# Sept/Oct. Gr. 4 Art

Content Area: **Art**
Course(s):
Time Period: **September**
Length: **4-6 Weeks**
Status: **Published**

## Unit Overview

Students will study trees and be able to paint with watercolors to create a nature picture in the Asian artform. Students will examine the paintings of nature gifted to us from our partner school in Beijing to determine cultural influences in artists' work.

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| 3 | Students will recognize that people's multiple identities interact and create unique and complex individuals. |
| VA:Cr1.2.EU | Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. |
| 4 | Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people. |
| 6 | Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. |
| VA:Cr2.3.EU | People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. |
| VA:Cr3.1.4a | Revise artwork in progress on the basis of insights gained through peer discussion. |

## Enduring Understandings

Examining and recreating different art forms helps us understand painting techniques we can use to create art.

## Essential Questions

What can I learn from studying trees and use it to create art?

## Instructional Strategies & Learning Activities

**Fourth Grade** **September and October**

Tree studies

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| Examine Asian culture and why nature is a common subject matter | Ink landscape & watercolor:<br><br>Create a cool sky and a | Self evaluation | Asian landscape painting |

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| Use contrast and color to create mood<br><br>Experiment with watercolor and ink painting techniques<br><br>Create balance in a landscape<br><br>Examine and practice the drawing and painting of a tree silhouette<br><br>Add to study of trees examining textures (change of lights direction to see detail)<br><br>Experiment with the technique of tape resist, guache and watercolor pencils | warm sky using wet on wet watercolor techniques<br><br>Use black ink to create silhouettes of trees<br><br>Tape resist, watercolor and watercolor pencils create birch tree landscape | | |

## Integration of Career Readiness, Life Literacies and Key Skills

Students will explore the career as an artist through the lense of the Asian culture.

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| 9.4.5.CI | Creativity and Innovation |
| 9.2.5.CAP | Career Awareness and Planning |
| | Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. |
| 9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal |

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| | likes. |
| 9.2.5.CAP.2 | Identify how you might like to earn an income. |
| 9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations. |
| | Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. |
| | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. |
| 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). |
| 9.4.5.DC.6 | Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). |
| 9.4.5.GCA | Global and Cultural Awareness |
| | Culture and geography can shape an individual's experiences and perspectives. |
| 9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). |
| 9.4.5.TL.4 | Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). |
| 9.4.5.TL.5 | Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). |

## Technology and Design Integration

There is no technology used in this lesson.

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| IC | Impacts of Computing |

## Interdisciplinary Connections

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| LA.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good

grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Students will be encouraged to improve and challenge their art skills as they proceed.

Simpler instructions and tasks will be assigned for struggling students

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

## Modifications & Accommodations

Individual IEP's and 504 accommodations will be utilized.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a

standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Teacher observation for growth.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher observations during the process

Discussion

## Summative Assessments

**summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Self evaluation

## Instructional Materials

Asian landscape painting

Required art supplies

## Standards

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| 1.5.5.Cr | Creating |
| 1.5.5.Cr1 | Generating and conceptualizing ideas. |
| 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.Cr2b | Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. |
| 1.5.5.Cr3 | Refining and completing products. |
| 1.5.5.Pr | Presenting |
| 1.5.5.Pr6 | Conveying meaning through art. |
| 1.5.5.Re | Responding |
| 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.Re8 | Interpreting intent and meaning. |
| | Interpret |
| 1.5.5.Re8a | Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. |
| 1.5.5.Re9 | Applying criteria to evaluate products. |
| 1.5.5.Re9a | Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. |
| 1.5.5.Cn | Connecting |
| 1.5.5.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.5.5.Cn10a | Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. |
| 1.5.5.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| | Relate |

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| 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. |