

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Art</b>	<b>Grade Level(s): 4</b>
<b>Department: Humanities</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: 9/17/2020</b>	<b>Revision Date(s): 6/18/2020</b>

## Course Description

Students will identify the basic elements of art and principles of design in diverse types of artwork. They will explain how they are used. The Elements of Art are line, shape, form, space, color, value, and texture. Students will identify characteristics of themes in art and how this affects an artists work; such as family, community, and from different historical periods and from different world cultures. Students will be exposed to different mediums and materials, each with their own unique processes, skills, and techniques for application. They will use these supplies in a safe, appropriate manner, learning the use and care of art materials. They will create two and three dimensional works using the basic elements of art and principles of design. They will use symbols to create their own personal works of art based on age-appropriate themes, and using oral stories as a basis for pictures. They will use art vocabulary to demonstrate the knowledge of art materials, tools, and methodologies used to create and tell visual stories. Their work will be based on observations of the physical world. They will see that art is part of our everyday life. They will develop a vocabulary to describe art forms, artists, and elements and principles used in art. Students will learn that different art has different aesthetic qualities. They will begin to develop a vocabulary to describe these different aesthetic qualities, like style. gender of artist, age, or absence or presence of training. They will compare and contrast culturally and historically diverse works of art that evoke emotion and communicate cultural meaning. Students will use their imagination to create a story based on an art experience. They will show this visually. Students will distinguish patterns found in art. Students will observe the basic art elements in exhibitions and form their own assessment of the art. They will critique art, give and receive critiques, and recognize the subject or theme in art.

## Mission Statement

***The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to***

highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

### **Curriculum & Instruction Goals**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both a  *pacing guide*  and  *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to  *when*  critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The  *curriculum units*  contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

<b>NJ Administrative Code and Statutes Key</b>
<b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>+ =LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b>

### **Pacing Guide**

**Course Title: Art 4**  
**Prerequisite(s): N/A**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<b>Unit 1:</b> <b>Kinds of Lines</b> Contour Lines	September- October 5 Days	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other</li> </ul>	Students will be able to:  Use Contour Lines to draw.	<b>How do artists use lines to express their ideas?</b>  ID Contour Lines Use Contour Lines 1. Day 1 Intro to art with contour lines on teacher made power point.. Observe, Describe, and Analyze art. By looking at art, have students define what a contour line is. What is the purpose of contour lines? 2. Discuss elements and principles used. Show You-tube on modern artist demonstration on blind contour. Teacher demonstration on contour lines. Students practice with their hand. 3. Day 2 students practice using contour lines drawing their hand or shoe. 4. Day 3-5 Decide on subject matter, students draw final picture using contour lines. Decisions made as to how to finish. When finished, Share, reflect and assess.

		<p>responses.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		
<p><b>Unit 2:</b> <b>Kinds of Lines</b> Gesture Lines</p>	<p><b>October- November</b></p> <p>4 Days</p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of</li> </ul>	<p>Students will be able to:</p> <p>Use Gesture lines</p> <p>Draw a person in proportion</p>	<p><b>How do artists use lines to express their ideas?</b></p> <p>ID Gesture Lines</p> <p>Use Gesture Lines</p> <p>1. Day 1 Intro to art with gesture line on power point. Observe, Describe, and Analyze art. By looking at art, have students define what a gesture line is. What is the purpose of gesture lines?</p> <p>2. Discuss elements and principles used. Show picture of 2 people done with gesture lines. Which is in proportion? Teacher explains &amp; demonstrates body proportions. By</p>

