

RUTHERFORD PUBLIC SCHOOLS

GRADE 4

**ART
CURRICULUM**

2016

Revision to Remove CCSS and Replace with NJSLS – Approved by the RBOE:

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

The Rutherford **Grade 4 art curriculum** is designed to cultivate within the student an appreciation of art, an active experience in creative development, a means of self-expression and the appreciation of art of other cultures. An environment is provided to foster creative and aesthetic growth within a program that allows for flexibility. The art program recognizes art as a creative, individual discipline that is an integral part of any academic curriculum in the humanities. The format we are presenting provides flexibility through a grouping of grade units. These units are presented in sequential order.

ART is a universal expression of human behavior. The Rutherford program focuses on art activities, appreciation, experimentation and art history, which will teach the basic fundamentals of art. The opportunity is offered to express oneself creatively through a wide variety of art experiences. It serves as both balance and contrast to the more formal curriculum areas. Lessons will contain content drawn from the four foundational art disciplines: production, criticism, history and aesthetics, which will build a body of cumulative knowledge and skills in art that can be appropriately evaluated.

2. OBJECTIVES

A. NEW JERSEY STUDENT LEARNING STANDARDS FOR VISUAL AND PERFORMING ARTS WITH CORRESPONDING CLASSROOM SKILLS AND CONTENT OBJECTIVES

For a complete copy of the NJ Student Learning Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION: Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 5.

GRADE 4 CLASSROOM OBJECTIVES FOR STANDARD 1.1

Skills

The use of elements and principles of art will be further explored.

Content

1. Teacher presentation/demonstration of elements and principles of art.

2. Student participation in class discussion on the use of elements and principles of art.
3. Student planning of projects based on a specific element and principle of art.
4. Recognition of the difference between elements and principles of art.

GRADE 4 CLASSROOM OBJECTIVES FOR 1.2

Skills

Students will be able to study and understand the art of different time periods and cultures.

Content

1. Teacher presentation of art based on different cultures/time periods.
2. Students will be able to identify, recognize and describe characteristics of art from different world cultures and historical periods.
3. Identify the community and family as a theme used to create art.
4. Examine the relationship between art and the society it comes from.

GRADE 4 CLASSROOM OBJECTIVES FOR STANDARD 1.3

Skills

Students will continually develop their ability to create art through the completion of art projects.

Content

1. Students will create art relating to classroom curriculum.
2. Students will continue to explore the use of different media in the creation of various artworks.
3. Students will create art in response to selected themes.
4. The basic elements and principles of art will be further explored.
5. Students will express themselves using various types of art forms.
6. As the student's art learning and ability progress, he/she continues to learn new methods of creating a finished art product. The student should be able to use a large array of art tools and materials to create his/her own artwork.
7. Completed student artwork will be displayed throughout the school year.

GRADE 4 CLASSROOM OBJECTIVES FOR STANDARD 1.4**Skills**

Students will be able to continually develop aesthetic perceptions. These include the concepts that art is enjoyable, that each artwork is unique, and that there are many kinds of art.

The student builds upon previous knowledge of basic art concepts. His/her appreciation of art broadens to include respect for such things as technique, originality, imagination, symbolism, and the importance of the total visual effect.

Students will be able to understand and utilize the concept of a critique in relationship to their own artwork and the artwork of others.

Content

1. Students will develop self-awareness through their artwork.
2. Students will develop respect for their work and others.
3. Students will express their feelings and individuality both verbally and on paper.
4. Students will communicate and respond to various works of art from different cultures and time periods.
5. Students will develop personal feelings and opinions about various artworks.
6. The student's perceptual skills become more developed.
7. Students will continue to look at artists' work as references.
8. Students will be able to talk about all types of artwork.
9. Students will be able to critique artwork through the use of elements and principles of design.
10. Students will be able to use visual art vocabulary when expressing one's opinion about art.
11. Students will be able to distinguish the subject matter of a piece of art.
12. Students will be able to realize and appreciate the value of a critique.

3. PROFICIENCY LEVELS

Fourth grade level skills continue to develop with the manipulation of materials and an understanding of art techniques.

