Art Grade 4: Aesthetics, Imagination and Creativity, Basic Art Skills, Critique, Themes/History/Culture Copied on: 12/20/23

Content Area: **Art**
Course(s): **Art Grade 4**
Time Period: **Full Year**
Length: **180**
Status: **Published**

NJSLS Visual & Performing Arts

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.
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.
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.
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.

Rationale and Transfer Goals

In this grade students will continue to refine their understanding of art applied in context. They will evaluate art as informed critics and will create art with principles of good visual representations in mind.

Enduring Understandings

- Medium's, artistic styles, and techniques can be unique to specific or multiple cultures.
- Cultures, societies, genres, and eras influence art.
- Visual art can be a representation of an individual/group response to the world.
- Creative problems are solved by using the elements of art and principles of design.
- Art can be individually and collaboratively created and presented in multiple arrangements.
- Artwork is evaluated using an analysis of the elements of art and principles of design.
- Context influences the way we make and evaluate art.

Essential Questions

- What influences art?
- How does a culture express its uniqueness through their art?
- How do your life experiences influence your art?
- How are the elements of art and the principles of design used in creative problem solving?
- What problem-solving skills do you need to display art?
- How do skills and vocabulary influence how we critique art?
- How does understanding context affect the way we view art?

Content - What will students know?

- Works of art may be organized according to their function and artistic purposes.
- Contextual clues to culturally specific thematic content, symbolism, and compositional, stylistic nuance are prevalent in works of art throughout the ages.
- Art and culture reflect and affect each other.
- Characteristic approaches to content, form, style, and design define art genres.
- Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural and historical contexts.
- Criteria for determining 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.
- The elements of art and principles of design can be used in infinite variety as personal responses to creative problems. (e.g., line, color, shape, form, texture, and space), (e.g., balance, proportion, rhythm, emphasis, and unity)
- There are many types of aesthetic arrangements for the exhibition of art.
- Creating or assembling gallery exhibitions requires good time management and creative problem solving skills.

- The elements of art and principles of design are universal in nature.
- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
- While there is shared vocabulary among dance, music, theatre, and visual art, each domain has its own specific arts terminology.
- Levels of proficiency can be assessed through an analysis of the application of the elements of art and the principles of design. (e.g., color, line, shape, form, texture, space, and rhythm), (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)
- Artists and audiences can and do disagree about the relative merits of artwork.
- It is important to consider the context for the creation and performance of the works of dance, music, theatre, and visual art when assessing the arts. (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?)

Skills - What will students be able to do?

- 1.1.5C.1 Employ basic domain-specific arts language to categorize works of dance, music, theater, and visual art according to established classification.
- 1.2.5B(4).2 Identify common and distinctive characteristics of works of art from diverse cultural and historical eras of visual art in age appropriate stylistic terminology and experiment with various compositional approaches influenced by these styles. (e.g., Classical, Romantic, Impressionistic, Expressionistic, Modernism, Pop Art, Art Nouveau, etc.), (e.g., Cubism, Op Art, Surrealism, etc.)
- 1.5.5C.1 Recognize art as a reflection of societal values and beliefs.
- 1.5.5C.2 Relate common artistic elements that define distinctive arts genres in dance, music, theatre, and visual art. (e.g., Romanticism, Classicism, Post-modernism, etc.)
- 1.5.5C.3 Determine the impact of significant contributions of individual artists from diverse cultures throughout history.
- 1.1.5C.2 Make informed aesthetic responses to artwork based on their structural arrangement and personal, cultural or historical points of view.
- 1.1.5C.3 Demonstrate how art communicates ideas about personal and social values, and is inspired by an individual's imagination and frame of reference. (i.e., personal, social, political, historical context).
- 1.2.5B(4).1 Create cohesive visual statements individually and collaboratively that employ the elements of art and utilize the principles of design in two and three-dimensional works of art. (e.g., balance, proportion, rhythm, emphasis, and unity)
- 1.2.5B(4).5 Collaborate in the creation and presentation of completed works of art generated through multiple mediums in exhibition areas inside and outside the classroom.
- 1.3.5A(4).2 Compare and contrast works of art in various mediums that utilize the same art elements and principles of design.
- 1.4.5C.2 Determine the value of a critique's content and form by evaluating the written critiques of critics, peers, and self.
- 1.4.5C.3 Use domain-specific arts terminology to determine the strengths and weaknesses of specified works of dance, music theatre, and visual arts.
- 1.4.5C.4 Define technical proficiency utilizing the elements of art and the principles of design. (e.g., color, line, shape, form, texture, space, and rhythm), (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)
- 1.4.5C.5 Distinguish ways individuals have different opinions regarding the relative merits and effectiveness of artistic choices in the creation and performance of the visual and performing arts.

Activities - How we teach content and skills.

- Students will create a work of art using medium's, artistic styles, and techniques unique to specific/multiple cultures, societies, genres, and eras.
- Students will provide a personal response to a world event (individually or as a group).
- Have students create a work of art that solves a problem.
- Have students create an individual/collaborative work of art to be displayed in a variety of arrangements.
- Have students create a work of art for self-evaluation based

Assessments - How we know students have learned.

- Informal vocabulary assessment.
- Informal assessment identifying common and distinctive characteristics of artwork.
- Informal assessment identifying significant contributions of various artists and cultures throughout history.
- Informal assessment of frame of reference.
- Informal assessment identifying the elements of art and principles of design.
- Informal assessment of student self-evaluation.

Spiraling for Mastery

Demonstrate/model techniques related to individual projects. Create performance task (e.g., coat of arms). Display and discuss performance task. Explanation and discussion (compare and contrast, assess the application of the elements of art and principles of design, and difference of opinions towards	An age-appropriate lesson varied but not limited to 2 dimensional art. Art media might include clay, printmaking, collage, painting, drawing, technology, sculpture. Focus on the nature of beauty, the nature and value of art, and the inquiry process and human responses associated with those topics. Identify and examine separate parts as the function independently and together in creative works and studies of the	Demonstrate/model techniques related to individual projects. Create a performance task. Display and discuss performance tasks.

art). Students will create a work of art inspired by an art movement.	visual arts. Analyzing and determining the nature and quality of achievement through means appropriate to the subject. Considering a set of interrelated conditions in the visual arts that define specific cultures and eras. Produce works of visual art using materials, techniques, processes, elements, and analysis-, generate unique, complex, or elaborate ideas. Express elements evoking affects or verbal form. Express underlying characteristics in the visual art, such as repetition, balance, emphasis, contrast, and unity. Participate in complex operations involving a number of methods or techniques such as the addition and subtraction processes in sculpture. Organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art. Apply techniques, specific methods, or approaches used in larger processes, for example, gradation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color. Solve specific challenges based in thinking about and using visual arts components.	

Career Awareness, Exploration, Preparation, and Training

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

21st Century Skills

9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Interdisciplinary Connections

MA.4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
MA.4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
MA.4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MA.4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.