		<p>personal significance that includes a process of peer discussion, revision and refinement.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		<p>looking at art with people in different poses, students practice using gesture lines and drawing people in proportion.</p> <p>3.Days 2-4. Practice drawing people in proportion. Decide on final project. Students will draw people in proportion using gesture lines. Decide how to finish project. When finished, Share, reflect and assess.</p>
<p><b>Unit 3:</b> <b>Kinds of Lines</b> Flowing Lines</p>	<p><b>December- January</b>  7 Days</p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches</li> </ul>	<p>Students will be able to:</p> <p>Use Flowing Lines-Thin to thick lines using a Sumi Brush</p>	<p><b>How do artists use lines to express their ideas?</b></p> <p>ID Flowing Lines - Thin to thick lines Use Flowing Lines</p> <p>1. Show art with Sumi brush strokes,</p>

		<p>to art-making that is meaningful to the makers.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an</li> </ul>		<p>thin to thick lines on power point. Observe, Describe, and Analyze art. By looking at art, have students decide how are these lines different? What is their purpose?</p> <p>2. Show the traditional materials used for Sumi brush strokes. Demonstrate how to use the brush and make the first line/stroke. .</p> <p>3. Day 2. Practice first line having the brush do its magic. Then introduce using the side of the brush and the tip of the brush to make a thick line and a thin outline type line. Students practice.</p> <p>4. Day 3 Practice 3 kinds of lines. Show how they are used to make sumi pictures in booklet. Students practice from booklet and using their own ideas.</p> <p>5. Days 4-5 Decide what the final project will be-banner, Chinese food container, other. Students practice and then make final. When finished, Share, reflect and assess all lines.</p>
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		<p>individual or society.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		
<p><b>Unit 4:</b> <b>Ceramics</b> Pinch Pots</p>	<p><b>January-February</b> 4 Days</p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul>	<p>Students will be able to: Make a pinch pot and add a clay coil foot.</p>	<p><b>How do artists use clay to create 3-D objects to express their ideas and function?</b> Pinch Pots-Tea Bowls 1.Days 1-4. Show tea bowls on power point. Observe, Describe, and Analyze art. By looking at bowls, have students decide which are winter bowls and which are summer bowls.? Why is the shape different? What is their purpose? Demonstrate steps used in how to pinch a pot. Demonstrate adding a foot. Students start pinching pot. Save, add feet and perhaps another pot. Glaze tea bowl. When finished, Share, reflect and assess.</p>

		<p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		
<p><b>Unit 5:</b> <b>Ceramics</b> Sculpture</p>	<p><b>February- April/May</b> 8 Days</p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent</li> </ul>	<p>Students will be able to:</p> <p>Make 2 pinch pots and join them to make a hollow sphere. Make a sculpture with their sphere by adding coils as body parts.</p>	<p><b>How do artists use clay to create 3-D objects to express their ideas?</b></p> <p>1.. Days 1-5. Show power point on ceramic sculptures. Could be Story telling Dolls, Gnomes &amp; Trolls, Maneki Neko, also known as a Lucky Cat or Fortune Cat or other. Observe, Describe, and Analyze art using elements and principles of art. Demonstrate how to join 2 pinch pots to create sculpture. Add coils for arms, legs, etc. Demonstrate how to make eyes, nose, mouth. Students</p>



		<p>environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		<p>will take about 4 classes to make this.</p> <p>2. Days 6&amp;7 Glaze tea bowls and sculpture. When finished, Share, reflect and assess.</p>
<b>Unit 6: Low Intensity</b>	<b>May- June</b>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking</li> </ul>	<p>Students will be able to:</p> <p>-Mix opposite colors to make low</p>	<p><b>Low Intensity Colors</b></p> <p><b>How can artists use color to create</b></p>

