written assessments

Students will answer teacher questions based on Renaissance standards of typical facial proportions.

1.2.5.A.1

1.2.5.A.2

1.2.5.A.3

Portrait Drawing

Formative: Other visual assessments

Students will follow step-by-step instructions to draw a Renaissance-style profile portrait.

1.1.5.D.1

1.2.5.A.2

1.3.5.D.1

1.3.5.D.2

Renaissance Design

Formative: Other visual assessments

Students will add jewelry, hats, clothing, and hair styles from the time period of the Renaissance to the portrait drawing.

1.1.5.D.1

1.2.5.A.2

1.3.5.D.1

1.3.5.D.2

Critique

Formative: Other written assessments

Students will critique their own artwork. They will describe their artwork, analyze the compositional design, and evaluate the aesthetic merits of their work.

1.4.5.A.1

1.4.5.A.2

1.4.5.B.1

1.4.5.B.3

Critiquing Peers

Formative: Other written assessments

Students will write a critique of one of their peers' artwork. They will describe the artwork, analyze the compositional design, and evaluate the aesthetic merits of the work. The critique will offer constructive criticism.

1.4.5.A.1

1.4.5.A.2

1.4.5.B.1

1.4.5.B.3

Renaissance Portrait

Summative: Visual Arts Project

Students will add color to the facial features, the clothing, the jewelry, and the background of the Renaissance-style portrait.

- 1.1.5.D.1
- 1.1.5.D.2
- 1.2.5.A.2
- 1.3.5.D.1
- 1.3.5.D.2
- 1.3.5.D.4
- 1.3.5.D.5

End-of-the-Year Benchmark Assessment

Summative: Benchmark Assessment

Students will complete a benchmark assessment that includes a performance drawing task and closed-response questions.

- 1.1.5.D.1
- 1.1.5.D.2
- 1.3.5.D.1
- 1.3.5.D.2
- 1.3.5.D.3
- 1.3.5.D.4
- 1.4.5.A.1

Activities

- Show pictures of Renaissance artwork
- Discuss the proportions that exist between facial features
- Demonstrate the sequence of steps to draw a profile portrait
- Show examples of hairstyles, jewelry and clothing from the Renaissance
- Discuss the color wheel; remind students of the importance of monochromatic colors
- Discuss how different values are used to create depth in a picture
- Review the critiquing process
- Have students first critique their own artwork, then the artwork of a peer

Activities to Differentiate Instruction

- Some students will only create a background after they have finished the main portrait
- Students who excel may choose to add an ornate hat and hairstyle to their portrait after they have completed the other aspects of the project
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction

Resources

For the subject of the portrait the students may choose any person. The students will learn in social studies about famous Americans and may create a profile portrait of a famous American.

- [Adventures in Art, Grade 4](#) by Laura Chapman, Davis Publications, 1998
- Art supplies

 [Visual Art 4 Benchmark End of Year.doc](#)

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