4. METHODS OF ASSESSMENT

- **Student Assessment**

The teacher will provide a variety of assessments, including:

- Teacher observation
- Individual and group critique
- Completed projects
- Display of students' work
- Students in grade 4 will receive a satisfactory or unsatisfactory on their report card.

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Art displays
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

5. **GROUPING**

Art is part of the standard curriculum for all students in grade 4 in the Rutherford School District.

6. **ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

All students in grade 4 have art once a week for the entire year.

7. **RESOURCES**

Supplies/Materials:

Various weights & textures of paper, construction paper, scissors, glue, rulers, tape, paper punch, stapler, cardboard, pencils, paste, wallpaper, newspaper, art prints, photographs, felt, burlap, fabric, muslin, scraps, yarn, thread, large eyed needles, straws, wooden sticks, dowels, buttons, trim, fabric crayons, cotton, pipe cleaners, needles, paper punch, stapler, craft sticks, crayons, pastels, scratch art sticks, colored markers, oil crayons, payons, craypas, sponge, string, watercolors, Pritt Art Paste, Pariscraft, Model Magic, water containers, palettes, tempera paint, brushes, sandpaper, plasticine, brayers/printing ink.

Scrap materials:

Cardboard tubes, wood scraps, styrofoam packing or meat trays, corrugated cardboard

Special papers:

Corrugated paper, scratch boards, tissue, cellophane, florescent, metallic, oaktag, cardboard

8. METHODOLOGIES

The following is a list of some of the basic methodologies used in grade 4 art lessons:

- Our introduction includes samples of the project, videos and/or prints or posters and an outline of the procedures to complete the project.
- Discussion of the lesson objective.
- Student procedures for completing the projects based on class time.
- Teacher demonstration which may include various steps for the creation of the project.
- Critiquing of completed projects.
- Self-evaluation of completed projects.
- Teacher evaluation of completed projects.

9. SUGGESTED ACTIVITIES**1) Drawing and Design**

- landscapes
- portraits
- figures
- animals
- still life
- nature

2) Elements of Composition

- background/middle ground/foreground
- focal point
- positive/negative
- line-rhythm, movement, variations

3) 3D – Sculpture

- metal work
- cardboard
- Pariscraft
- paper

4) Textiles

- weaving

5) Painting

- color theory
- monochromatic
- cool and warm colors
- watercolor techniques

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding

- word walls
- sentence frames
- think-pair-share
- cooperative learning groups
- teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – ART GR. 4

<i>Class</i>	September	October	November	December	January
GRADE 4	<ul style="list-style-type: none"> • Introduction to art room • Review of art policies and procedures • Introduce elements of art • Drawing and coloring skills • Name designs- using mirror images 	<ul style="list-style-type: none"> • Elements of art – continued • Introduce color theory • Learning to draw faces • Creating a portrait • Portraits in mixed media 	<ul style="list-style-type: none"> • Decorating with line, symbols, pattern and repetition • Line, space and shape review • Introduction to multicultural arts • Functional art 	<ul style="list-style-type: none"> • Application of color mixing and blending • Use of color schemes • Movable art • Imagination and fantasy 	<ul style="list-style-type: none"> • Elements and principles- line, movement and color • Mixing and color blending art • Watercolor techniques • Abstract art

<i>Class</i>	February	March	April	May	June
GRADE 4	<ul style="list-style-type: none"> • Working with a theme • Cut paper design • Cutting and gluing skills • Adding interest to shape with line and textures 	<ul style="list-style-type: none"> • Discussion of 2- and 3-dimensional form • Assembling techniques • Create a 3-D sculpture • Usage of art vocabulary • Art from diverse cultures 	<ul style="list-style-type: none"> • Use of art elements-line, space and shape-to show perspective • Perspective drawing • Overlapping objects 	<ul style="list-style-type: none"> • Elements of art • Texture and repetition • Textiles design • Art show preparation and experience in a new school 	<ul style="list-style-type: none"> • Culminating lesson using art design • Wearable art • Year review of elements and principles of art