<p><b>Colors</b> Painting</p>	<p>5 Days</p>	<p>and design projects.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural</li> </ul>	<p>intensity colors. -Paint with low intensity colors to create. (landscapes, abstract art, projects may vary)</p>	<p><b>paintings that express their ideas?</b></p> <p>Day 1. Show paintings with low intensity colors on power point. Observe, Describe, and Analyze art. Demonstrate how to mix low intensity colors on a paint strip (like a Home Depot paint strip) using complementary colors. (orange &amp; blue) (pink &amp; green) (yellow &amp; purple) Students will decide on subject matter for painting. Simple Landscape, Geometric Art possibly with intersecting circles, other ideas. Sketch idea.</p> <p>Day 2-4. Paint on pair of complementary colors each day for painting.</p> <p>Day 5. Use colored pencils to finish painting. Share, reflect and assess.</p>
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		<p>contexts.</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		
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Instructional Unit Map				
Course Title: Art - Grade 4				
<b>Unit Title</b>	<b>Unit 1:</b>		<b>Start Date:</b>	September
	<b>Kinds of Lines</b>		<b>Length of Unit:</b>	5 Days/Classes
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and</li> </ul>	<b>Learning Goals</b>	<p>Students will be able to:</p> <p>Use Contour Lines to draw.</p>	

	<p>equipment.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		
<b>Essential Questions</b>	How do artists use lines to express their ideas?		
<b>Assessments</b>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>

<p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<p>Progress assessed during students working on projects.</p>	<p>Contour Line Project</p>	<p>Contour Line Project</p>	
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<p>Students know kinds of lines, but not to use lines in this way. Discussion before powerpoint introduction: How do artists use lines to draw?</p>			
<p><b>Instructional Strategies/Student Activities</b></p>	<p><b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create. -Demonstration -Practice -Mini-Lesson including “hand over hand” on how to use contour lines.</p>			
<p><b>Instructional/Assessment Scaffolds</b> (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p><b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b></p>			
	<p>-“Classroom Buddy” -Preferred Seating -Visuals -Samples of many kinds of contour line drawings in different stages of production. -teach using step by step directions</p>	<p>-Preferred Seating -Visuals -Samples of many kinds of contour line drawings in different stages of production. -teach using step by step directions</p>	<p>-Preferred Seating -Visuals -Samples of many kinds of contour line drawings in different stages of production. -teach using step by step directions</p>	<p>-Visuals -Samples of many kinds of contour line drawings ranging in complexity and point of view.</p>

<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	<ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures of different kinds of contour line drawings</li> <li>-whole class demonstration, small group demos, individual,hand over hand</li> </ul>	<ul style="list-style-type: none"> <li>-Students make their own contour of their hand</li> <li>-Students choose pose</li> <li>-Students choose final project</li> <li>-Students draw in their own way</li> </ul>
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier 2: line, continuous line,</p> <p>Tier 3: outer edge, contour,</p>	
<b>Integration of Technology</b> <a href="#">SAMR</a>	<p>Presently no computer access in the art room. But if available, students could:</p> <ul style="list-style-type: none"> <li>-Use computer to research their own images to use for contour line drawings</li> <li>-Have access to slide presentation and additional visuals in google slides.</li> </ul>	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 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).</li> </ul> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	

	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
21 <sup>st</sup> Century Themes/Skills <a href="#">P21 Framework</a>	Themes	
	Themes	Skills
	B. Global Awareness E. Environmental Literacy	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility  B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Resources/Materials	Inexpensive practice paper, pencils, 12 x 18 paper for final project, paper to mount final project. Student's hand, shoe, teacher made powerpoint,	

Instructional Unit Map			
Course Title: Art			
Unit Title	Unit 2	Start Date:	October
	Kinds of Lines - Gesture Lines	Length of Unit:	4 Days/Classes

<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> </ul> <p>Performance Expectations:</p>	<p><b>Learning Goals</b></p>	<p>Students will be able to:</p> <p>Use Gesture lines Draw a person in proportion</p>
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	<ul style="list-style-type: none"> <li>• 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>• 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		
<b>Essential Questions</b>	How do artists use lines to express their ideas?		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>		<b>Summative</b>
	Progress assessed during students working on projects.		Gesture Line Project
			<b>Alternative</b> Gesture Line Project
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Know kinds of lines and contour lines. Discussion-View gesture lines. How are these lines different than contour lines? Why would an artist use these kinds of lines?		
<b>Instructional Strategies/Student Activities</b>	<b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create. Demonstrate how to use gesture lines and drawing people in proportion.		
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>
	-“Classroom Buddy” -Preferred Seating -Visuals -Samples of many kinds of gesture line projects in different stages of production.	-“Classroom Buddy” -Preferred Seating -Visuals -Samples of many kinds of gesture	-“Classroom Buddy” -Preferred Seating -Visuals -Samples of many kinds of gesture line projects in different stages of production.

		line projects in different stages of production.		(wrists, ankle, shin, knee, thigh)
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures of different ways to do gesture drawings</li> <li>-whole class demonstration, small group demos, individual</li> </ul>		<ul style="list-style-type: none"> <li>-Students choose their own poses for gesture drawings.</li> <li>-Students paint it in their own way</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: pose, scribble, wrap around, movement  Tier 3: proportion, gesture, circumference			
<b>Integration of Technology</b> <a href="#">SAMR</a>	Presently no computer access in the art room. But if available, students could: <ul style="list-style-type: none"> <li>-Use computer to research their own pictures for gesture drawings.</li> <li>-Have access to slide presentation and additional visuals in google slides.</li> </ul>			
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 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).</li> </ul>			

	<p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p style="text-align: center;">Themes <span style="float: right;">Skills</span></p>	
	<p>B. Global Awareness  E. Environmental Literacy</p>	<p>A. Life and Career Skills  Flexibility and Adaptability  Initiative and Self-Direction  Social Skills  Productivity and Accountability  Responsibility</p> <p>B. Learning and Innovation Skills  Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration</p>
<p><b>Resources/Materials</b></p>	<p>Inexpensive practice paper, pencils, teacher power point with people in different positions, 12 x 18 paper for final project</p>	

**Instructional Unit Map**

Course Title: Art - Grade 4			
<b>Unit Title</b>	Unit 3	<b>Start Date:</b>	December
	Kinds of Lines - Flowing Lines Thick to Thin Lines		<b>Length of Unit:</b>
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> Performance Expectations:	<b>Learning Goals</b>	Students will be able to:  Use Flowing Lines-Thin to thick lines using a Sumi Brush

	<ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		
<b>Essential Questions</b>	How do artists use lines to express their ideas?		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b> <span style="margin-left: 150px;"><b>Summative</b></span> <span style="margin-left: 150px;"><b>Alternative</b></span>		
	Progress assessed during students working on projects.	Sumi Brush Stroke practice projects and final project.	Sumi Brush Stroke practice projects and final project.
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Students know contour lines and gesture lines. View pictures made with sumi brush strokes. Discuss how are these lines different from contour and gesture lines.		
<b>Instructional Strategies/Student Activities</b>	<p><b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create.</p> <p>Teacher demonstration and student practice on 3 kinds of brush strokes.</p> <p>Students use strokes in sumi booklet for guided practice before they decide on their project.</p>		

<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals on 3 brush stokes</li> <li>-Samples of Sumi Brush paintings</li> <li>-Samples of paintings in different stages of production.</li> <li>-teach using step by step directions</li> <li>-Use “hand over hand” to learn strokes</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals on 3 brush stokes</li> <li>-Samples of Sumi Brush paintings</li> <li>-Samples of paintings in different stages of production.</li> <li>-teach using step by step directions</li> <li>-Use “hand over hand” to learn strokes</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals on 3 brush stokes</li> <li>-Samples of Sumi Brush paintings</li> <li>-Samples of paintings in different stages of production.</li> <li>-teach using step by step directions</li> <li>-Use “hand over hand” to learn strokes</li> </ul>	<ul style="list-style-type: none"> <li>Visuals</li> <li>-Samples of more advanced sumi paintings</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures for students trace over</li> <li>-whole class demonstration, small group demos, individual, hand over hand</li> </ul>		<ul style="list-style-type: none"> <li>-Students brush strokes are unique to them</li> <li>-Choice of subject matter to paint</li> <li>-Choice of “how to” paint using sumi</li> <li>-Choice of strokes they want to use</li> </ul>	

<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: thin to thick lines, light, dark,  Tier 3: Sumi, perpendicular (how the brush is held to the paper), drag - push down - flick, wash,	
<b>Integration of Technology</b> <a href="#">SAMR</a>	Presently no computer access in the art room. But if available, students could: -Use computer to research their own pictures for sumi -Use computers to research Sumi art -Have access to slide presentation and additional visuals in google slides.	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 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).</li> </ul> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b> <span style="float: right;"><b>Skills</b></span>	
	B. Global Awareness E. Environmental Literacy	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability

		Responsibility  B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
<b>Resources/Materials</b>	Inexpensive paper, sumi brushes, black puck tempera, water in mugs, 12 x 18 thick paper, sumi booklets, samples, optional-liquid watercolor in spray bottles	

Instructional Unit Map			
Course Title: Art - Grade 4			
<b>Unit Title</b>	Unit 4 Ceramics - Pinch Pots		<b>Start Date:</b> January  <b>Length of Unit:</b> 4 Days/Classes
	<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and</li> </ul>	<b>Learning Goals</b>



	<p>respectful use of materials, tools and equipment.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>		
<p><b>Essential Questions</b></p>	<p>How do artists use clay to create 3-D objects to express their ideas and function?</p>		

<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>		<b>Summative</b>		<b>Alternative</b>	
	Progress assessed during students working on projects.		Clay tea bowl with a coiled foot. -discussion/interview -student participation -teacher observation		Clay tea bowl with a coiled foot. -discussion/interview -student participation -teacher observation	
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Discussion cups and bowls they use everyday. What are they made of? How are they made?					
<b>Instructional Strategies/Student Activities</b>	<p><b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create.</p> <p>In power point, students will see and discuss different kinds of tea bowls, the different decoration used on them, some are highly textured, their colors mimic the season. Different shapes. Summer have open bowl so tea can cool off. Winter bowls have a closed opening, so the warmth stays in the bowl.</p>					
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>		<b>Special Education Learners</b>		<b>Struggling Learners</b>	
	-"Classroom Buddy" -Preferred Seating -Visuals -Samples of many kinds of ceramic tea bowls in different stages of production. -Chart showing how to make a pinch pot using step by step directions.		-"Classroom Buddy" -Preferred Seating -Visuals -Samples of many kinds of ceramic tea bowls in different stages of production.		-"Classroom Buddy" -Preferred Seating -Visuals -Samples of many kinds of ceramic tea bowls in different stages of production. -Chart showing how to make a pinch pot using step by step directions. -Chart showing how to roll a coil of clay.	
					<b>Advanced Learners</b> Visuals -Samples of more advanced tea bowls. -Samples of different ways to decorate or texture the bowl.	

	<ul style="list-style-type: none"> <li>-Chart showing how to roll a coil of clay.</li> <li>-Chart showing score and slip and smooth to attach clay additions to their bowl.</li> <li>-teach using step by step directions</li> </ul>	<ul style="list-style-type: none"> <li>-Chart showing how to make a pinch pot using step by step directions.</li> <li>-Chart showing how to roll a coil of clay.</li> <li>-Chart showing score and slip and smooth to attach clay additions to their bowl.</li> <li>-teach using step by step directions</li> </ul>	<ul style="list-style-type: none"> <li>-Chart showing score and slip and smooth to attach clay additions to their bowl.</li> <li>-teach using step by step directions</li> </ul>	
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures of different kinds of simple bowls</li> <li>-whole class demonstration, small group demos, individual</li> </ul>		<ul style="list-style-type: none"> <li>-Students make their own kind of bowl, summer or winter</li> <li>-Decoration on bowl-smooth, highly textured, items imprinted in, texture scratched on with different tools</li> <li>-Students glaze it in their own way</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier 2: tea bowl, summer, winter, clay, texture, thickness,</p> <p>Tier 3: summer &amp; winter as it refers to tea bowls, kiln, glaze, pinch pot, foot (as a part of a tea bowl),</p>			

<b>Integration of Technology</b> <a href="#">SAMR</a>	<p>Presently no computer access in the art room. But if available, students could:</p> <ul style="list-style-type: none"> <li>-Use computer to research tea bowl pictures</li> <li>-Have access to slide presentation and additional visuals in google slides.</li> </ul>	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 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).</li> </ul> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>
	B. Global Awareness E. Environmental Literacy	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility  B. Learning and Innovation Skills Creativity and Innovation

		Critical Thinking and Problem Solving Communication and Collaboration
<b>Resources/Materials</b>	Earthenware clay, variety of clay tools, glazes, brushes, kiln, slip (liquid clay), forks, table covers,	

<b>Instructional Unit Map</b>			
<b>Course Title: Art -Grade 4</b>			
<b>Unit Title</b>	Unit 5 Ceramics - Sculpture	<b>Start Date:</b>	April-May
		<b>Length of Unit:</b>	8 Classes/days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and</li> </ul>	<b>Learning Goals</b>	<p>Students will be able to:</p> <p>Make 2 pinch pots and join them to make a hollow sphere. Make a sculpture with their sphere by adding coils as body parts.</p>

	<p>refinement.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>							
<b>Essential Questions</b>	How do artists and student artists use clay to create 3-D objects to express their ideas?							
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th data-bbox="575 1170 995 1247">Formative</th> <th data-bbox="995 1170 1528 1247">Summative</th> <th colspan="2" data-bbox="1528 1170 1944 1247">Alternative</th> </tr> </table>				Formative	Summative	Alternative	
	Formative	Summative	Alternative					
Progress assessed during students working on projects.	Ceramic Sculpture Project -discussion/interview	Ceramic Sculpture Project -discussion/interview						

		-student participation -teacher observation	-student participation -teacher observation
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<p>Know that a sculpture is a 3-D object.          How to make a pinch pot.          But how can you use a pinch pot to make a 3-D sculpture?</p>		
<b>Instructional Strategies/Student Activities</b>	<p><b>Describe</b> sculpture in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create their sculpture. Could be Story telling Dolls, Gnomes &amp; Trolls, Maneki Neko, also known as a Lucky Cat or Fortune Cat or other. Demonstrate.</p>		
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>
	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of ceramic sculptures in different stages of production.</li> <li>-Chart showing how to make a pinch pot using step by step directions.</li> <li>-Chart showing how to roll a coil of clay.</li> <li>-Chart showing score and slip and smooth to attach clay additions to their bowl.</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of ceramic sculptures in different stages of production.</li> <li>-Chart showing how to make a pinch pot using step by step directions. -Chart showing how to roll a coil of clay.</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of ceramic sculptures in different stages of production.</li> <li>-Chart showing how to make a pinch pot using step by step directions. -Chart showing how to roll a coil of clay.</li> <li>-Chart showing score and slip and smooth to attach clay additions to their bowl.</li> <li>-teach using step by step directions</li> </ul>

	-teach using step by step directions	-Chart showing score and slip and smooth to attach clay additions to their bowl. -teach using step by step directions		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	-Power point -Copy of presentation to refer to later if needed -Pictures of different kinds of sculptures -whole class demonstration, small group demos, individual		-Students make their own rendition of their sculpture -Students paint (glaze) it in their own way	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: attach, evaporate, 3-D sculpture  Tier 3: earthenware clay, Kiln, bisque fire, glaze fire, glaze, score, slip			
<b>Integration of Technology</b> <a href="#">SAMR</a>	Presently no computer access in the art room. But if available, students could: -Use computer to research their own alien pictures -Have access to slide presentation and additional visuals in google slides.			
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 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).</li> </ul>			



	<p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p style="text-align: center;">Themes <span style="float: right;">Skills</span></p>	
	<p>B. Global Awareness  E. Environmental Literacy</p>	<p>A. Life and Career Skills  Flexibility and Adaptability  Initiative and Self-Direction  Social Skills  Productivity and Accountability  Responsibility</p> <p>B. Learning and Innovation Skills  Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration</p>
<p><b>Resources/Materials</b></p>	<p>Earthenware clay, variety of clay tools, glazes, brushes, kiln, slip (liquid clay), forks, table covers,</p>	

**Instructional Unit Map**

Course Title: Art - Grade 4			
Unit Title	Unit 6 Low Intensity Colors - Painting	Start Date:	May
		Length of Unit:	5 Days/Classes
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively.</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> Performance Expectations: <ul style="list-style-type: none"> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form,</li> </ul>	<b>Learning Goals</b>	Students will be able to: <ul style="list-style-type: none"> <li>-Mix opposite colors to make low intensity colors.</li> <li>-Paint with low intensity colors to create. (landscapes, abstract art, projects may vary)</li> </ul>

	<p>structure, context, subject, and visual elements.</p> <ul style="list-style-type: none"> <li>• 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> </ul> <p>Performance Expectations:</p> <ul style="list-style-type: none"> <li>• 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> <li>• 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</li> </ul>			
<b>Essential Questions</b>	How do artists and student artists use low intensity colors to create paintings that express their ideas?			
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>	
	Progress assessed during students working on projects.	Low Intensity Painting Project -discussion/interview -student participation -teacher observation	Low Intensity Painting Project -discussion/interview -student participation -teacher observation	
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Students know primary, secondary, warm, cool and analogous colors. Students know how to make tints and shades. Ask and discuss: How do we make brown? How do we make dull colors, like camo green, burnt orange, dull blue, etc.?			
<b>Instructional Strategies/Student Activities</b>	<b>Describe</b> colors seen in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create their painting. Demonstrate how to make low intensity colors on a “Home Depot Paint Strip”. Sketch and paint a landscape or geometric art.			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>

	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of low intensity paintings in different stages of production.</li> <li>-3 Charts showing how to mix low intensity colors. Orange-Blue, Green-Pink, Yellow-Purple.</li> <li>-teach using step by step directions</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of low intensity paintings in different stages of production.</li> <li>-3 Charts showing how to mix low intensity colors. Orange-Blue, Green-Pink, Yellow-Purple.</li> <li>-teach using step by step directions</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of low intensity paintings in different stages of production.</li> <li>-3 Charts showing how to mix low intensity colors. Orange-Blue, Green-Pink, Yellow-Purple.</li> <li>-teach using step by step directions</li> </ul>	<ul style="list-style-type: none"> <li>-White can be added to low intensity colors to increase the palette of colors.</li> <li>-Painting projects that have more details.</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	
	<ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures of different kinds of sculptures</li> <li>-whole class demonstration, small group demos, individual</li> </ul>		<ul style="list-style-type: none"> <li>-Students choose which low intensity colors to use, where and how to use them.</li> <li>-Students choose geometric art, landscape, or negotiated other genre to paint.</li> </ul>	

<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier 2: opposite colors, landscape, dull colors, bright colors</p> <p>Tier 3: complementary colors, low intensity colors, geometric art</p>	
<b>Integration of Technology</b> <a href="#">SAMR</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 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).</li> </ul> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>Themes</b> <span style="float: right;"><b>Skills</b></span>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<p>B. Global Awareness</p> <p>E. Environmental Literacy</p>	<p>A. Life and Career Skills</p> <p>Flexibility and Adaptability</p> <p>Initiative and Self-Direction</p> <p>Social Skills</p> <p>Productivity and Accountability</p> <p>Responsibility</p>

		B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
<b>Resources/Materials</b>	12 x 18 white paper, strips of paper, pink, green, yellow, purple, orange, blue tempera paints, brushes, power point, charts, teacher samples	